THOMAS CARR COLLEGE

YEAR 9
SUBJECT INFORMATION

They will shine

2025

For information about the VCE options offered at Year 10 including a full list of Accelerated VCE Options, please contact Alice Power (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 their 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 and 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
English	9
Humanities	6
Science	6
Languages (full-year or half-year)	6
Mathematics	9
Health and Physical Education	6
STEAMScape – iD9 Exploration	4
Additional Electives	6 per elective subject
Pastoral and Learning Mentor Program	2

Assessment at Year 9

Assessment Tasks in Year 9 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 examinations in English, Mathematics, Humanities, and Science to prepare students for the Senior Years. These arrangements are subject to change in early 2025.

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 1970s, it continued to be a residence for members of the congregation. During the 1980s, 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.

Learning Support

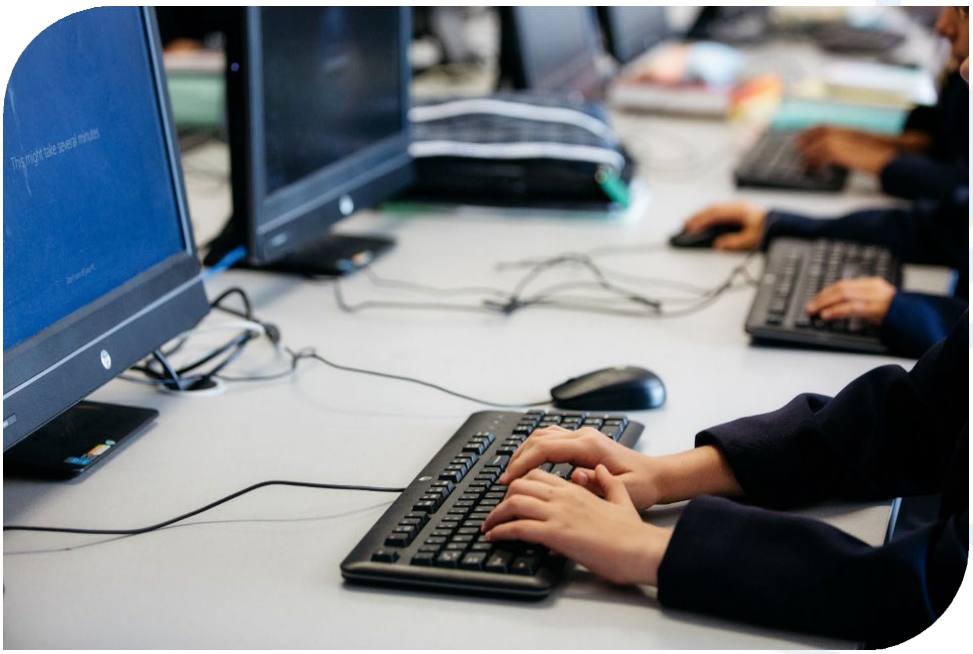
Students who have been identified as needed additional support in English and Mathematics, will be part of Learning Support classes. These students are selected based on their academic data, Allied Health professionals and discussions with parents. Students who receive learning support will have these classes instead of learning a Language in Year 9. Students will also receive support from our Learning Support Officers (LSOs) across curriculum subjects in the class setting.

Other students who have been identified as needing additional support, will be supported by Learning Support Officers (LSOs) in classes across a range of subjects. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.

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 take place in Term 3.



Important Contacts

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

ROLE	NAME	EMAIL
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
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Head of Learning and Teaching: Middle School	Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
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Learning Area Leader: Humanities	Alex Guedes	alex.guedes@thomascarr.vic.edu.au
Learning Area Leader: Mathematics	Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Area Leader: Science/STEM	Jenna Watkins	jenna.watkins@thomascarr.vic.edu.au
Learning Area Leader: The Arts	Jacob Levy	jacob.levy@thomascarr.vic.edu.au
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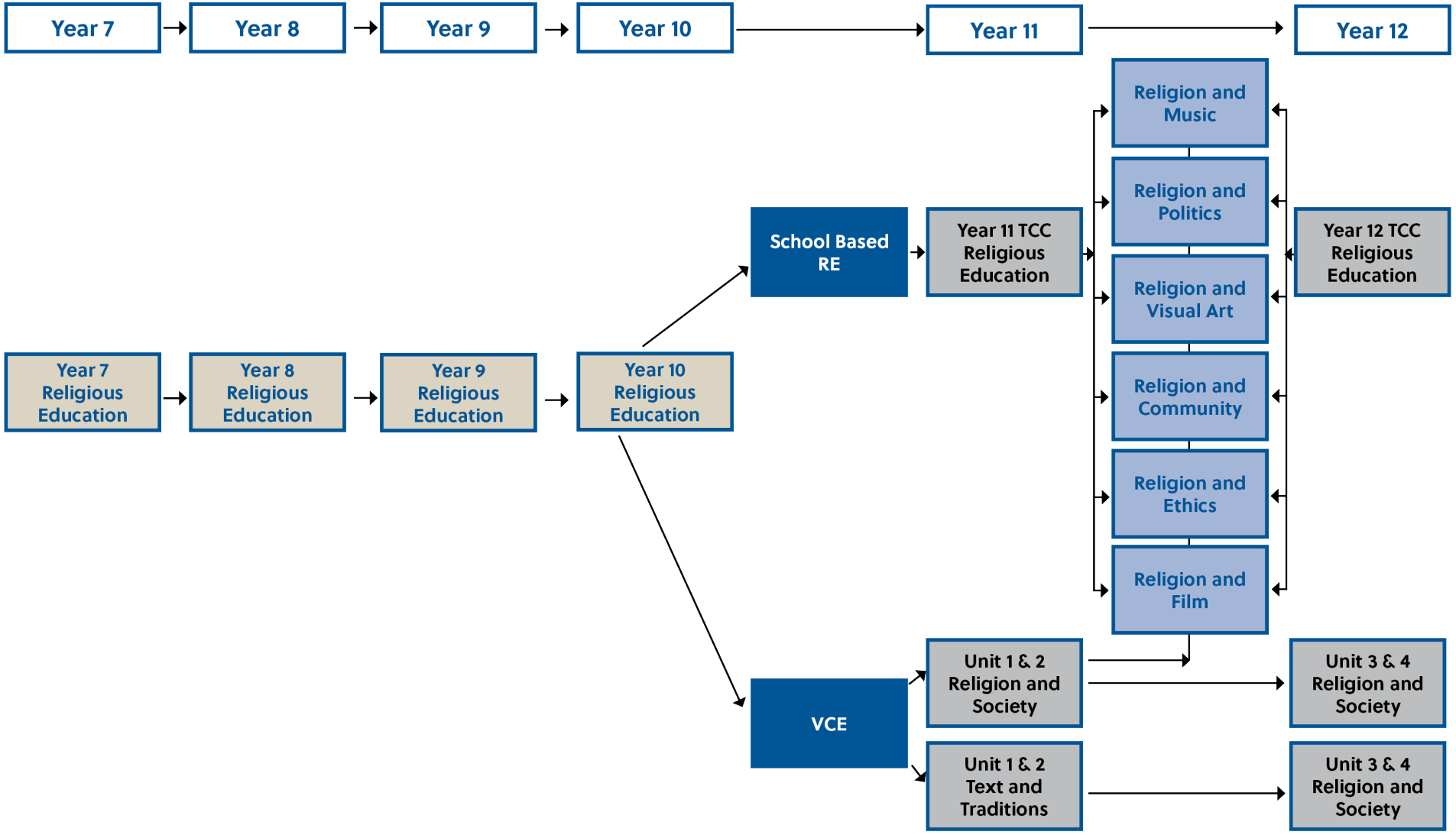
COMPULSORY SUBJECTS

