



**THOMAS CARR
COLLEGE**

YEAR 9

SUBJECT INFORMATION

They will shine

2024

CONTENTS	1
INTRODUCTION	4
OVERVIEW	5
Assessment at Year 9	5
Good Samaritan Campus (Country Experience)	6
City Experience	7
Web Preferences Online	7
Important Contacts	8
COMPULSORY SUBJECTS	9
RELIGIOUS EDUCATION	9
Religious Education Pathways	9
Religious Education	10
ENGLISH	11
English Pathways	11
English	12
English - Magis	13
MATHEMATICS	14
Mathematics Pathways	14
Mathematics	15
Mathematics - Magis	16
HUMANITIES	17
Humanities Pathways	17
Humanities	18
Humanities - Magis	18
SCIENCE	19
Science Pathways	19
Science	20
Science – Magis	21
Health & Physical Education	22
HEALTH AND PHYSICAL EDUCATION: SEMESTER-BASED ELECTIVES	23
Health And Physical Education Pathways	23
Elite Sports Performance	24
Health Performance	25
LANGUAGES: SEMESTER-BASED ELECTIVES	26
Languages Pathways	26
Chinese-Mandarin - Magis	27
Indonesian Ab Initio	28
Indonesian	29
Italian	30

Italian - Magis	31
SCIENCE/STEM: SEMESTER-BASED ELECTIVES	32
All In The Mind (Science: Psychology)	32
STEM: F1 In Schools	33
TECHNOLOGIES: SEMESTER-BASED ELECTIVES.....	35
Technology Pathways.....	35
Game Design And Esports – Digital Technology	36
Designer Runway - Creative Textiles	37
Design Technology: Wood, Metal And Plastic.....	38
Electronics And Plastics In Design.....	39
Wonderful World Of Foods	40
THE ARTS: SEMESTER-BASED ELECTIVES.....	41
The Arts Pathways	41
At The Movies (Media)	44
Art Forms	45
Creative Writing.....	46
Drama	47
Music.....	48
Photography	49
Visual Communication – Product Design.....	50
YEAR 9 PROGRAM PLANNER	51

For information about the VCE options offered at Year 10 including a full list of Accelerated VCE Options, please contact Mrs Daniela Bombardieri-Szabo (Head of Learning and Teaching – Senior School) or refer to SIMON or the College Website.

INTRODUCTION

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.

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 calms emotions, controls impulsive behaviour, reasoning (i.e. consequences to actions) and decision-making.

As a school, we have a responsibility to sustain student motivation and improving skills in both 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 are responsible 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

At Year 9, the students at Thomas Carr College continue to undertake full-year Core subjects and they undertake semester-based Elective subjects. Students are able to choose from a wide range of options which are explained in this Handbook. As an important, personally enriching and compulsory part of the Year 9 curriculum, students participate in an Outdoor & Camping Experience at the Good Samaritan Campus and a City Experience. These are excellent and unique opportunities for students to learn new skills and apply their learning within and outside the classroom.

An integrated core subject at Year 9 will provide the opportunity for students further apply skills and knowledge across all key learning areas. This will be delivered in a Year-long program called STEAMscape - iD9 Exploration.

The College's iD9 Program incorporates:

- Good Samaritan Campus (Country Experience)
- The City Experience
- STEAMscape – iD9 Explorations
- An overall curriculum that promotes interdisciplinary connections.

SUBJECT	2024 PERIOD ALLOCATION (PER FORTNIGHT)
Religious Education	6
Communications - English	9
Communications - Humanities	6
Investigations (Science)	6
Mathematics	9
Physical Education and Personal Development	6
STEAMscape -iD9 Exploration	4
Additional Electives (2 per semester)	6 per elective subject
Pastoral and Learning Mentor Program	2
Total	60

Assessment at Year 9

Assessment Tasks in Year 8 are varied. They include smaller more regular skill-based tasks; research or inquiry-based projects; essays; presentations; reading comprehension; podcasts, creative projects, tests (both hand-written and online) etc.

Year 9 Students will have end of year examinations in English, Mathematics, Humanities, and Science to prepare students for the Senior Years. These arrangements are subject to change in early 2024.

Contribution to Overall Score

All Assessments Tasks and Examinations (where applicable) contribute to the Overall Score for each semester.

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 a 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 two-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, centred 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 Design Thinking 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 and the Country Experience will participate in a presentation night to their families.

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. Students will complete this at the Subject Selection Interviews which are taking place on **August 7 and 8**.



Important Contacts

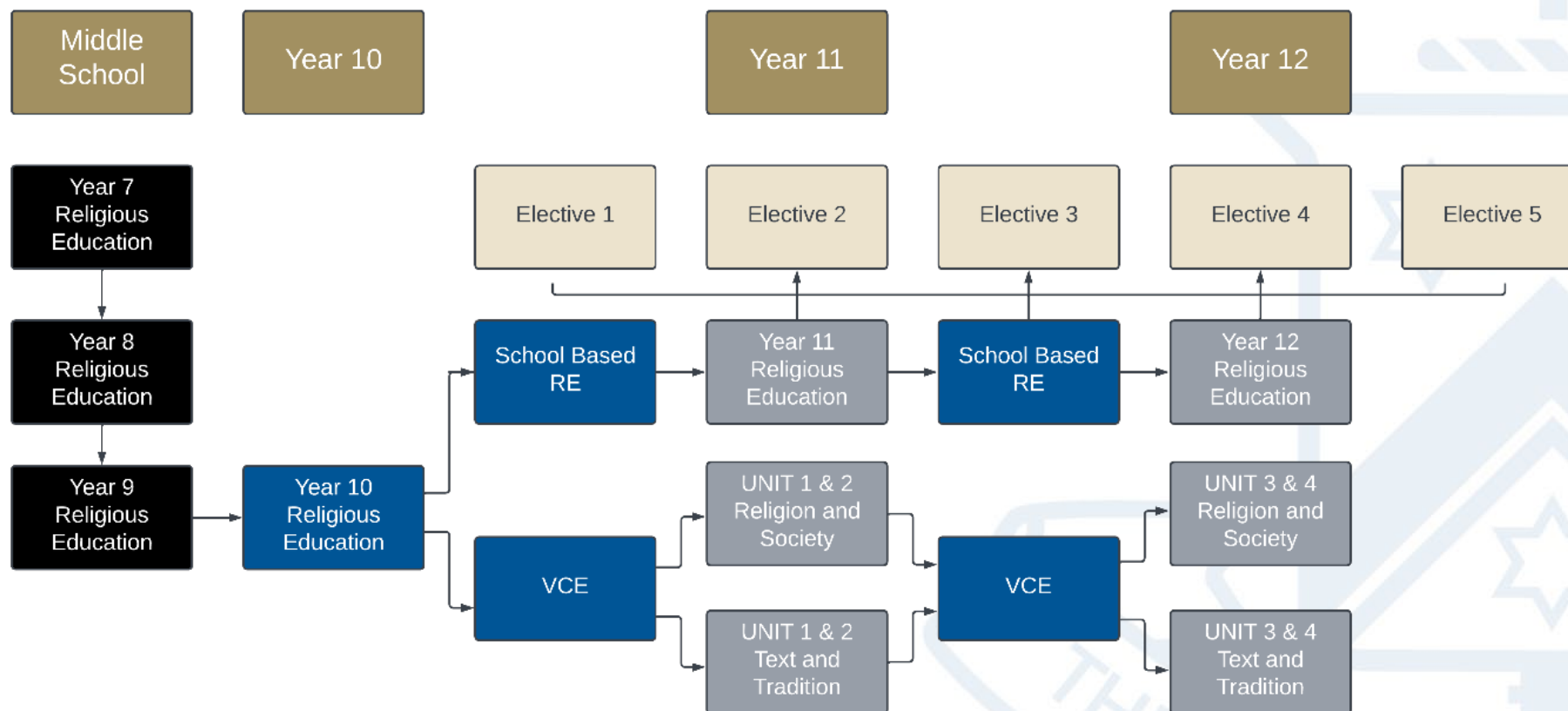
To learn more about the Year 9 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

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COMPULSORY SUBJECTS

RELIGIOUS EDUCATION

Religious Education Pathways



Religious Education

Course Overview

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. As a result, students will develop an appreciation for the message of Christ, enabling them to embody the principle of supporting one another and fulfilling the law of Christ, as stated in Galatians 6:2.

Students will undertake an inquiry-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 topic.

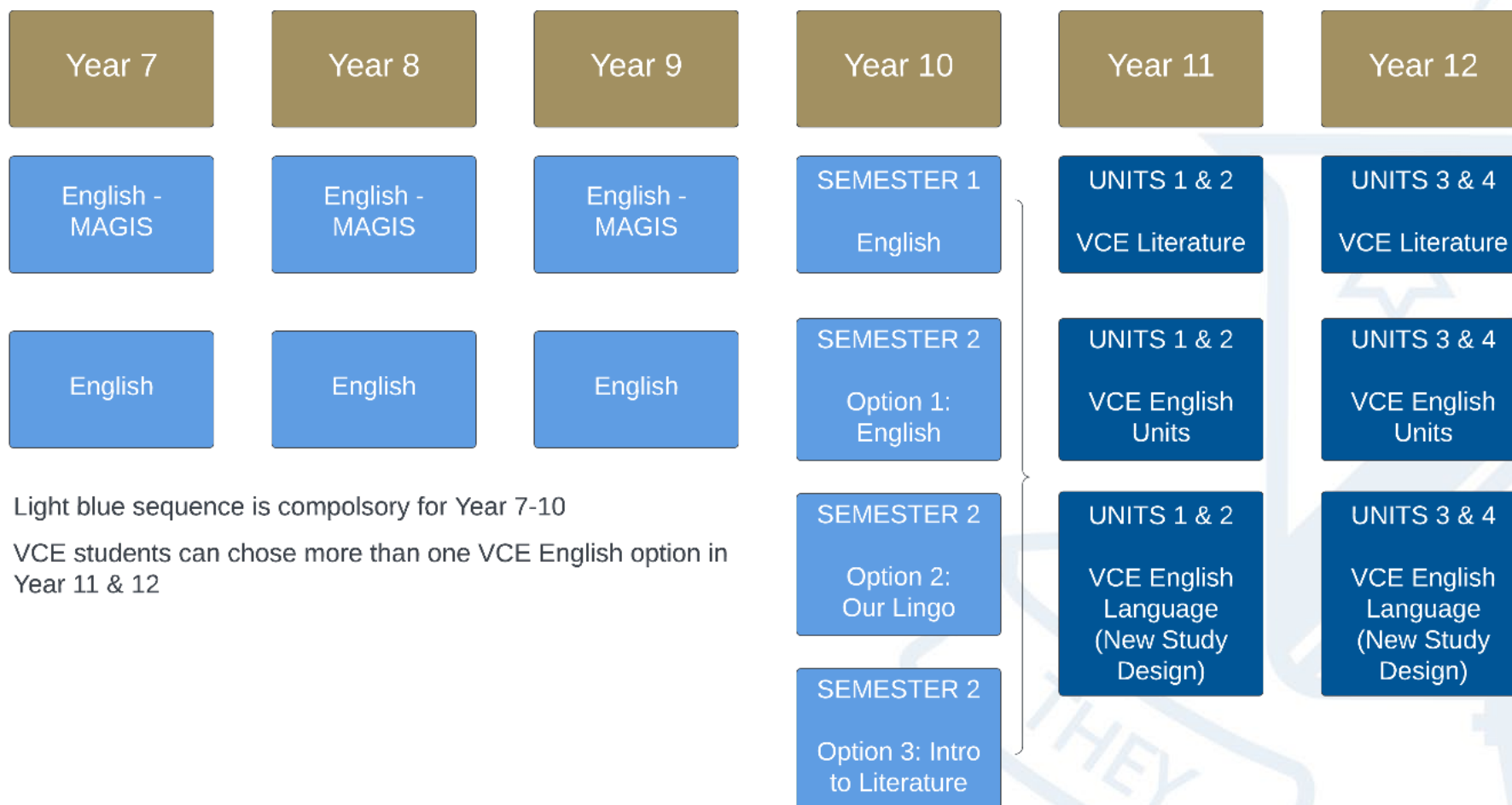
Future Pathways

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.



ENGLISH

English Pathways



English

Course Overview

The English course provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students will explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, and express their interpretations effectively. Student will continue developing their essay writing skills. They will delve into the art of organizing thoughts, conducting research, and expressing ideas coherently through written communication. They will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course strongly focuses on improving syntax, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.

Learning Focus

In Year 9 English students focus on the following

- Reading and Exploring Texts- Literacy and Grammar
- Reading and Responding- Film Analysis
- Crafting Texts- Writing Genres
- Exploring Argument- Debating
- Reading and Exploring Text- Classical Literature

Assessment

In Year 9, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Tests
- Text Responses
- Analytical Responses
- Creative Responses
- Writing Folio
- End of Year Examination

Future Pathways

After completing Year 9 English, students continue to build and refine knowledge and skills in Year 10 English as a core subject. In Year 10, students will have the opportunity to become familiar with the different English pathway options offered at VCE- English and EAL, Literature and English Language.

In Semester 2, students will be able to choose from the following Pre-VCE English subjects:

Introduction to Literature (preparation for VCE Literature)

Our Lingo (preparation for VCE English Language)

English - Magis

Course Overview

The English course provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students will explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, and express their interpretations effectively. Student will continue developing their essay writing skills. They will delve into the art of organizing thoughts, conducting research, and expressing ideas coherently through written communication. They will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course strongly focuses on improving syntax, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.

Learning Focus

Students continue to build a strong foundation in advanced literary analysis, critical thinking, and academic writing to prepare students for the demands of VCE English. Developing advanced reading comprehension skills, essay structure, and textual analysis techniques. Expanding vocabulary, honing persuasive writing abilities, and fostering a deep appreciation and thorough skills and knowledge for literature across various genres and time periods.

In Year 9 English students focus on the following

- Reading and Exploring Texts- Literacy and Grammar
- Reading and Responding- Film Analysis
- Crafting Texts- Writing Genres
- Exploring Argument- Debating
- Reading and Exploring Text- Classical Literature

Assessment

In Year 9, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
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- Text Responses
- Analytical Responses
- Creative Responses
- Writing Folio
- End of Year Examination

Future Pathways

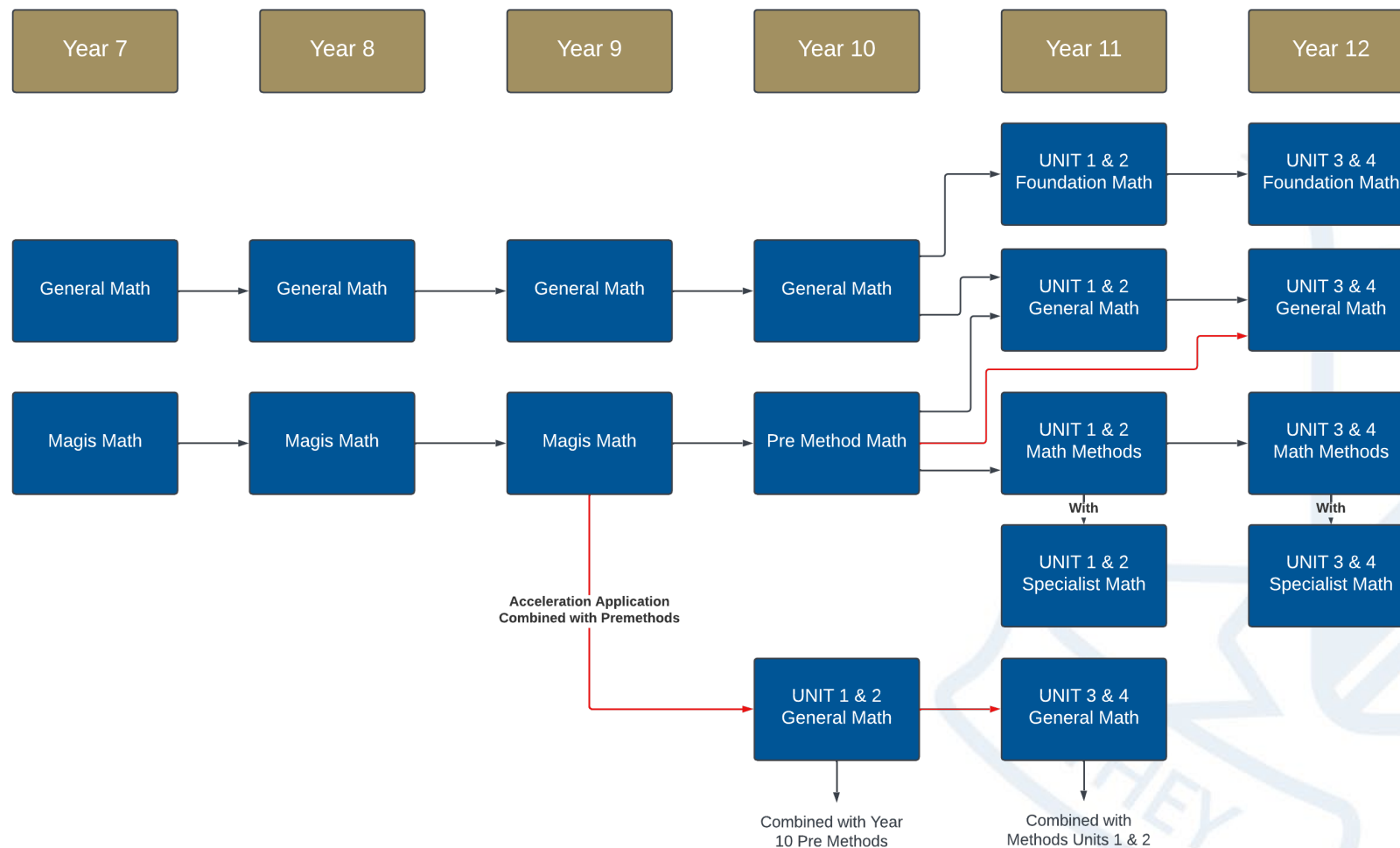
After completing Year 9 English, students continue to build and refine knowledge and skills in Year 10 English as a core subject. In Year 10, students will have the opportunity to become familiar with the different English pathway options offered at VCE- English and EAL, Literature and English Language.