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 as well as our response to Jesus and 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 these 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

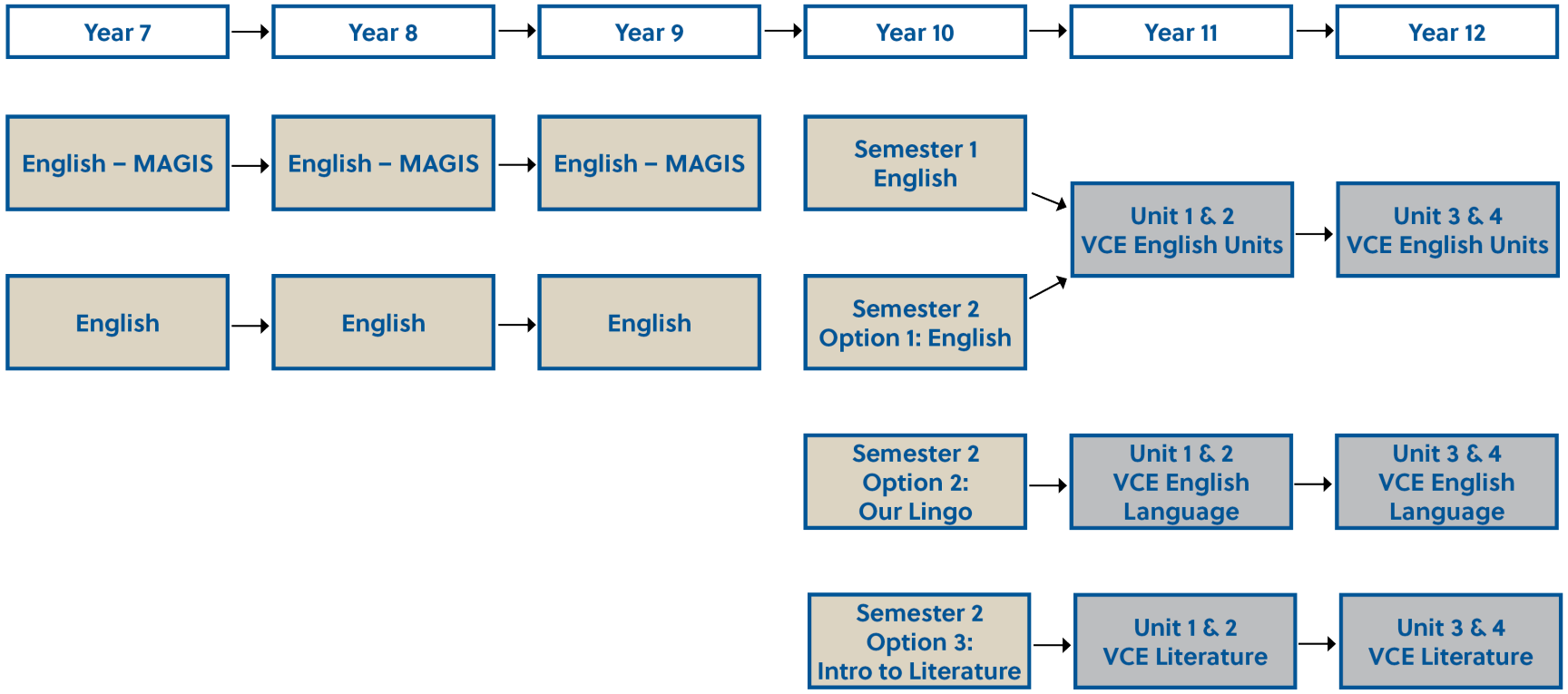
Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in deep dialogue between the Catholic tradition, the issues of the day, and a student's self-understanding. Students will have several formative tasks and at least one summative task per topic.

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



KEY
Gold sequence is compulsory for Year 7 - 10
VCE students can chose no more than two VCE English options in Year 11 and 12

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

- Genre Study – Greek Mythology
- Reading and Responding – Classical Literature
- Exploring Argument – Debating
- Crafting Texts – Science Fiction

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
- 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

- Genre Study – Greek Mythology
- Reading and Responding – Classical Literature
- Exploring Argument – Debating
- Crafting Texts – Science Fiction

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
- Examination

Future Pathways

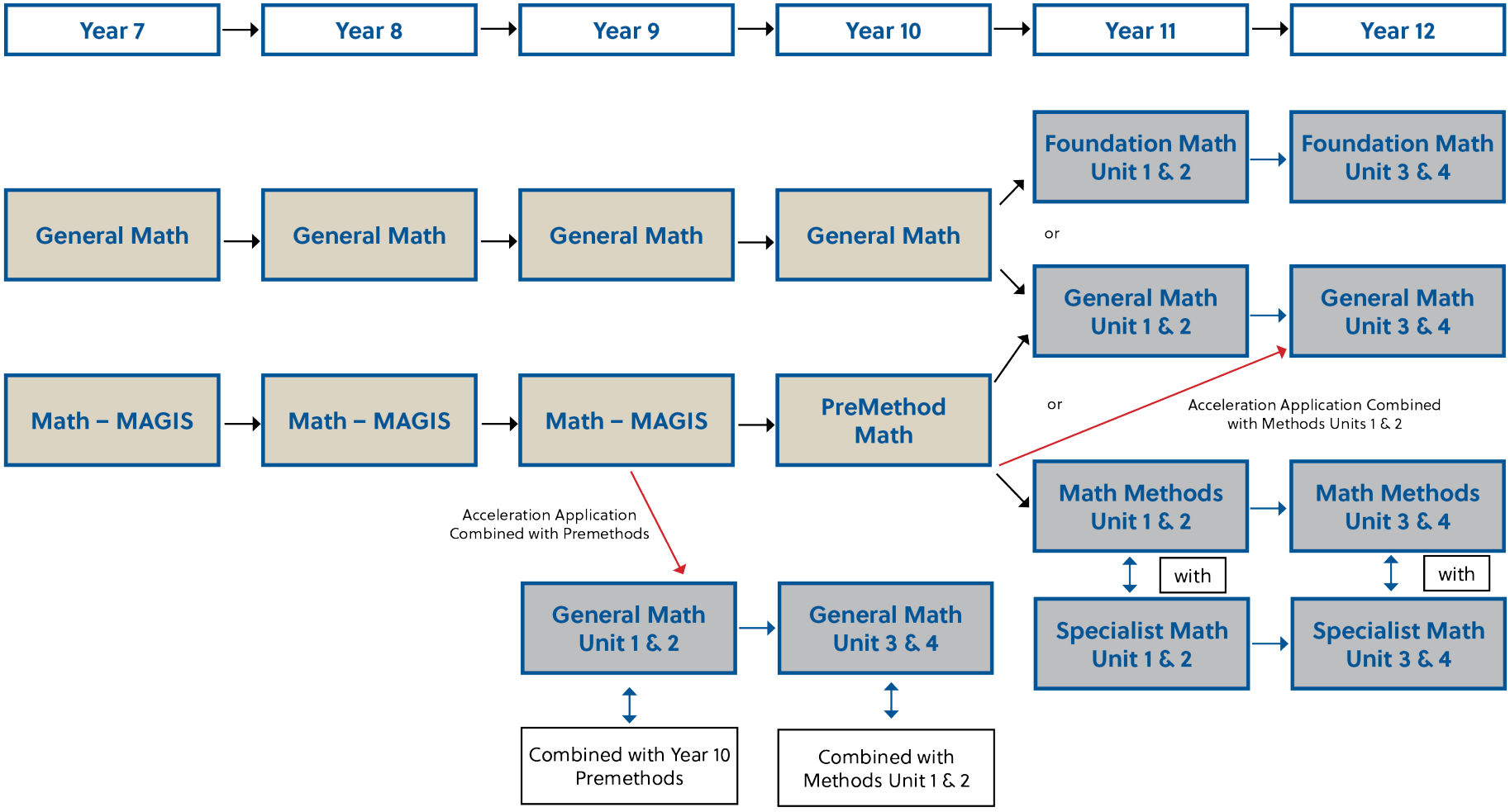
After completing Year 9 English, students continue to build and refine knowledge and skills in Year 10 English as a core subject. In Year 10, students will have the opportunity to become familiar with the different English pathway options offered at VCE- English and EAL, Literature and English Language.