In Semester 2, students will be able to choose from the following Pre-VCE English subjects:

- English (preparation for VCE English and EAL)
- Introduction to Literature (preparation for VCE Literature)
- Our Lingo (preparation for VCE English Language)

MATHEMATICS

Mathematics Pathways



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 eight key learning areas including Religious Education.

Learning Focus

The curriculum is organised by 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' 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
- End of Year Examination

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.

Mathematics - Magis

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 eight key learning areas including Religious Education.

Learning Focus

The curriculum is organised by 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' 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:

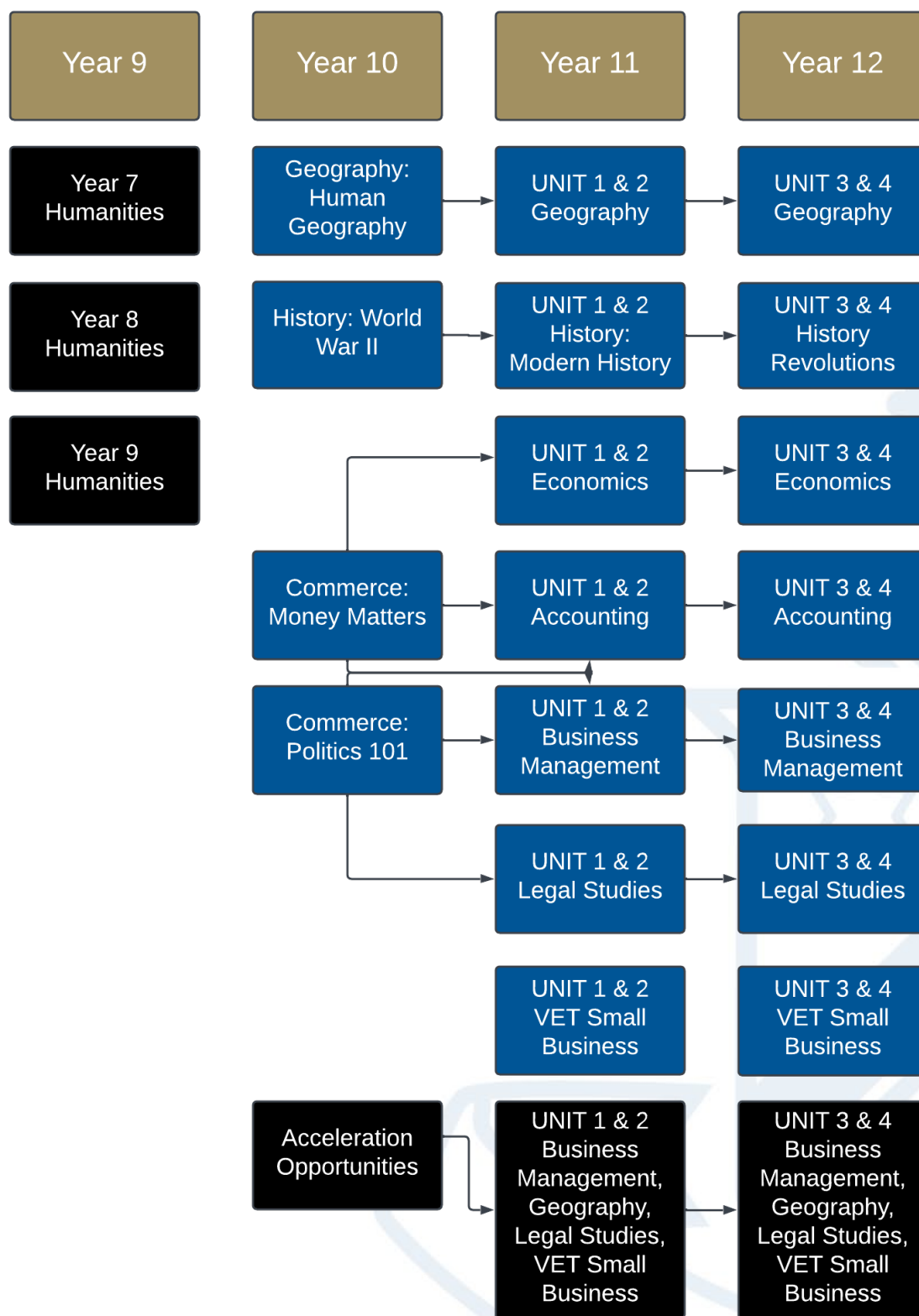
- End of Topic test(s)
- Book work
- Mid topic quiz
- End of Year Examination

Future Pathways

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

HUMANITIES

Humanities Pathways



Humanities

Course Overview

Humanities provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed, and responsible citizens. In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures. They appreciate the common humanity shared across time and distance, and they evaluate the ways in which humans have faced and continue to face different challenges.

Learning Focus

Civics and Citizenship

- Government and democracy
- Laws and Citizens
- Citizenship, diversity, and identity

History

- Historical concepts and skills
- The making of the modern world
- The globalising world

Geography

- Geographical concepts and skills
- Biomes and food security
- Environmental change and management

Economics and Business

- Resource allocation and making choices
- Consumer and financial literacy
- Work and Work Futures

Assessment

Students are assessed in a variety of ways, including:

- Political debate
- Research Tasks
- Historical source analysis
- End of Year Examination

Future Pathways

At Year 10, students have several electives to choose from, including:

- Human Geography
- World War 2
- Money Matters
- Politics 101

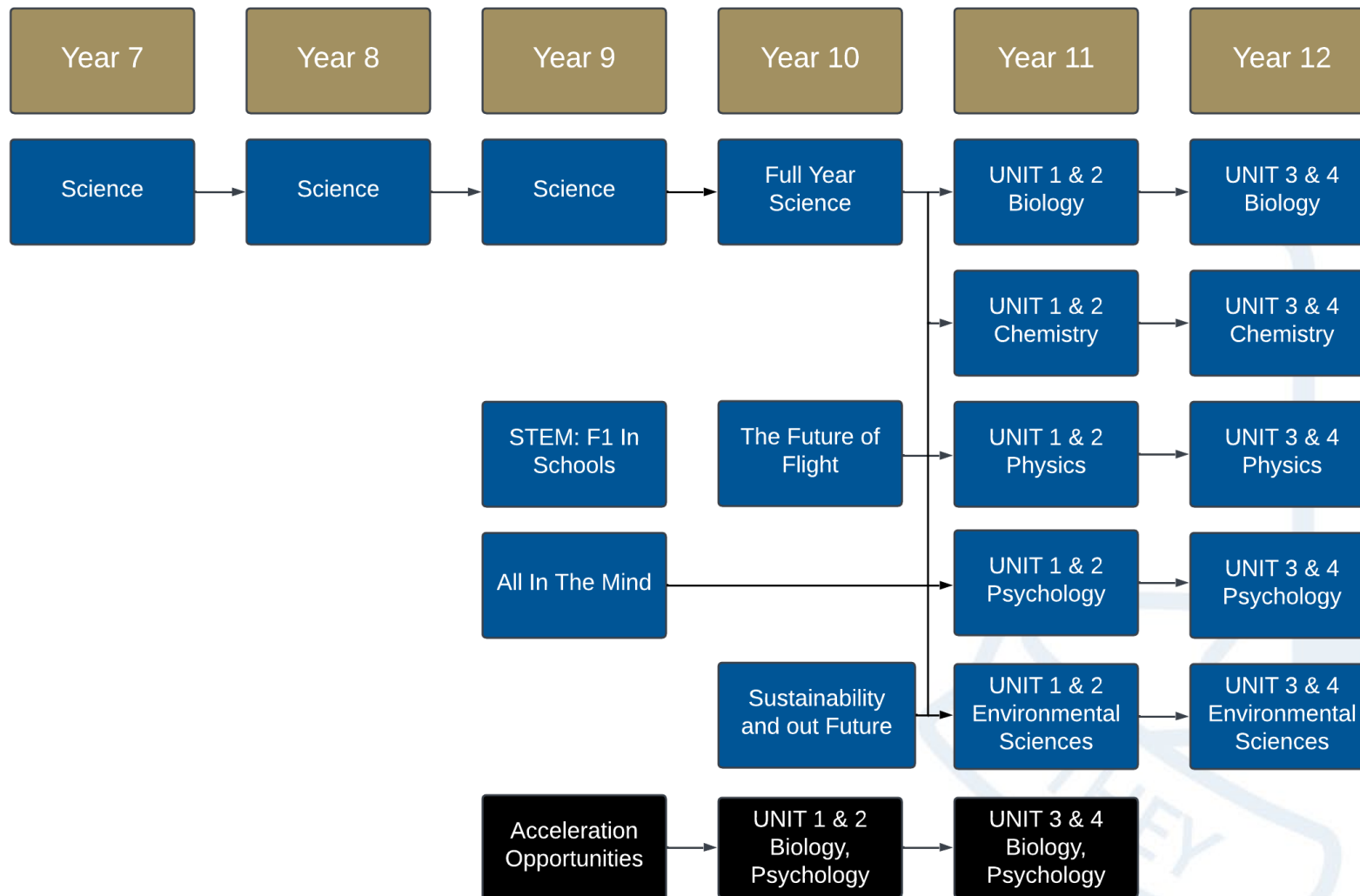
Humanities - Magis

Humanities continues to be offered as an opportunity for Magis students to be extended in their learning.

In the Humanities – Magis Program, the same content is covered; however, students have the opportunity to delve into topics more deeply and or more broadly.

SCIENCE

Science Pathways



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. At Year 9 students get the opportunity to explore the exciting world of science through the lens of '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 creatively. 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 & 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
- End of Year Examination

Future Pathways

Students may elect to study any of the following science related subjects: Full-Year or Semester based Science in Year 10. All Year 10 Science subjects can prepare for students for VCE Sciences.

Science – Magis

Course Overview

The Year 9 *Magis* program is designed to prioritise cultivating a deep understanding of Science, focusing on empowering students to tackle complex and abstract problems while exploring the diverse range of solutions within the field.

Students actively engage with the three fundamental content strands by employing various teaching and learning techniques, such as explicit instructions, regular retrieval practice, metacognitive practices, and ongoing formative assessment. This comprehensive approach facilitates knowledge acquisition and nurtures critical thinking skills, enabling students to develop a profound comprehension of Science.



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

- Mental health and wellbeing
- Alcohol and other drugs
- Food and nutrition
- Relationships and sexuality
- Games and sports
- Rhythmic and expressive movement activities

Assessment

Students are assessed by a variety of methods, including:

- Written report, such as a media analysis, a research task, or a case study analysis
- Oral presentation, such as a debate or a podcast
- Visual presentation, such as an annotated poster or a digital presentation
- Structured questions, including data analysis

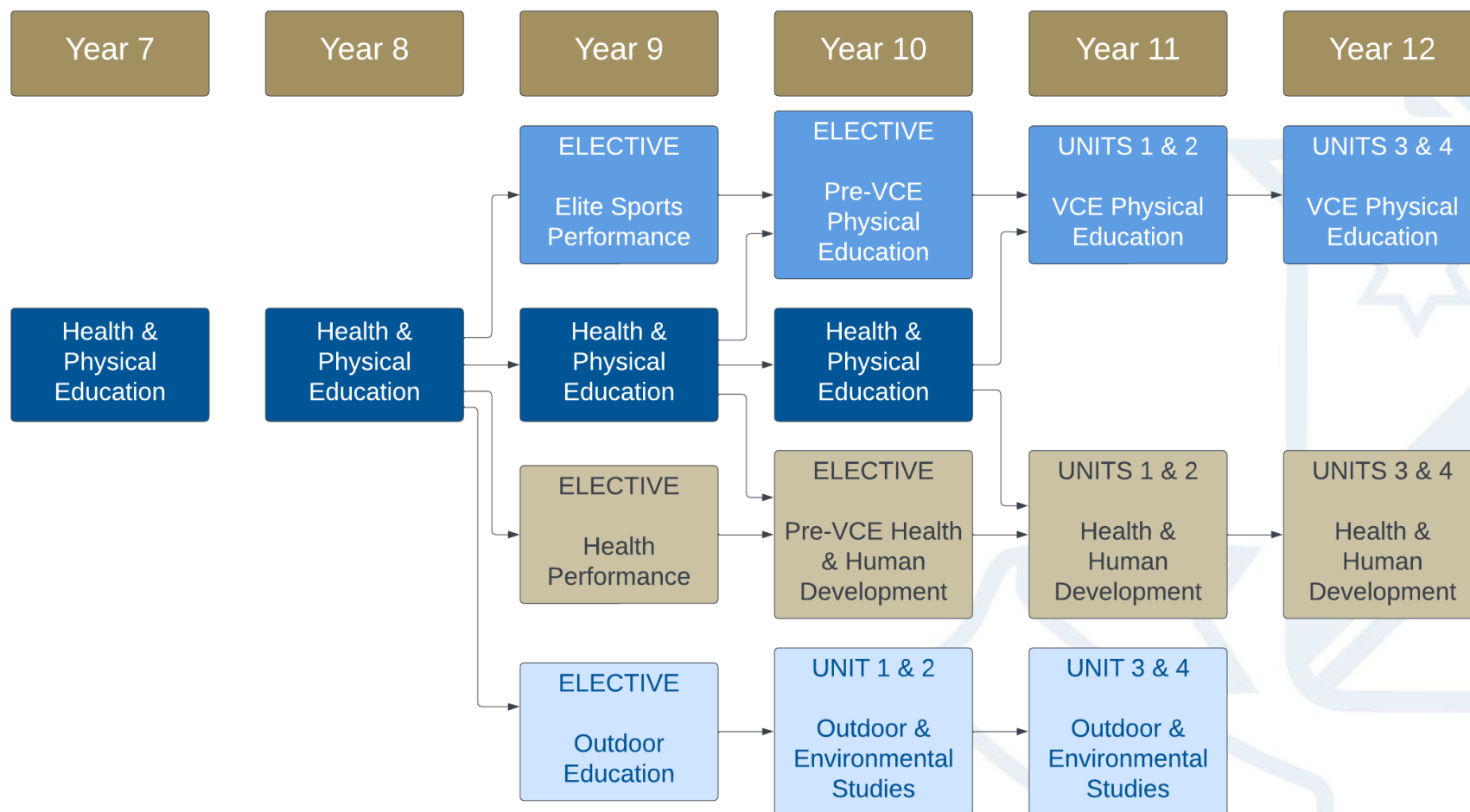
Future Pathways

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 H&HD as a Year 10 elective in order to assist in preparation for VCE.



HEALTH AND PHYSICAL EDUCATION: SEMESTER-BASED ELECTIVES

Health And Physical Education Pathways



Elite Sports Performance

Course Overview

Elite Sports Performance is an introduction to planning, performing, and evaluating training programs for their chosen sport in order to enhance performance. Students will engage with new and exciting curriculum where they explore training programs, fatigue and recovery strategies, nutrition, and psychology of sport. Students focus on improving fitness 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 psychological strategies which affect performance and recovery.

This subject will be limited to 50 places, with students required to complete an application showing evidence of participation in community sport.

Learning Focus

- The foundations of an effective training program
- Training to improve fitness
- Nutrition and psychological strategies to performance and recovery

Assessment

Students are assessed by a variety of methods including:

- Structured questions
- Laboratory report
- Case study analysis
- Written report
- Reflective folio

Contribution To Overall Score

- All assessments tasks contribute to the overall score for each semester

Future Pathways

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

Students also can apply to complete Certificate III in Sport & Recreation at Wyndham Central College through IVET institute during the subject selection process.