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

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

Number

By the end of Year 9, students recognise and use rational and irrational numbers to solve problems.

Algebra

Students extend and apply the exponent laws with positive integers and the zero exponent to variables. They expand binomial products and factorise monic quadratic expressions. They find the distance between two points on the Cartesian plane, sketch linear graphs and find the gradient and midpoint of a line segment.

Students use mathematical modelling to solve problems involving change, including simple interest in financial contexts and change in other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and use null factor law to solve monic quadratic equations with integer roots algebraically. Students investigate and describe the effects of variation of parameters on functions and relations, using digital tools where appropriate, and make connections between their graphical and algebraic representations.

Measurement

Students apply formulas to solve problems involving the surface area and volume of right prisms, cylinders and composite shapes. They solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct and indirect proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation.

Space

Students apply the enlargement transformation to images of shapes and objects, and interpret results. They design, use and test algorithms based on geometric constructions or theorems.

Statistics

Students compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. They explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

Probability

Students determine sets of outcomes for two-step chance experiments and represent these in various ways. They assign probabilities to the outcomes of two-step chance experiments. They design and conduct experiments or simulations for combined events using digital tools.

Assessment

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

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

Contribution To Overall Score

All Assessments Tasks contribute to the Overall Score for each semester.

Future Pathways

After completing Year 9 General Mathematics, students will continue to build on this knowledge in Year 10 General Mathematics. To transition into Year 10 Pre-Mathematical Methods from this subject, additional entry requirements will need to be met.

Mathematics – Magis

Course Overview

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

Number

By the end of Year 9, students recognise the effect of approximations of real numbers in repeated calculations.

Algebra

Students use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. They make and test conjectures involving functions and relations using digital tools.

Students substitute into formulas, find unknown values, manipulate linear and quadratic algebraic expressions. They expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital tools. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students work both algebraically and graphically, with and without the use of digital tools, to justify solutions. They represent linear, quadratic and exponential functions numerically, graphically and algebraically. They use them to model situations and solve practical problems. Students can design and implement simple algorithms using pseudocode or other general purpose programming language.

Measurement

Students solve measurement problems involving surface area and volume of composite objects. They interpret and use logarithmic scales representing small or large quantities or change in applied contexts. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving direct and inverse proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings.

Space

Students use deductive reasoning, theorems and algorithms to solve spatial problems. They interpret networks used to represent practical situations and describe connectedness.

Statistics

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They plan and conduct statistical investigations involving bivariate data, including where the independent variable is time. They represent the distribution of data involving two variables, using tables and scatterplots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data, using various displays, and discuss distributions in terms of centre, spread, shape and outliers.

Probability

Students apply conditional probability to solve problems involving compound events. They design and conduct simulations involving conditional probability, using digital tools.