It is recommended students also connect with the community partnerships the College has developed with sporting organisations as part of the elite sports pathway. This includes gaining experience in a sport and recreation setting.

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 regarding 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. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the factors that influence the food choices made by youth. Students build their understanding of the health of different population groups in Australia and 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.

Learning Focus

- Youth health and wellbeing
- Health and nutrition
- Variations in health status between population groups

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

Contribution to Overall Score

- All assessments tasks contribute to the overall score for each semester

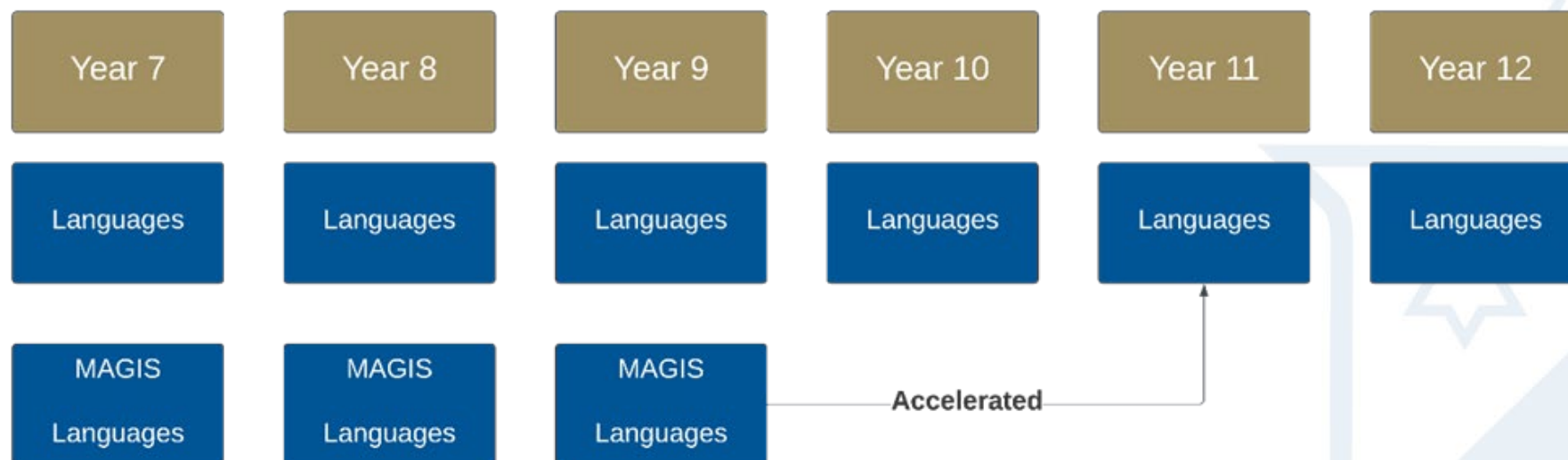
Future Pathways

After completing Health Performance in Year 9 students can study Pre-VCE H&HD as a Year 10 elective in order to assist in preparation for VCE.

Students will also could submit an application to complete Units 1 & 2 Health and Human Development as an accelerated subject in Year 10.

LANGUAGES: SEMESTER-BASED ELECTIVES

Languages Pathways



Languages on offer are Chinese (Mandarin), Indonesian or Italian

Chinese-Mandarin - Magis

Course Overview

Learning a second language opens doors of opportunities for university entrance and the world of work. With a large Chinese community here in Melbourne, learning the language has practical applications both locally and abroad.

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 Chinese 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 characters writing, reading, speaking, and listening skills in Chinese (Mandarin). 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 Chinese cooking and food, watching and evaluating modern Chinese Movies, Historical buildings and architecture in China, and Chinese music. Students who select Chinese 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 Chinese (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 a Chinese movie
- Analysing and writing Famous song writers
- Oral Presentation
- Cultural task: Research famous Chinese historical person

Contribution To Overall Score

- All assessments tasks contribute to the overall score for each semester

Future Pathways

It is strongly recommended that students have completed Year 8 Chinese 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 Chinese without having completed Year 8 Chinese. This could include students who want to learn both Indonesian and Italian in Year 9.

Students who take Year 9 Chinese (Magis) have the option to progress with Chinese in Year 10 or accelerated to, 11 if the student has fulfilled the prerequisite, 80% overall mark on every subject.

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 neighboring 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 a place or famous person in Indonesia

Contribution to Overall Score

- All assessments tasks contribute to the overall score for each semester

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.

Indonesian

Course Overview

Learning a second language opens doors of opportunities for university entrance and the world of work. As our closest neighboring 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 Presentations

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

Contribution To Overall Score

- All assessments tasks contribute to the overall score for each semester

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. Students with an Overall Score above 80% can apply to accelerate and start Year 11 Indonesian in Year 10. Refer to the Accelerated Studies application criteria.

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 Presentations
- Cultural task: Research famous Italian sports and sportsmen

Contribution to Overall Score

- All assessments tasks contribute to the overall score for each semester.

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.

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.

TYPES OF ASSESSMENT

There is no examination 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 Plays
- Writing a review of an Italian movie
- Analysing and writing Italian songs
- Oral Presentations
- Cultural task: Research famous Italian sports and sportsmen

Contribution To Overall Score

- All assessments tasks contribute to the overall score for each semester.

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 (Magis) have the option to progress with Italian in Year 10 or accelerated to, 11 if the student has fulfilled the prerequisite, 80% overall score. Refer to the Accelerated Studies application criteria.

SCIENCE/STEM: SEMESTER-BASED ELECTIVES

All In The Mind (Science: 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: 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 examination

Future Pathways

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



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 CO₂ 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 can 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 corroborate 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.



TECHNOLOGIES: SEMESTER-BASED ELECTIVES

Technology Pathways

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Wood		Wood	Wood	UNIT 1 & 2 Product Design & Technology (Wood)	UNIT 3 & 4 Product Design & Technology (Wood)
Food		Food	Food	UNIT 1 & 2 Food Studies	UNIT 3 & 4 Food Studies
			Cafe Business Project		
	Textiles	Textiles	Textiles	UNIT 1 & 2 Product Design & Technology (Textiles)	UNIT 3 & 4 Product Design & Technology (Textiles)
Digital Technology	Digital Technology	E Sports Gaming	IT for Business	VCE Applied Computing	VCE Data Analytics
		F1 in Schools	Information Technology	UNIT 1 & 2 Systems Engineering	UNIT 3 & 4 Systems Engineering
		Electronics Plastics	Electro Mechanical Systems		

Game Design And Esports – Digital Technology

Course Overview

Throughout the twenty-first century, video games have emerged not only as a compelling form of popular culture but also as a progressive platform for skill development. They offer audiences a novel relationship with the screen, exploring new social and spatial concepts. In addition to being a popular recreational activity, gaming has become a viable career option for many, spanning fields such as game design, programming, and esports. Through games, esports, IT, and content creation, students learn entrepreneurship, technology, team building, and leadership skills. This approach aims to address the impending major skills crisis in IT by providing training in a medium that students enjoy. Furthermore, this elective aligns with IT, Humanities, and Science skills while addressing cross-curricular priorities, making gaming an integral part of contemporary education and culture.

Learning Focus

In this unit, students will delve into the fascinating world of video game design and eSports entrepreneurial studies. Those with a passion for gaming will channel their enthusiasm into investigating the gaming industry's ins and outs, from concept development and target markets to producing a game prototype and testing it. This exploration will enhance their research, organisational, critical thinking, problem-solving, programming, analytical and evaluative skills. Additionally, students will learn about IT set-ups and cybersecurity, including broadcasting and PC building. They will also delve into marketing events, understanding the complex realm of influencers and sponsorships. The course includes practical aspects like portfolio development, running an eSports tournament, team management, logo design, and devising training programs. This unit aims to provide a comprehensive understanding of the gaming industry while fostering essential skills for the modern world.

Key topics in this course include:

- Gaming and team logo Design
- Coding and Game Development
- VR and augmented reality
- eSports industry's business and finance aspects, coordination and operations involved in tournaments and teams' management.
- Cybersecurity

Assessment

- Students will be assessed using a range of assessments including:
- Game Design Folio/Prototype
- eSports event program

Future Pathways

- Year 10 Websites for Gaming and Design
- Year 10 IT for Business

Designer Runway - Creative Textiles

Course Overview

Designer Runway 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

Designer Runway explores designers that have made an impact on the Fashion Industry from Gucci, Dior, and Yes Saint Laurent. Students also investigate the impacts fast fashion has on landfill and the environment.

This elective 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.

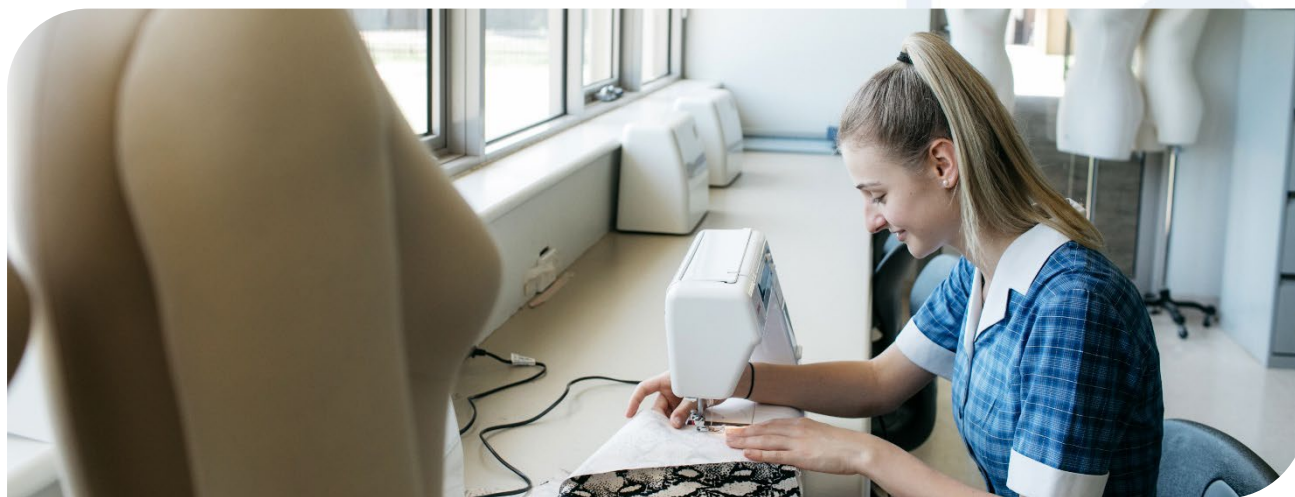
Assessment

Students will be assessed using a range of assessments including:

- Folio 1: Investigate & Generate
- Folio 2: Planning, managing, Evaluation
- Production: 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 (Delivered at Thomas Carr College)



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



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



Wonderful World Of Foods

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

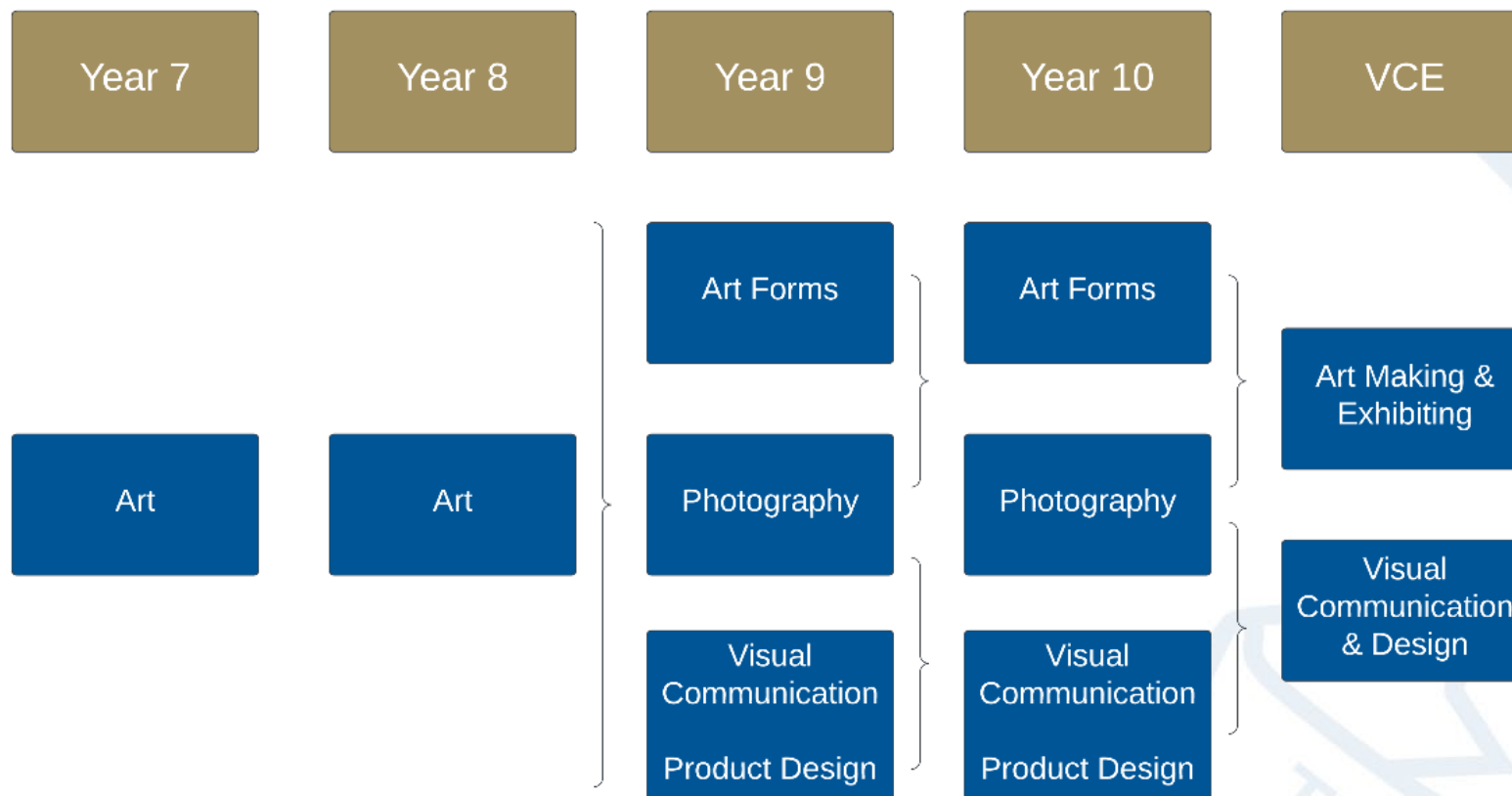
- Year 10 – Indulgent Desserts
- Year 10 - Foods of the Pacific Rim
- Year 10 - VET Kitchen Operations