Assessment

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

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

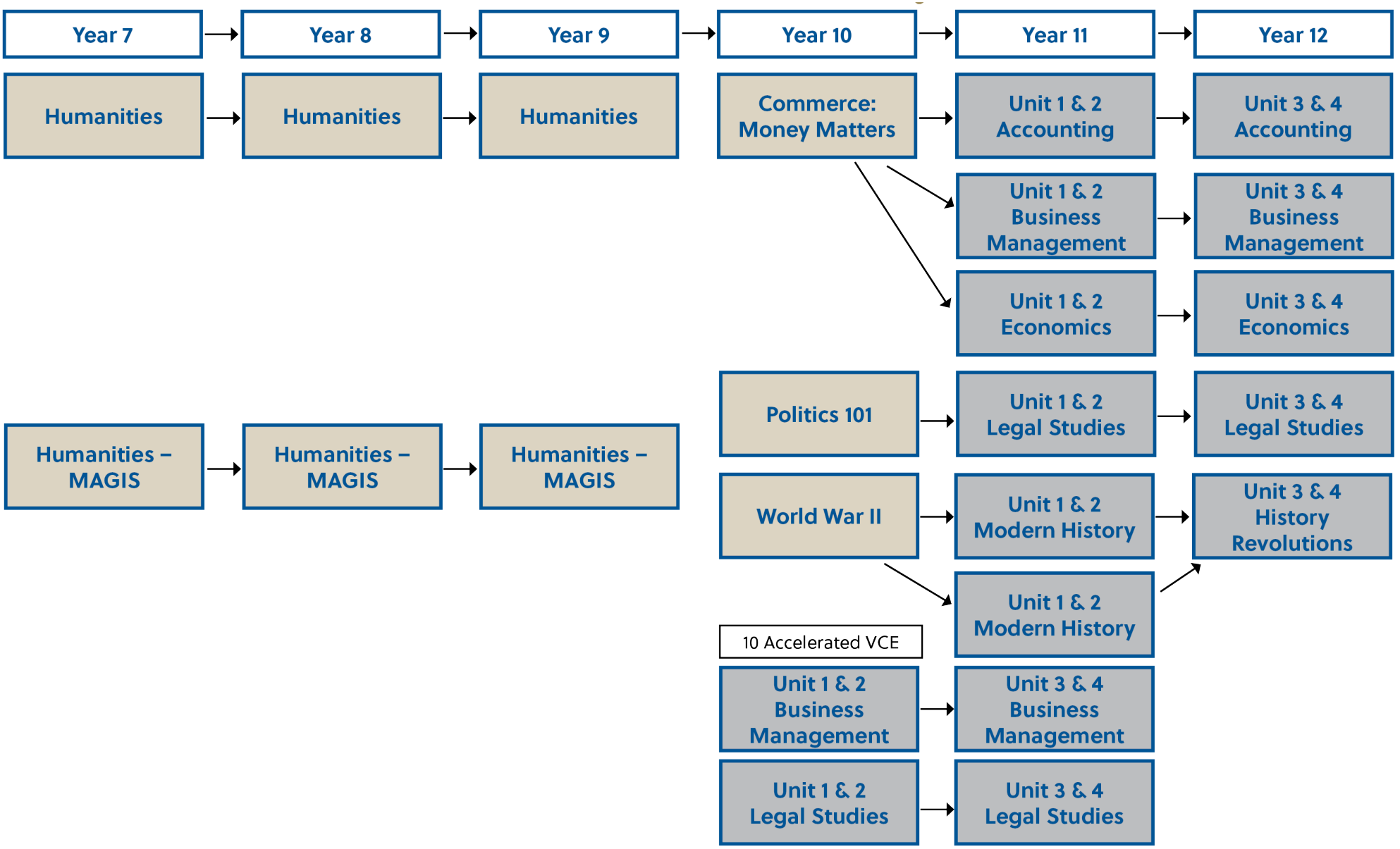
Future Pathways

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

During the completion of Year 9 Magis Mathematics they will have the option to accelerate in General Mathematics Unit 1 and 2, which means they may be able to compete Year 12 General Mathematics in Year 11. It is required that the students who accelerate in VCE General Mathematics will also complete VCE Mathematical Methods.

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
- Examination

Future Pathways

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

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

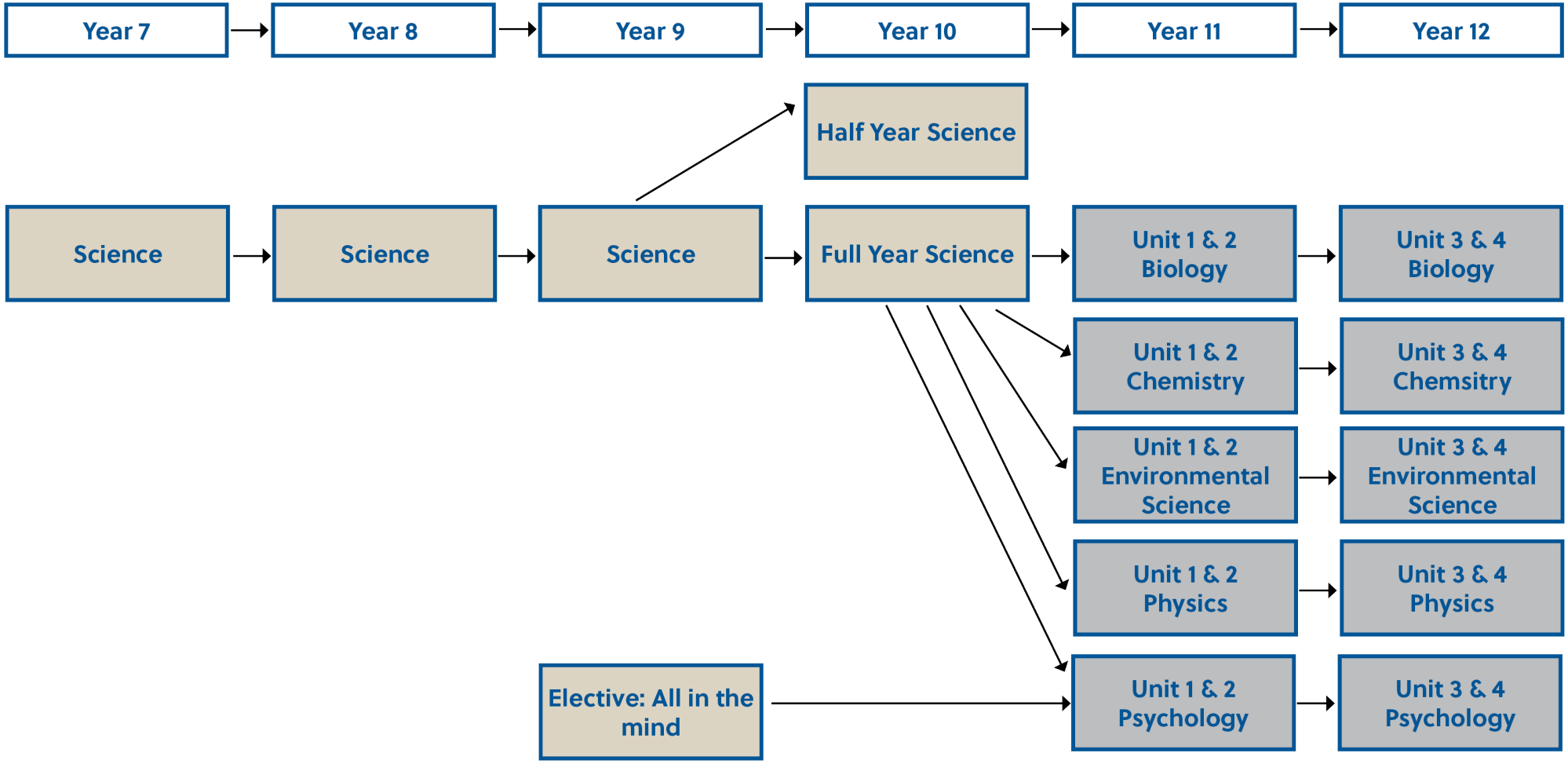
Humanities – Magis

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 provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Learning Focus

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

Biological sciences

- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment

Earth and space science

- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
- Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere

Chemical sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Physical sciences

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors

Assessment

- Open-ended scientific investigations
- Engineering challenges
- Research tasks
- Topic tests
- 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 and Physical Education

Course Overview

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 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 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.

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 focus on how movement can be composed and performed in response to stimuli such as equipment, beats and sounds, images, words or themes and includes creative movement, movement exploration and dance.

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:

- a test on alcohol and other drugs
- a presentation on mental health
- a research task on nutrition and sustainability
- a reflection on relationships and sexuality

Contribution to Overall Score

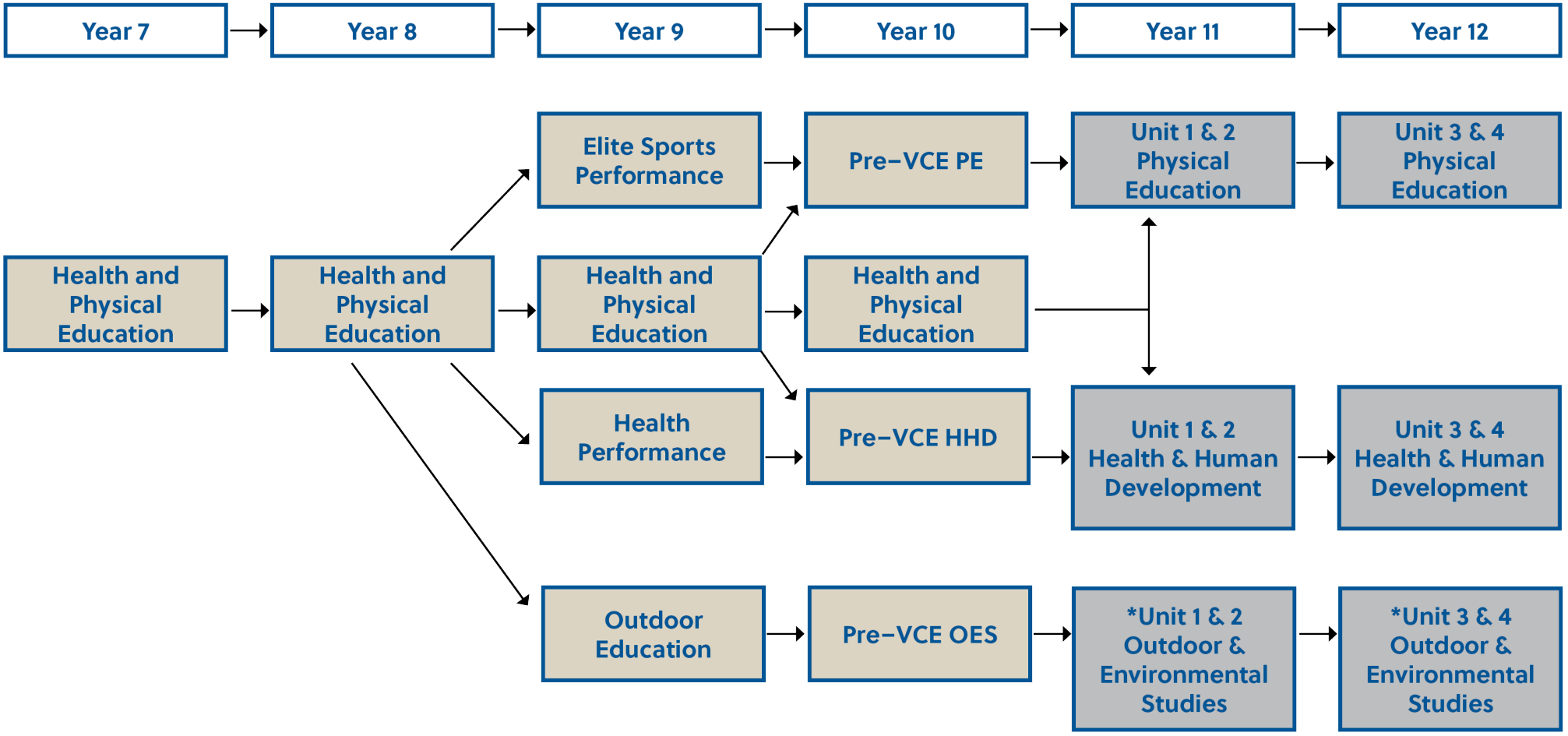
All assessments tasks contribute to the overall score for each semester

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 Physical Education, Pre-VCE Health and Human Development or Pre-VCE Outdoor and Environmental Studies 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



KEY
*Not currently running in 2025

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 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:

- a topic test on the foundations of an effective training program
- an interview with an elite athlete
- a reflective portfolio based on participation and performance of a training program

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.

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 explore 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. 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 analyse the relationships between the Sustainable Development Goals (SDGs) and their role in the promotion of health and human development. They also investigate the role of non-government organisations and Australia's overseas aid program, and evaluate the effectiveness of global aid programs.

Learning Focus

- Youth health and wellbeing
- Health and nutrition
- Sustainable development goals and aid

Assessment

Students are assessed by a variety of methods including:

- a podcast on youth health issues
- creating and selling healthy food options at the school canteen
- developing a website on social enterprise

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 Health and Human Development as a Year 10 elective in order to assist in preparation for VCE.

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

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.

This subject will be limited to 50 places, with students required to complete an application to meet the specific requirements of the subject, such as participating in various outdoor recreational activities.

NB. An ability to swim is essential, as swimming is a compulsory part of assessment and learning in this subject.

Learning Focus

- Planning and participating in outdoor experiences
- First aid to enable safe participation in outdoor experiences
- Observe and experience outdoor environments

Assessment

Students are assessed by a variety of methods including:

- a podcast on youth health issues
- a presentation planning for outdoor experiences
- a logbook detailing participation in outdoor experiences

Contribution to Overall Score

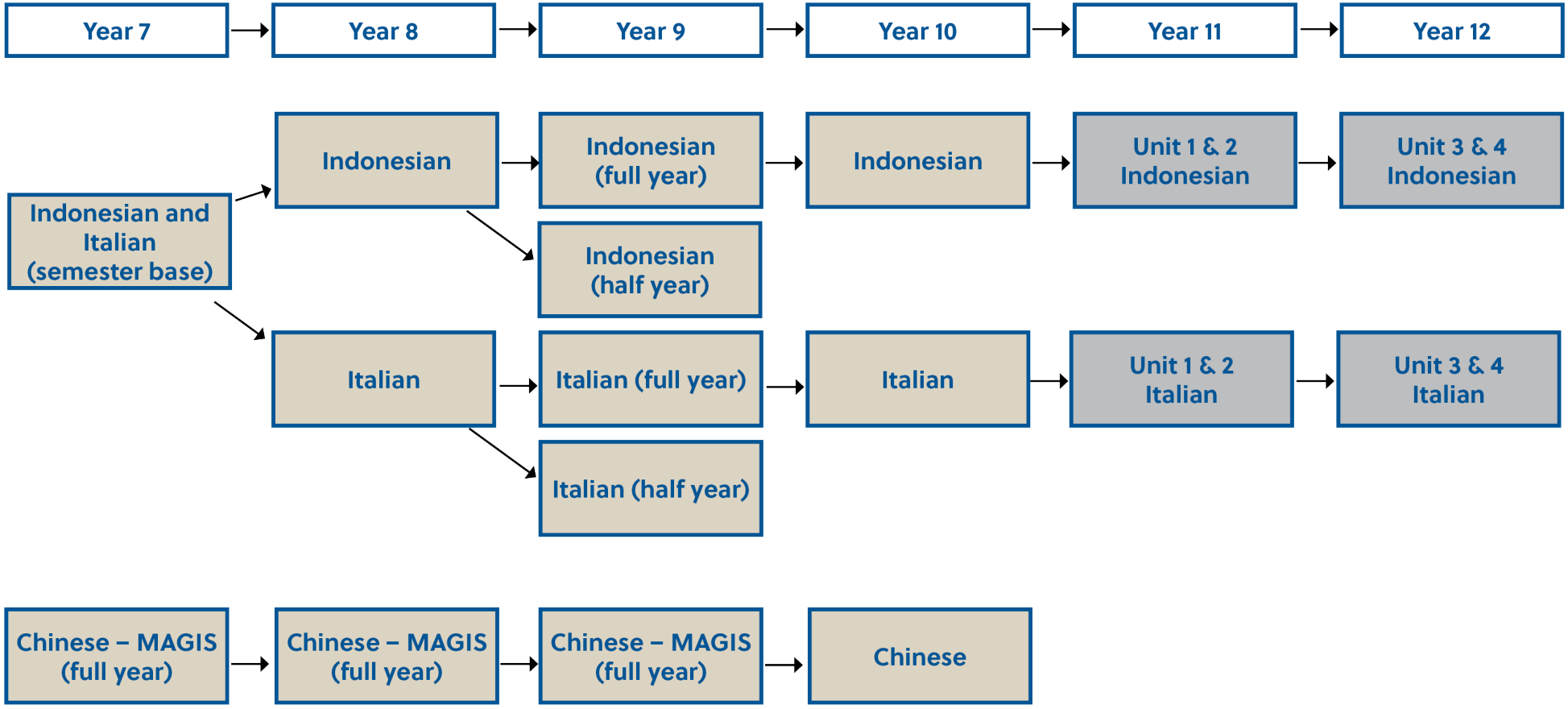
All assessments tasks contribute to the overall score for each semester

Future Pathways

After completing Outdoor Education in Year 9 students can study Pre-VCE Outdoor and Environmental Studies as a Year 10 elective in order to assist in preparation for VCE.

LANGUAGES: SEMESTER-BASED ELECTIVES

Languages Pathways



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 Magis 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, viewing 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

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 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 upon approval.

Indonesian – Full-year 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 presentations

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 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.

Indonesian – Half-year Indonesian

Course Overview

Learning cultural aspects about another country is very important to open conversation to build one's global identity. Studies have shown that students who are exposed to different cultures from young ages are more adaptable and acceptance of multiculturalism. Cultures brings people together and with the world is becoming smaller, it is important for them to be more open and inclusive.

Learning Focus

In Year 9 half-year Indonesian, students will develop understanding of Indonesia as a country through the topics of travelling and living in the country. Those topics will expose culture shock, taboos, and students develop skills on how to book a holiday to Indonesia. They also explore a range of daily life of people in Indonesia. This subject is offering very minimal language skills.

Assessment

Students will be assessed on a range of summative and formative tasks from the list below:

- Cultural understanding projects
- Presentations
- Writing tasks
- Making itineraries

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 and would like to continue to VCE, to select Year 9 Indonesian full-year. However, students may request a meeting with the Learning Leader: Languages to discuss their selection of Year 9 Indonesian full-year or half-year.

Students who take Year 9 half-year Indonesian have the option to progress with Indonesian in Year 10, 11 and 12 but it is recommended for these students to select Year 9 Indonesian full-year.

Italian – Full-year 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 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 – Half-year Italian

Course Overview

Learning cultural aspects about another country is very important to open conversation to build one's global identity. Studies have shown that students who are exposed to different cultures from a young age are more adaptable and acceptance of multiculturalism. Cultures bring people together and with the world is becoming smaller, it is important for them to be more open and inclusive.

Learning Focus

In Year 9 half-year Italian, students will develop understanding of Italy as a country through the topics of travelling and living in the country. Those topics will expose the stereotyping of the north and the south, and students develop skills on how to book a holiday to Italy. They also explore a range of daily life of people in Italy. This subject offers very minimal language skills.

Assessment

Students will be assessed on a range of summative and formative tasks from the list below:

- Cultural understanding projects
- Presentations
- Writing tasks
- Making itineraries

Contribution To Overall Score

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

Future Pathways

It is strongly recommended that students who have completed Year 8 Italian and would like to continue to VCE, to select Year 9 full-year Italian.

However, students may request a meeting with the Learning Leader: Languages to discuss their selection of Year 9 Italian full-year or half-year.

Students who take Year 9 half-year Italian have the option to progress with Italian in Year 10, 11 and 12 but it is recommended for these students to select Year 9 Italian full-year

SCIENCE: 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. 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
- Scientific investigations
- Semester examination

Future Pathways

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

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 STEAM (Science, Technology, Engineering, Arts and 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 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 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.

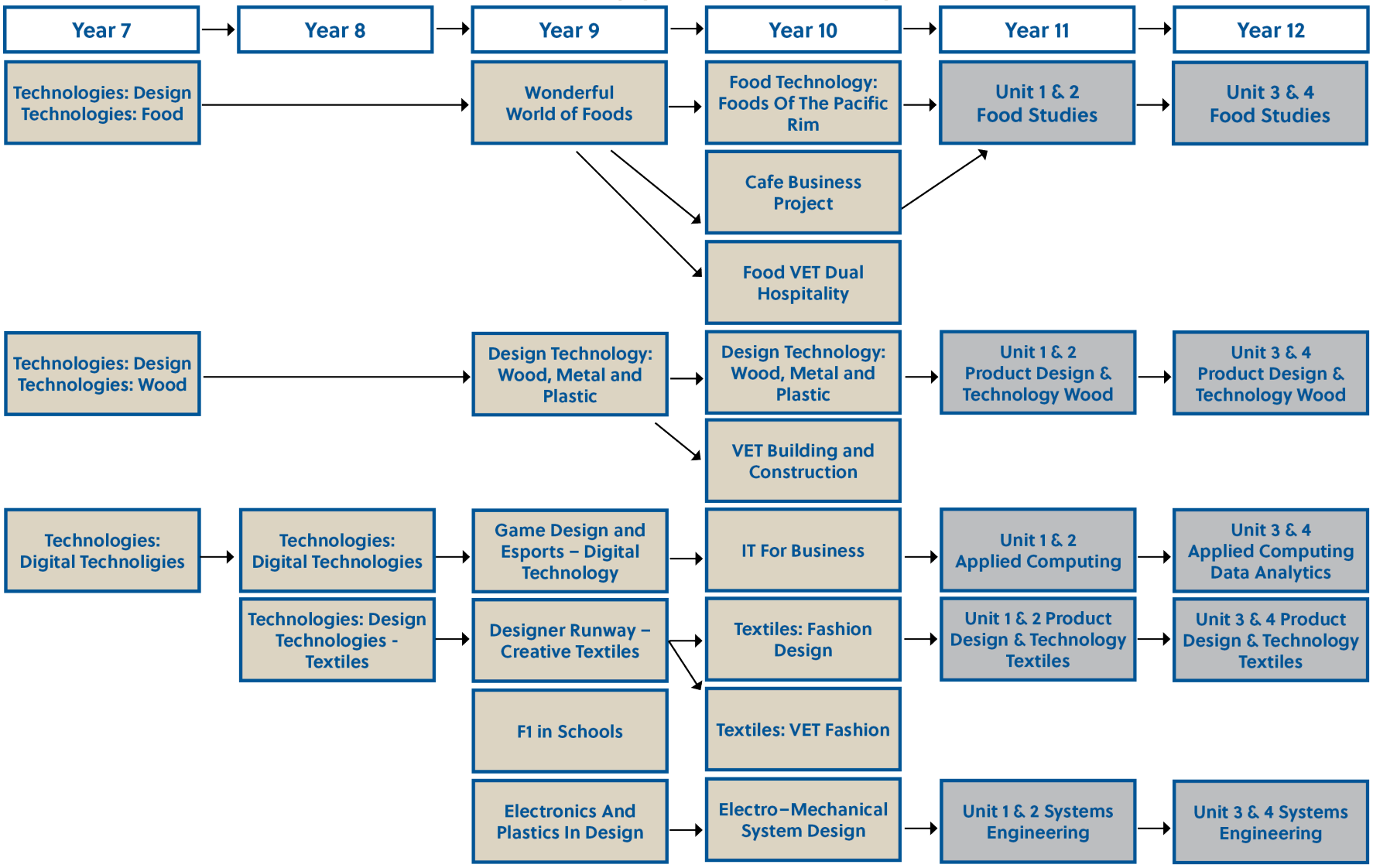
- Folio (written and practical tasks)
- Investigations

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

TECHNOLOGIES: SEMESTER-BASED ELECTIVES

Technology Pathways



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 IT for Business

Creative Textiles

Course Overview

Students are introduced to a range of creative textiles techniques, before creating design briefs for a garment that includes one or more of these techniques. Students will research and design a garment before creating a production plan including risk assessment. Whilst constructing their garment, students become independent and proficient in use and maintenance of their sewing machines. Issues of safety pertaining to specific equipment are discussed and noted. Students will evaluate their design work and production activities, reflecting on their progress and identifying areas of individual improvement.

Learning Focus

Creative Textiles explores ways in which textiles can be made, woven, dyed and embellished, and used to create wearable garments. Producing textiles and textiles products teach students practical ways of designing and constructing from textile fabrics. 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 everyday fashion as designer-makers
- Students will practise and apply procedural production skills to construct a self-designed garment.

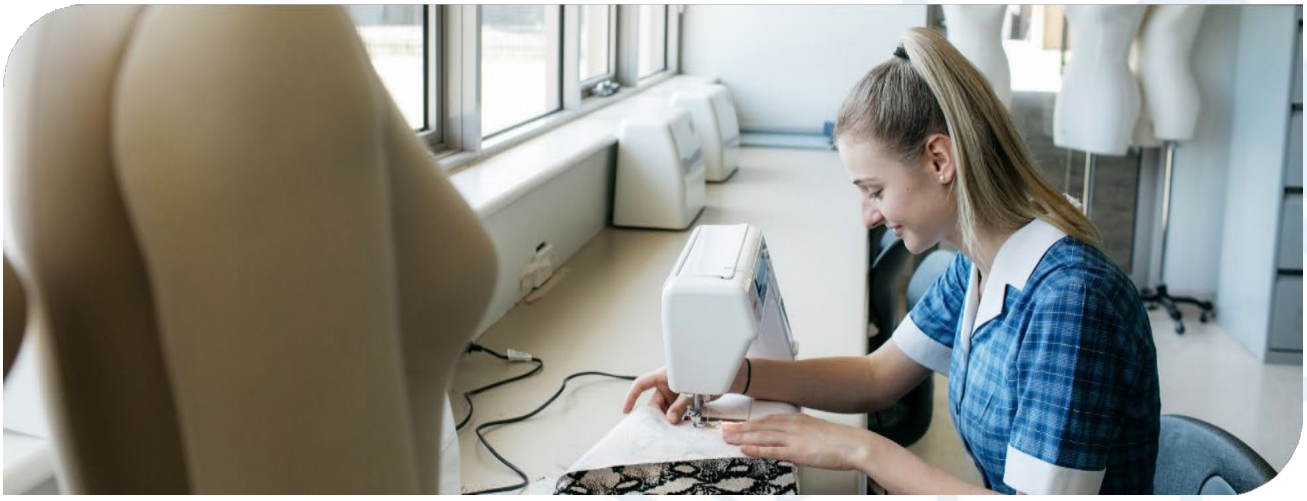
Assessment

Students will be assessed using a range of assessments including:

- Research project t-shirts
- Folio creative textiles samples
- Design folio
- Production folio and garment (t-shirt)
- Semester test

Future Pathways

- Year 10 Textiles Fashion Design



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 and 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

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

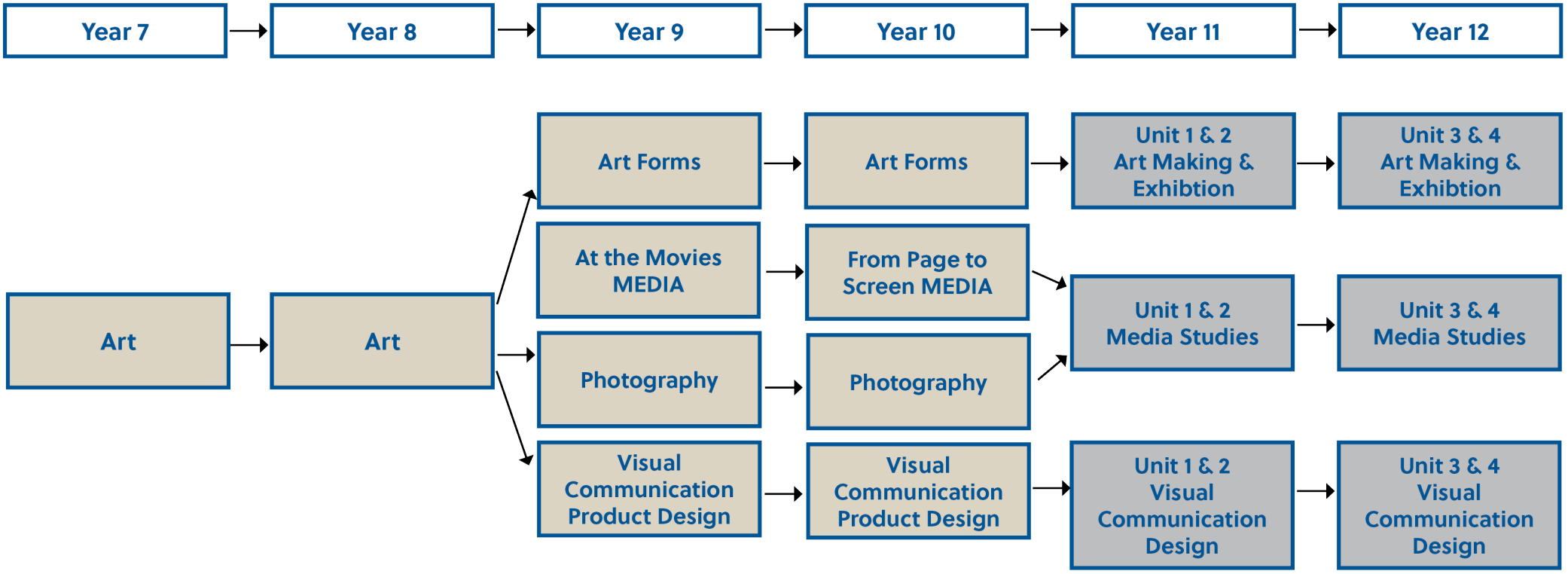
- Research and Present three generations of family food traditions
- Recipe re-design: re-design, prepare and evaluate a recipe
- Classwork
- Recipe folio

Future Pathways

- Year 10 – Café Business
- Year 10 – Foods of the Pacific Rim

VISUAL ART: SEMESTER-BASED ELECTIVES

Visual Art 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. This media course focuses the skills and techniques as they relate to film making and media production. A brief history of media and film making in Australia is taught, together with the fundamental elements that make up the codes and conventions of media. 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 to 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 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 within the course.

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

Assessment

- Short film production and movie poster (comedy/action)
- Short film production, teaser trailer and movie poster (drama)

Future Pathways

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

Art Forms

Course Overview

Students develop a range of skills and techniques in 2D and 3D art forms, styles, media, materials and technologies. Students will make art works which reflect personal ideas, interests and an understanding of themselves. They will understand how artworks reflect the values, beliefs and traditions of their own and other cultures. Students will 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 subjects relating to the Visual Arts.

Assessment

- Folio: Production research, design plans and annotations
- Lino cutting and printing
- Re-draw (drawing and shading)
- Sculpture (clay design)
- Character design (superhero and comic book design)

Future Pathways

- Year 10 Art Forms, Photography, Visual Communication – Product Design
- VCE Art Making and Exhibiting, Visual Communication Design, Media Studies

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 creative photography. Students learn to research, explore, develop, and refine specific media-based concepts and techniques through the design process. Colour, line, texture and scale are all explored throughout the various projects, and new advanced editing techniques such as filters and colour grading are utilised to create new and original photographic art.

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 Portfolio: Original projects

- Portrait and nature photography
- Surreal landscapes
- Black and white photography
- Retro photography
- Zine photo books

History of Photography Research Task

Future Pathways

- Year 10 Photography, From Page to Screen (Media), Art Forms
- VCE Media Studies, Visual Communication Design, Art Making and Exhibiting

Visual Communication and 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. 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.

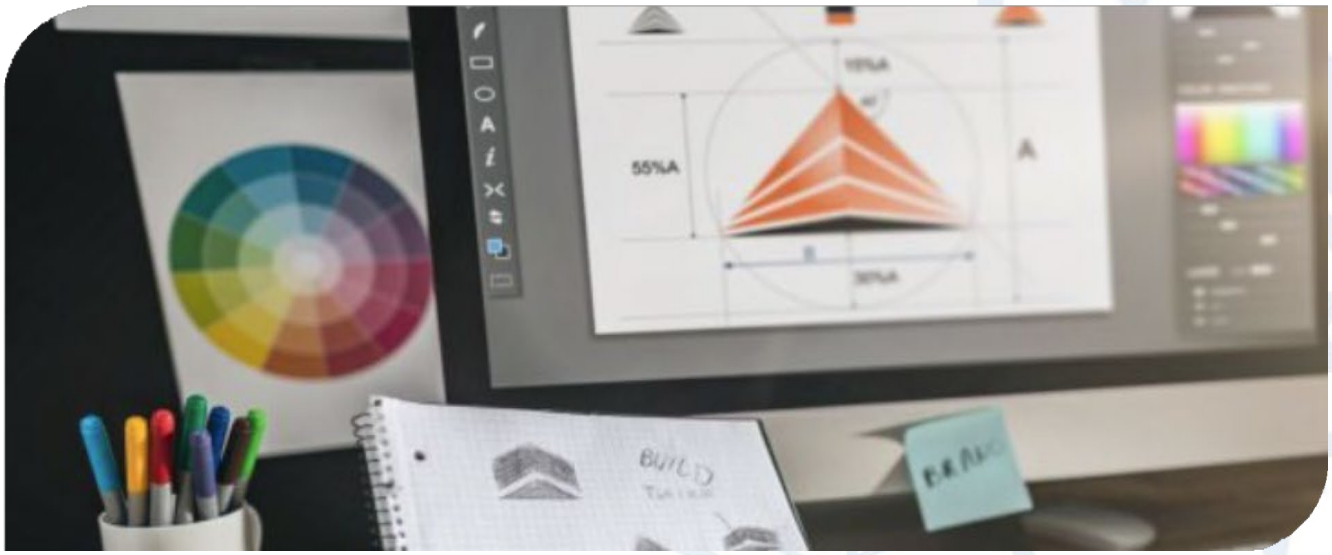
Key skills within the Adobe creative suite (Illustrator/Photoshop/InDesign) will also be gained, and you will be able to successfully produce multiple final presentations such as placing your branding on your original packaging and merchandise created as part of your design project work.

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.

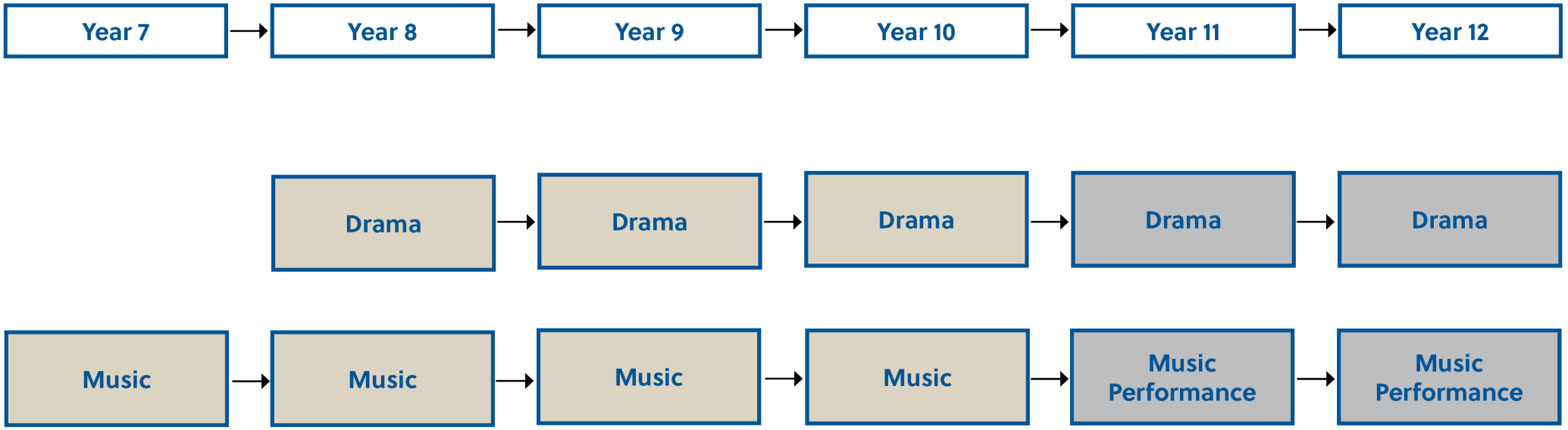
Future Pathways

- Year 10 Visual Communication and Design, Photography
- VCE Art Making and Exhibiting, Visual Communication Design, Media Studies



PERFORMING ARTS: SEMESTER BASED ELECTIVES

Performing Arts Pathway



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 analyses during the development process. Students also develop skills in diverse areas including acting, directing, producing, and all aspects of stagecraft.

Students will view a professional Drama performance, and may perform as part of the Performing Arts Showcase.

Assessment

- Group-devised performances

Future Pathways

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

Music

Visual Art Pathway

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.

Students may perform as part of Performing Arts Showcase.

Assessment

- Solo Performance
- Ensemble Performance
- Research Theory Assignment

Future Pathways

- Year 10 Music Solo Performance