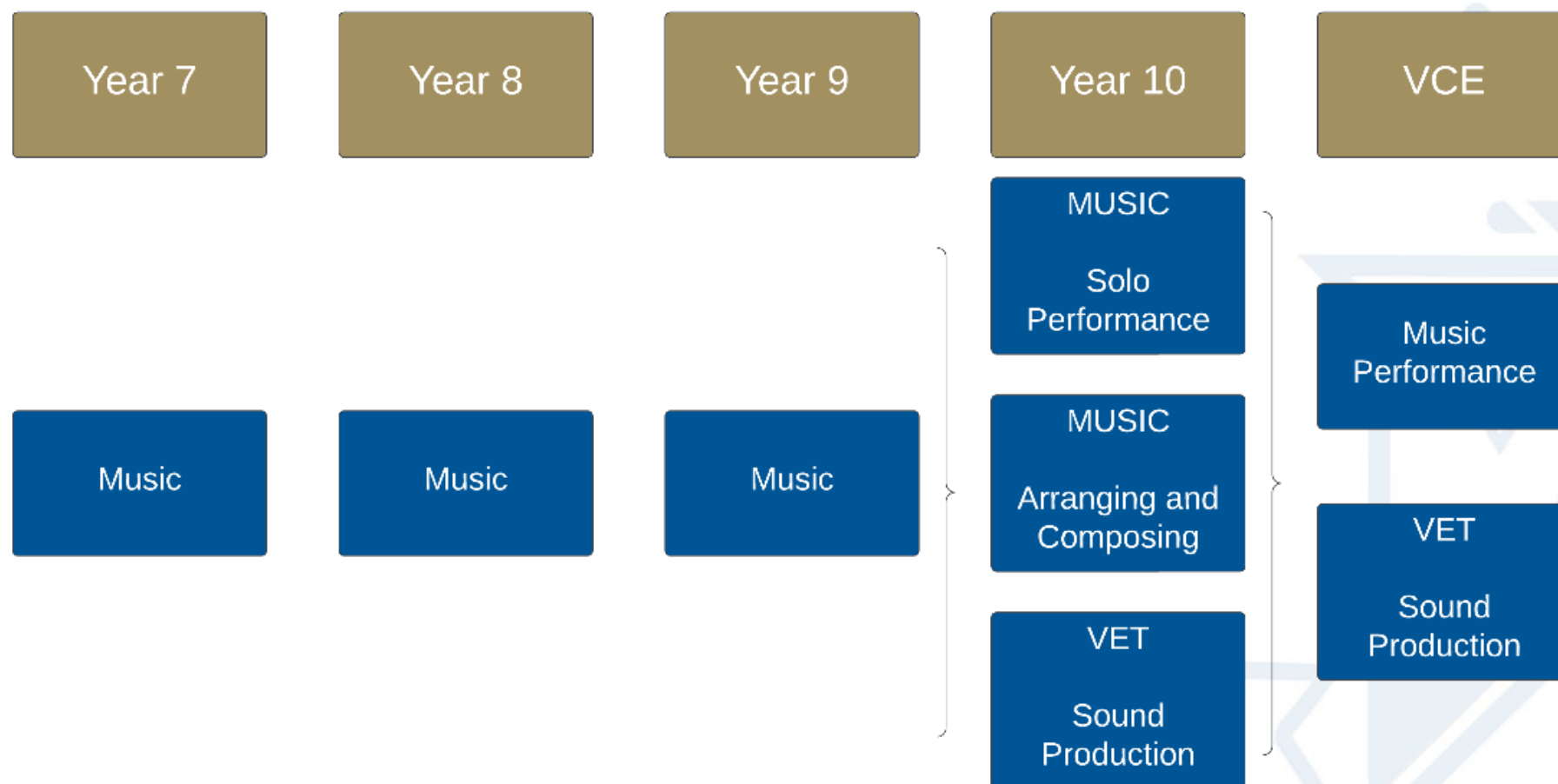
THE ARTS: SEMESTER-BASED ELECTIVES

The Arts Pathways

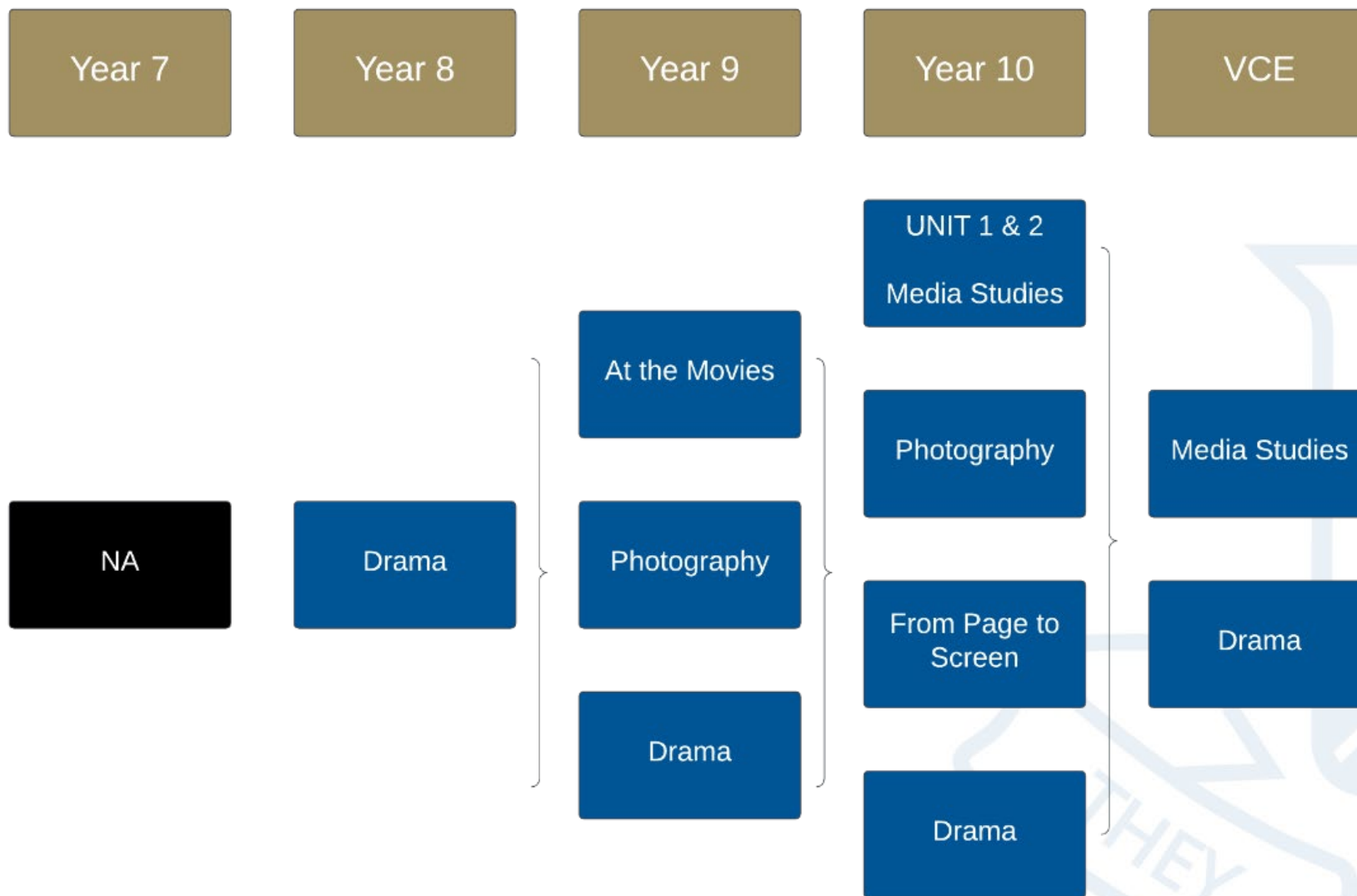
Visual Arts Pathway



Music Pathway



Performance Arts Pathway



At The Movies (Media)

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 genres, how they differ, and how do we recreate them?

Samples of the different film genres 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 as 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

- Short Film Production & Movie Poster (comedy/action)
- Short Film Production, Teaser Trailer & Movie Poster (drama)

Future Pathways

- Year 10: VCE Media Studies, Photography, From Page to Screen
- VCE: Media Studies, Drama, Literature



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 2D and 3D 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: Production research, design plans and annotations
- Lino Printing
- Re-draw
- Sculpture
- Character Design

Future Pathways

- Year 10: Art Forms, Photography, Visual Communication – Product Design
- VCE: Art – Making & Exhibiting, Visual Communication Design



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

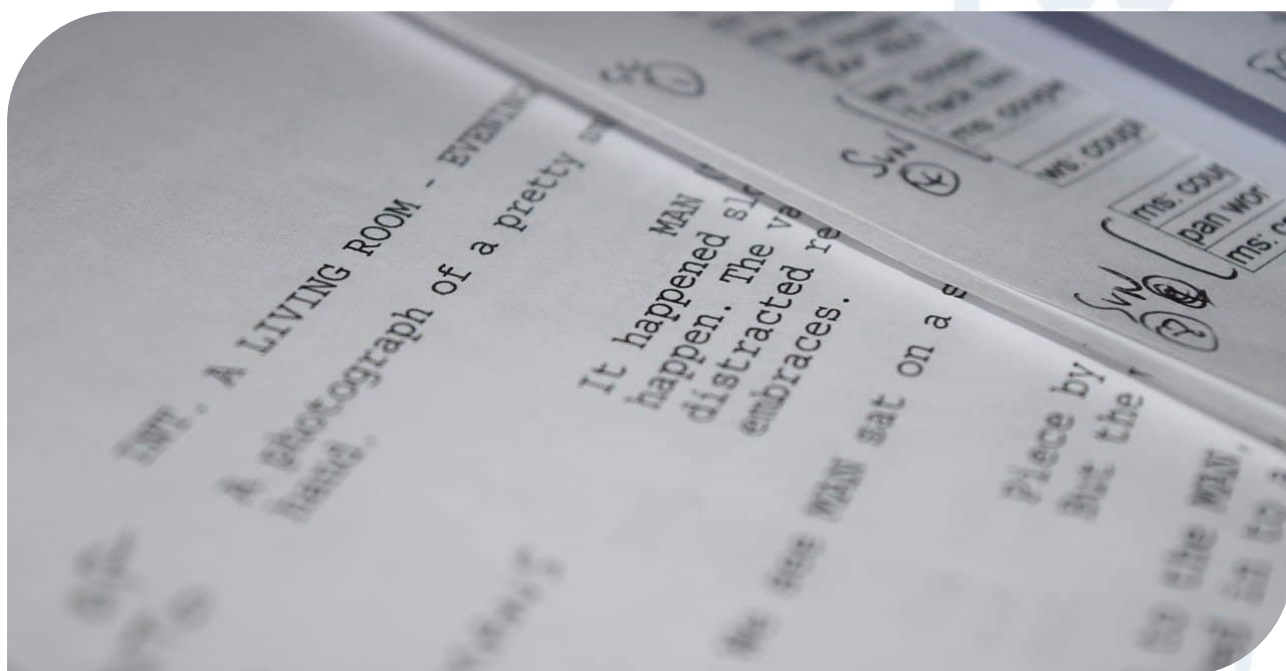
Students will be assessed using a range of assessments including:

- Small writing tasks
- Workshopping/peer-feedback tasks
- 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.



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 and presenting an original devised performance, that is based on the key skills and concepts taught. Students collaborate with peers in small groups to develop a group performance centred around the theme of social justice and will also work individually to create a solo performance in response to a literary text that is both read and analysed during the development process. Students also develop skills in diverse areas including acting, directing, producing, and all aspects of stagecraft.

Assessment

- Solo and Group ensemble performances.

Future Pathways

- Year 10: Drama, From Page to Screen (media), Photography.
- VCE: Drama, Media Studies



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 will learn basic musicianship skills such as how to read music notation, chord symbols, progressions. There is also an introduction to ensemble singing and playing, and 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

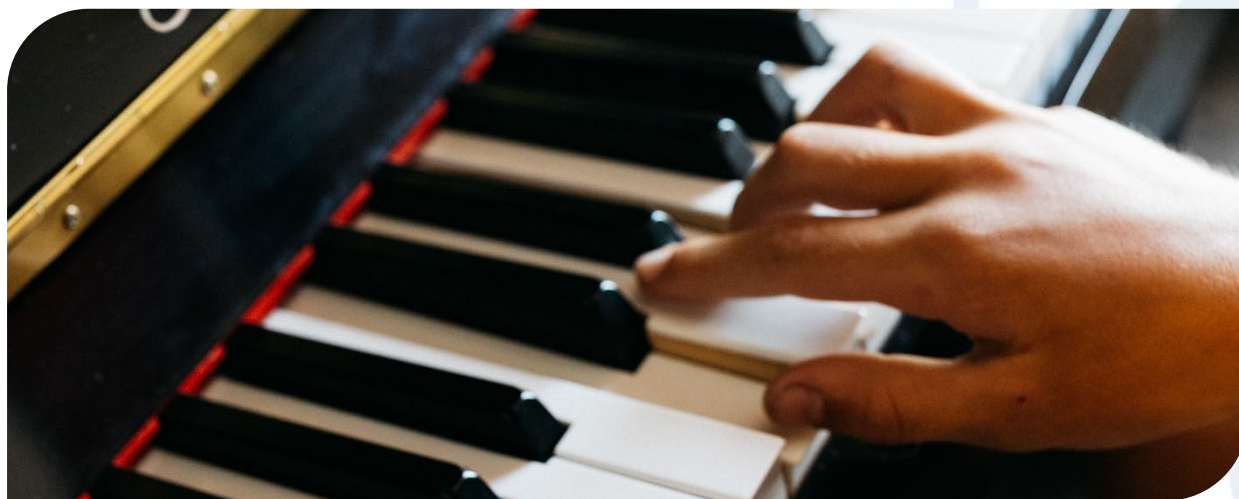
Students would have the opportunity to organise performances at school events such as Thomas Carr Day and Battle of the Bands. Students will also learn about the history of rock music and a variety of styles and different rock groups.

Assessment

- Solo Performance
- Ensemble Performance
- Research Theory Assignment

Future Pathways

- Year 10: Music Solo Performance, Music Arranging and Composing
- VET: Sound Production



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 the aims and ideas presented, and apply these in the practical sense through their original photography. Students learn to research, explore, develop, and refine specific media-based concepts and techniques through the design process.

Learning Focus

Students explore the practical skills associated with learning how to use Nikon DSLR cameras and photographic editing software. Students will be introduced to the art form of Photography via the modern method of digital Photography and the creative nature that develops through the project-based work.

Assessment

- Digital Folio: Original edited photography.
- Theoretical analysis assignment task.

Future Pathways

- Year 10: Photography, From Page to Screen (media)
- VCE: Media Studies, Visual Communication Design.



Visual Communication – Product 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 is 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. 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.

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. You will start by researching and gaining inspiration from existing brands and then move through the design process from creating your own visualisations, to finalising your own original ideas.

Throughout the design process, students will use several different design thinking strategies to assist in this important design creation research and development. Students will learn how to effectively draw and render using different media, methods, and materials.

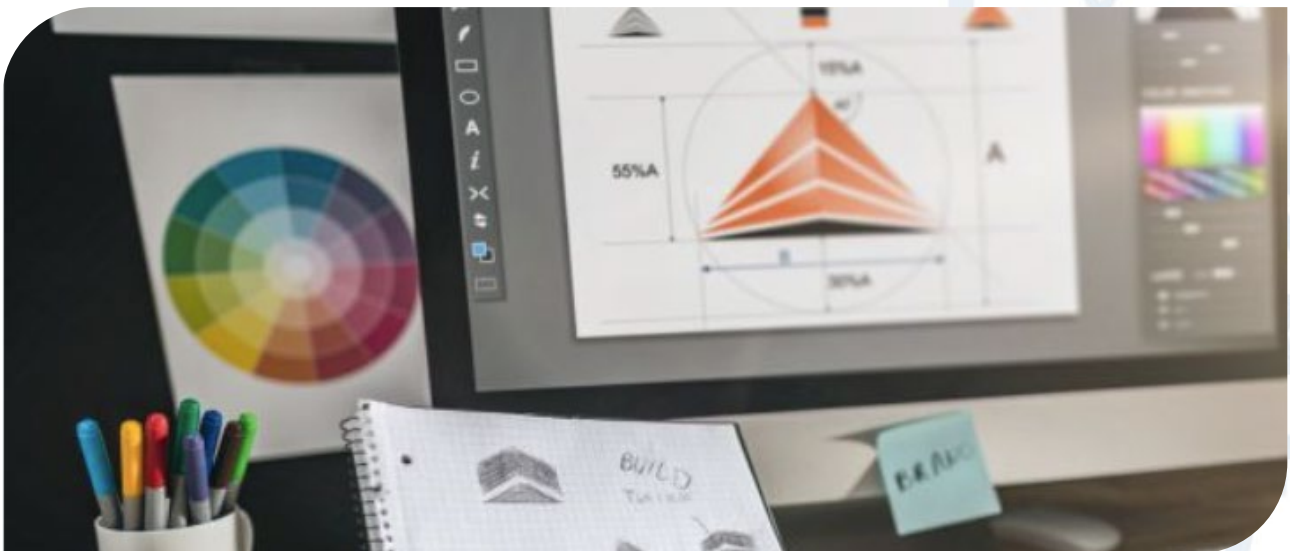
Key skills within the Adobe creative suite (Illustrator/Photoshop/InDesign) will also be gained, and you will be able to successfully produce multiple final presentations such as placing your branding on your original packaging and merchandise created as part of your design project work.

Assessment

- Folio: Production research, inspiration pages, sketches, mock-ups, and written annotations.
- Product Design: Includes final artwork for original logos, promotional posters, product packaging and merchandise.

Future Pathways

- Year 10: Visual Communication - Product Design, Photography
- VCE: Art – Making & Exhibiting, Visual Communication & Design



YEAR 9 PROGRAM PLANNER

Student Name:

My Career Aspirations Are:

Pre-requisites:

Please note the following when completing the Program planner below:

- For the **Core Subjects**, Magis options are available via invite only.
- For the **Elective Subjects**, write in the name of the subject. *i.e.*, 'All in the Mind' (These may run in either Semester 1 or 2)

CORE SUBJECTS							ELECTIVES	
	Science	Humanities	Religious Education	English	Mathematics	Health & PE	Languages or Elective #1	Elective #2
Semester 1	Science OR Science (Magis)	Humanities OR Humanities (Magis)	RE	English OR English (Magis)	Mathematics OR Mathematics (Magis)	Health & PE		
	Religious Education			English	Mathematics	Health & PE	Languages or Elective #3	Elective #4
Semester 2	Science OR Science (Magis)	Humanities OR Humanities (Magis)	RE	Year 9 English	Mathematics OR Mathematics (Magis)	Health & PE		

Student Signature:

PaLM Signature:

Parent Signature:

Date:

Date:

Date: