YEAR 9
PROGRAM
2015

Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9 PROGRAM 2015</td>
<td>1</td>
</tr>
<tr>
<td>THE MORDIALLOC EXPERIENCE VISION STATEMENT</td>
<td>2</td>
</tr>
<tr>
<td>COMMUNICATION - CORE</td>
<td>3</td>
</tr>
<tr>
<td>DISCOVERY - CORE</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION &amp; HEALTH- compulsory</td>
<td>5</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>HEALTH</td>
<td>5</td>
</tr>
<tr>
<td>LEARNING ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>FRENCH- (LOTE)</td>
<td>7</td>
</tr>
<tr>
<td>ARTS &amp; TECHNOLOGY</td>
<td>8</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>8</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>11</td>
</tr>
<tr>
<td>Digital Photography and Design</td>
<td>11</td>
</tr>
<tr>
<td>Drama</td>
<td>12</td>
</tr>
<tr>
<td>Design and Technology (Resistant Materials)</td>
<td>14</td>
</tr>
<tr>
<td>Food Technology</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>17</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>18</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>18</td>
</tr>
<tr>
<td>Introduction to Literature</td>
<td>18</td>
</tr>
<tr>
<td>Journalism</td>
<td>19</td>
</tr>
<tr>
<td>“At the Movies” Film Analysis and Reviewing</td>
<td>19</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>20</td>
</tr>
<tr>
<td>Ecology</td>
<td>20</td>
</tr>
<tr>
<td>Zoology</td>
<td>21</td>
</tr>
<tr>
<td>Australian Disasters</td>
<td>22</td>
</tr>
<tr>
<td>Global Disasters</td>
<td>23</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>24</td>
</tr>
<tr>
<td>Economics and Money</td>
<td>24</td>
</tr>
<tr>
<td>Politics and the Law</td>
<td>25</td>
</tr>
<tr>
<td>Amazing Race</td>
<td>26</td>
</tr>
<tr>
<td>History – Creating the Modern World</td>
<td>27</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>28</td>
</tr>
<tr>
<td>Advance</td>
<td>28</td>
</tr>
<tr>
<td>Sports Trainer</td>
<td>28</td>
</tr>
<tr>
<td>Swimming</td>
<td>29</td>
</tr>
<tr>
<td>Our World Champs</td>
<td>29</td>
</tr>
<tr>
<td>Wide World of Sports</td>
<td>30</td>
</tr>
<tr>
<td>MORDIALLOC COLLEGE LEARNING PATHWAYS</td>
<td>31</td>
</tr>
<tr>
<td>SELECT ENTRY ACCELERATED LEARNING (SEAL)</td>
<td>36</td>
</tr>
</tbody>
</table>
Year 9 is a key time for maintaining student engagement in learning and education. It is a development stage in which young people are really beginning to know, understand and accept themselves in a diverse, fast-paced and constantly changing world. It is therefore essential to provide them with opportunities to develop life skills, emphasise independent learning, tap into their creative minds, build resilience and confidence and grow their knowledge and skills in individual interest areas.

The Year 9 program at Mordialloc College takes into account these aims and meets the needs of our students by:

- Establishing strong student/community connections so students have an understanding of their importance as members of society
- Assisting students to develop goals, life skills, resilience and an overall positive sense of self
- Providing opportunities for students to act as leaders and organisers
- Giving students the skills to become independent learners
- Making learning relevant to the lives and interests of students
- Creating positive relationships between staff and students
- Encouraging an environment where students feel safe, enjoy school and learning
The Mordialloc Experience (MEX) is a fun, diverse and engaging program that provides participants with the opportunity to explore and enquire about their local and wider community. Through stimulating activities and sharing ideas, both teachers and students build relationships and knowledge, leading to a stronger independent future in our journey as life-long learners. Most notably, the MEX provides students the opportunity to spend one week on community placement and a fortnight completing research tasks in the city.

Mission
- Team work
- Express individuality
- Hands on learning
- Building links with community groups
- Cooperation
- Choice
- Realise potential
- Resumés/budgets to prepare for future/life skills
- Engaging/diverse curriculum
- Guest speakers/excursions
- Research, presentation, celebration
- Where students fit in the community and how they impact on society and the environment
- Interpersonal skills/qualities
- Resources, ICT
- Community placement
- Code of cooperation
COMMUNICATION - CORE

Communication covers the discipline and learning previously covered within the areas of English and Humanities. Students will study themed units of work.

Communication will be studied for the whole year.

AIMS:
The aim of Communication is to develop an understanding of the world through the use of text and language. Communication will develop students’ skills and command of language. Further, students will learn to appreciate and use language through the study of a variety of texts including literature, film and other visual texts, while investigating historical events, political, environmental and economic issues.

CONTENT:
Reading, writing, listening and speaking for varied purposes - practical, social, imaginative and creative. In addition, students will utilise technology for the enhancement of research and communication skills.

Study of texts will include literature, film, visual texts and issues presented in the media.

EMBEDDED IN ASSESSMENT:
- Economic Knowledge and Understanding
- Economic Reasoning and Interpretation
- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills
- Historical Knowledge and Understanding
- Historical Skills
- Language (listening, reading, viewing, speaking, writing and creating)
- Literature (listening, reading, viewing, speaking, writing and creating)
- Literacy (listening, reading, viewing, speaking, writing and creating)

LINKS TO VCE:
- English
- History
- Literature
- Media
- Business Management
- Accounting
- Legal Studies
- Economics
DISCOVERY - CORE

Discovery incorporates the key learning areas of Mathematics and Science. Students will be encouraged to develop a practical understanding of the material traditionally covered in these areas.

Discovery will be studied throughout the year.

AIMS:
The aim of this subject is to take the students on an educational exploration of the themes that are traditionally associated with Mathematics and Science. Discovery will present relevant and interesting units of work to the student with themes encapsulating all things scientific and mathematical. Students will appreciate hands-on tasks showing them the great influence these themes have on their day-to-day lives. Investigations into the historical, environmental and social outcomes of these themes will also take place.

CONTENT:
Mathematics, Biology, Physics, Chemistry, Psychology and Studies of the Environment will all form part of this unit. Practical sessions will assist students throughout the year. The use of ICT tools will also form a key component of the subject.

EMBEDDED IN ASSESSMENT:
- Science and Understanding
- Science as a Human Endeavour
- Science Inquiry
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

LINKS TO VCE:
- Biology
- Physiology
- Chemistry
- Physics
- Environmental Science
- Mathematics
PHYSICAL EDUCATION & HEALTH - compulsory

PHYSICAL EDUCATION
In Physical Education, students will participate in a variety of sports, activities and games with a focus on fundamental motor skills and game sense development. They will have the ability to take on a leadership role as a coach or umpire and have the ability to select appropriate training methods for improving fitness for physical activity. Students will work both individually and in groups to improve their skills. They are expected to participate in at least 80% of practical sessions, bring full P.E. uniform to all classes and submit a semester assignment.

HEALTH
In Health Education, students will identify the major causes of injury, illness and death in Australia. They will have the ability to identify a range of health needs of young people, including mental health. Students will describe the role of the community in influencing personal identity and behaviour. They will understand the factors that contribute to the current trends in nutritional status of Australians.

AIMS:
Building social relationships
Working in teams
Health knowledge and promotion
Personal learning
Managing personal learning

CONTENT:
Health/PE
- All about your health
- Exploring identity
- Understanding and developing healthy relationships
- Understanding mental health
- Examining risks and minimising harm
- Nutritional requirements, trends and influences
- Analysing skills and practice
- Fitness and training programs
- Roles and tactics in sporting environments
- Outdoor recreation and first aid

TYPES OF ASSESSMENT:
- Tests featuring multiple choice, short answer and extended response questions
- Coursework on all topics – suitable for individual and group work or homework
- Group presentations
- Quizzes

LINKS TO VCE:
In preparation for VCE Health/PE, students will investigate training principles and methods, the skeletal and muscular systems and motor learning. Students will participate in training sessions, games and activities of their choice and will be assessed on both practical and theoretical outcomes. Students will identify strategies that promote mental health and wellbeing and describe the role of the community in influencing personal identity and behaviour.
LEARNING ELECTIVES

Over the year all students will undertake 9 learning electives (3 per term). Students do not study elective subjects when in the MEX. Each elective will run for one term. Students will select their 9 electives from the list below. Any enquiries regarding these subjects can be made by contacting the school on 9580 1184.

NOTE: If students undertake the ADVANCE program and/or French, these are year-long subjects therefore students select only 1 or 2 other electives each term.
FRENCH- (LOTE)

**Language** – If students choose to do a language it must be done for the entire year.

**AIMS:** To develop communicative skills in French through language knowledge and cultural awareness of the Francophone world.

**CONTENT OVERVIEW:**
The Year 9 French program focuses on 4 Core Units of work related to the topics of ‘Exploring Francophone Countries’, ‘Life in the Wild’, ‘Health’ and ‘Fashion’. These units are interrelated to the Year 10 course which explores life beyond family and school, history, culture, the environment and future plans about education and career choices.

Each unit has a focus on literacy in the area of vocabulary development and scaffolding grammar concepts to improve reading comprehension and writing skills and intonation, specific expressions and cultural gestures in role-plays/oral communication. The program has a broad range of activities to promote and enhance all four macro skills (speaking, reading, writing and listening) involved in language learning.

To increase depth of understanding and raise cultural awareness, each unit of work is also extended with a broad range of practical and extra-curricular activities such as cooking and cultural visits through incursions and excursions. Students are exposed to and have opportunities to participate in events such as poetry and writing competitions, French film festival, French plays, Crepe Day and Cultural Diversity week. There are plans for a future French trip.

**MAJOR ASSESSMENTS:**
- Regular vocabulary and grammar short tests to review progress and consolidate understanding
- Regular listening and reading comprehension tests
- Role-plays and class presentations to develop speaking skills
- Cultural projects on various themes to add the cultural differences and awareness dimensions to learning
- End of Unit test on each topic/theme studied
- Berthe Mouchette & ACER Language competence test (Certificate 1 Level)

**LEARNING OUTCOMES:**
- Improvement of literacy skills
- Motivation and interest to continue learning French
- Opportunities for more career options in future
- Ability to use and speak the language when travelling abroad, most particularly to Europe and other French-speaking countries
- Opportunity to continue tertiary courses at University
- Bonus points as incentive for VCE studies to improve overall ATAR/subject study score
- Students benefit from additional 1:1 assistance to enable them to practice their speaking skills and improve their other skills
Studio Arts

AIMS:
The focus of Year 9 Art is to foster student interest and knowledge of art by developing artistic skills. Students will focus on expressing their creativity while exploring a range of media.

CONTENT:
Students will explore 2D and 3D materials in the development of creative art pieces. Students will investigate artists’ work to gain a better understanding of the techniques used in their own work and expand their knowledge of art movements.

Each term consists of a combination of art projects that will give students a taste of what they can explore further in senior Studio Arts classes.

ASSESSMENT:
The Year 9 Studio Art curriculum is based on the AusVELS. Student learning is assessed across the Arts, Personal Learning and Thinking domains.

LINKS TO VCE:
Provides appropriate background for VCE Studio Arts.
Each term is different so students can elect to study Studio Art each term if they wish. Please note that the projects may vary slightly to those listed below.

**Term 1**

**Studio Art A**

1. **Concertina Etching book** - Students explore themes of choice and learn the art of drypoint etching. They use their printed works to create a concertina style booklet.
2. **Manga Portrait** - Students explore Manga- (Japanese cartoons) and create their own Manga inspired portrait.

**Studio Art B**

1. **Texture Sculpture in Paperclay** - students explore the use of texture while producing a glazed ceramic sculpture.
2. **Decorative Pattern Drawing** - Students respond to the work of artist Gustav Klimt and produce a decorative art piece which uses expressive pattern to explore the character of their subject.

**Term 2:**

**Studio Art A**

1. **Papier Mache Animal Heads** - In this 3D sculpture project, students will create a paper mache animal head of choice. This project will be the major project for the term.
2. **‘Old School’ cartooning poster** - allows students to explore a variety of cartoons and characters from history and recreate a poster inspired by one of these cartoons.

**Studio Art B**

1. **Large Scale Portrait** - students will learn techniques in pencil rendering and hone their observational skills to create a realistic tonal portrait of their chosen subject.
2. **Charcoal Portrait** - allows students to build on their portrait drawing skills and explore the use of charcoal.
3. **Caricature** –students look at political caricature and cartoons and produce a caricature expressing the personality of their chosen subject.
Term 3:

**Studio Art A**

1. **Ceramic sculpture** - In this major project, students will be learning different construction techniques as well as ways of texturing ceramics to create a 3D sculpture.
2. **Eye stencil** - Students will learn how to create a 3 tone eye stencil.

**Studio Art B**

1. **Peter Booth inspired sculpture** - students will create a ceramic sculpture based on a character from a painting by iconic Australian artist Peter Booth.
2. **Digital print** - Students use Photoshop to produce a digital image of their sculpture in response to Booth’s use of Australian landscape and the relationship between environment and individual.

Term 4:

**Studio Art A**

1. **Mosaic** - In this project, students will learn the techniques involved in the art of mosaic and create their own artwork based on their individual designs in either 2D or 3Dimensional forms
2. **Street style drawing** - students explore words and writing styles while using watercolour pencils and blending techniques.

**Studio Art B**

1. **Acrylic Painting** - Student will learn about colour theory and explore techniques in acrylic painting in response to Post-Impressionist painters such as Van Gogh and Monet.
2. **Pastel drawing** - students explore the use of oil or soft pastel to create an image using tonal colour rendering.
**Visual Communication**

Visual Communication seeks to educate student’s visual and creative abilities. The course develops students’ critical eye for design and analysis, confidence in their aesthetic judgment and ability to respond to a design brief. Visual Communication directs students through an exploration of media and materials, drawing techniques and processes of design production.

Visual Communication is offered for **two terms in Semester One only**. In each term students will work through different projects including designing a logo, CD cover, tee-shirt or comic book.

Students will be assessed on:
- Their ability to work through a design process, relevant research, brainstorming and preliminary designs
- Investigation and analysis
- The refinement and subsequent production of final presentation work

**Links to VCE:**
Provides a background for folio based subjects such as VCE Studio Arts and Media and Design Technology.

**Digital Photography and Design**

This unit focuses on introducing students to the exciting world of design and digital photography. The course requires students to develop creative solutions to design tasks that incorporate photography elements. Students will use photography and design skills in conjunction with computer aided design and contemporary media to produce dynamic final projects.

Digital Photography is offered for **two terms in Semester Two only**. In Term 3 the focus will be on Portraiture photography and Term 4 will focus on landscape and architecture.

Students will be assessed on:
- Folio of finished photos
- Folio of Developmental Work
- Design Analysis Assignment

**Links to VCE:**
Provides a background for folio based subjects such as VCE Studio Arts and Media.
Drama

Centre Stage
Take centre stage in this Drama elective and learn some of the tricks of the trade for creating and performing theatre! Explore approaches to creating performances in a range of styles and using a range of stimuli, as well as the skills involved in acting for an audience. This is a fun, hands-on subject that seeks to build not only creative skills, but confidence in public speaking and working in groups.

AIMS:
To introduce students to a range of skills and applications, including characterisation, performance development, theatrical conventions and stagecraft.

CONTENT:
Students will take part in drama games and exercises that assist in the development of confidence, characterisation skills and performance making. They will analyse and reflect on performances and develop their ability to use the language of Drama.

ASSESSMENT:
Students will be assessed on group devised performances, analysis of performed work, teamwork skills and participation.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
- Creating and Making
- Exploring and Responding

What’s So Funny?
Do you love a good laugh? This subject is for you! Explore different comedy styles and learn the skills of improvisation, characterisation and comedy writing.

AIMS:
To give students the opportunity to explore the theatrical style of comedy throughout history while building on a range of skills, including improvisation, characterisation, performance development, theatrical conventions, stagecraft and scriptwriting.

CONTENT:
Students will take part in skill building activities that assist in the development of confidence, improvisation, characterisation and performance development. Theatrical conventions relating to comedy styles, stagecraft and scriptwriting will also be covered. They will analyse and reflect on performances and develop their ability to use the language of Drama.

ASSESSMENT:
Students will be assessed on group devised performances, analysis and evaluation of performed work, teamwork skills and participation.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
- Creating and Making
- Exploring and Responding
From Page to Stage

The secrets of writing for stage and screen will be unlocked in this introduction to scriptwriting. A chance to read, perform and write a variety of scripts that will culminate in a whole class project.

AIMS:
To give students the opportunity to explore various scripts and scriptwriting techniques while working on a large group project.

CONTENT:
Students will read a variety of scripts in class and look at basic scriptwriting skills. Each class member will have a production and performance role in the whole class, group devised short film, that will be scripted, filmed and edited by the group.

ASSESSMENT:
Students will be assessed on participation, team work skills and the skills applicable to both the production and performance roles they have chosen. The students will also use the language of Drama to track their process in a journal and complete an overall evaluation of their work in this unit.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
• Creating and Making
• Exploring and Responding

Backstage

Explore what happens behind the scenes to create a performance.

AIMS:
To give students an introduction to the stagecraft elements of theatre.

CONTENT:
Students will have the opportunity to choose from the following areas when designing and creating elements for a performance: lighting, sound, costumes, props, make up, set design.

ASSESSMENT:
Students will be assessed on their ability to represent and communicate ideas in a performance and develop imaginative solutions to set tasks. They will analyse and reflect on their work and develop their ability to use the language of Drama.

CURRICULUM LINKS:
This curriculum for this subject links directly to The Arts AusVELS standards:
• Creating and making
• Exploring and responding
Design and Technology (Resistant Materials)

CONTENT OVERVIEW:
This course is based upon students acting in the role of designer/maker and following the design process to create a product that meets the criteria set out in a design brief.

During the term students learn about the design process and its function in society. Drawing skills are developed to increase their visual communication and presentation skills with an emphasis on 3D and technical drawing.

They expand on the knowledge learnt in Year 8 of material characteristics and construction techniques, as well as developing their skills further using a variety of different machinery and hand tools. Students are able to familiarise themselves with a variety of materials including wood, metal and plastics, producing projects that incorporate all three. During this time, students expand their knowledge of safe working procedures, gaining an understanding of Occupational Health & Safety guidelines.

LEARNING OUTCOMES:
The course is based on the production of:
• A variety of 3D products constructed from wood, metal and plastics
• A design portfolio of the student’s journey through the design process
• A design using 3D CAD software
• A research project

In the process of creating these items, students investigate the principles of design, the characteristics of different materials, the use of different equipment and safe working practices. Students will develop skills related to decision-making, planning, task analysis and safe use of tools and equipment.

MAJOR ASSESSMENTS:
• A variety of 3D products constructed from wood, metal and plastics
• A design portfolio of the student’s journey through the design process
• A design using 3D CAD software

<table>
<thead>
<tr>
<th>Focus 1</th>
<th>During this term students work through the design process with the project based around the creation of a piece of furniture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus 2</td>
<td>During this term students work through the design process with the project being based around a number of useful products.</td>
</tr>
<tr>
<td>Focus 3</td>
<td>During this term students work through the design process with the project based around the creation of a piece of furniture.</td>
</tr>
<tr>
<td>Focus 4</td>
<td>During this term students work through the design process with the project being based around a number of useful products.</td>
</tr>
</tbody>
</table>

Students are able to undertake this course in all terms as the projects completed are different each term. Some projects are subject to change due to new technology and initiatives.
**Food Technology**

**ABC Foods**

**CONTENT OVERVIEW:**
Foods and cooking processes are examined, based on the alphabet.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc.

They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions etc. are also covered. This sets them up for senior school studies in this area and also hospitality work opportunities as a part time job.

**LINKS TO VCE:**
Health & Human Development Units 1-4 and Food Technology - Units 1-4.

**M-Z Food Lovers**

**CONTENT OVERVIEW:**
Foods and cooking processes are examined based on the alphabet from M-Z.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc.

They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions etc. are also covered. This sets them up for senior school studies in this area and also hospitality work opportunities as a part time job.

**LINKS TO VCE:**
Health & Human Development Units 1-4 and Food Technology - Units 1-4.
International Foods

**CONTENT OVERVIEW:**
Foods and cooking processes are examined based on the region of the world they have originated from.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc.

They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions, cultural significance of food as a celebratory component etc. are also covered. This sets them up for senior school studies in this area and also hospitality work opportunities as a part time job.

**LINKS TO VCE:**
Health & Human Development Units 1-4 and Food Technology Units 1-4.

Celebration Foods

**CONTENT OVERVIEW:**
Foods are investigated in practical and theoretical ways to include their significance as celebration factors in various cultural and religious observances.

**MAJOR ASSESSMENTS:**
Students compile an ongoing recipe book with the recipes they have made and other information related to the food. This may include nutrition provided, other examples of uses, cultural and religious significance etc.

They begin to use more sophisticated terminology related to the chemical properties of food, to present food attractively and to analyse their productions in a more critical way.

**ADVANTAGES FOR STUDENTS:**
Students gain valuable life skills as well as knowledge and experience in food preparation methods. Issues of nutrition, reasons for food choices, food related health conditions, cultural festival foods etc. are also covered. This sets them up for senior school studies in this area and also hospitality work opportunities as a part time job.

**LINKS TO VCE:**
Health & Human Development Units 1-4 and Food Technology Units 1-4.
Music

Rock Out
‘Rock Out’ will cater for the beginner music student, as well as those students with an advanced understanding of both practical and theoretical music. Students will gain an understanding of music theory and rhythm. They will evaluate, reflect on, refine and justify their practice regimes. Students will learn how to critically respond to the stylistic, technical, expressive and aesthetic features of others’ music works and/or performances. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

MAJOR ASSESSMENTS:
- Theory of music component: 1 unit test per term
- Presentation (PowerPoint): Research/contrast 2 influential genres of music
- Composition assessment (score): Students will utilise their new knowledge of musical theory to compose and score a piece of music

Rock On (it is recommended that students undertake ‘Rock Out’ prior to this) Throughout ‘Rock On’ students will work at developing the skills required to undertake music at a Year 10 level. They will further their understanding of both music theory and rhythm. Students will observe and reflect on the effect of different performance practices in communicating content. They will learn how to evaluate, using appropriate language, how specific performances have been used to challenge audience opinions on the content, meaning and qualities of music works. Students will spend time not only learning about music, but also a scheduled amount of class time will be dedicated to playing music. Rehearsals and practical class performances will make up part of their practice schedule and performance assessment.

MAJOR ASSESSMENTS:
- Coursework: Music Journal: Practice schedule
- Theory of music component: 1 Test per term.
- Advertisement analysis task: Using ‘garageband’, students will compose an original piece of music for an existing television advert.
- Performance assessment (workshop) – solo/duo/trio: Students are put into bands to suit a mixture of instruments and abilities (solo is also an option). Together they write their own song. Selected classes (workshops) will be devoted to thematic, lyrical and chord progression invention. Students will be assessed on their performance in front of their peers toward the end of term.

ADVANTAGES FOR STUDENTS:
The skills learned in this unit will provide a solid basis for students to then move on to complete VCE Music. Playing an instrument is a great way to learn about problem solving, abstract reasoning, visualisation and spatial relationships.

An understanding of how to create and perform music on a chosen instrument can be used as a universal communication tool. Throughout the music course students will learn the many skills required to follow a career path in music performance, production and/or composition.
Creative Writing

AIMS:
To focus on techniques for self-expression in creative writing forms such as short stories, poetry, novellas, plays, screenplays and creative non-fiction (personal essays). Elements of creative writing such as character, point of view, plot, setting, dialogue, style and theme will be taught and work-shopped.

MAJOR ASSESSMENTS:
Students will be assessed on both the practical and theoretical aspects of this subject. Students will be assessed on their writing folio, which will be a culmination of a range of independent activities. Assessment links to the AusVELS curriculum for English.

ADVANTAGES FOR STUDENTS:
Students will benefit from developing simple ideas into prose and learning how to write in a wide range of formats. Students will enjoy developing their writing skills and increasing their confidence in expression in creative writing.

Links to VCE:
English, Literature, Drama and Media.

Introduction to Literature

AIMS:
Students will be introduced to a range of literature, including poetry, short stories, film and other texts. There is a focus on developing an enjoyment of reading, discussion of the texts read and experienced, and developing both personal and analytical responses to literature.

MAJOR ASSESSMENTS:
Students will be assessed on a range of tasks relating to the literature we cover in the unit, including personal responses to texts, analytical writing and developing a glossary of literary techniques. Assessment links to the AusVELS curriculum for English.

ADVANTAGES FOR STUDENTS:
This subject links very well to VCE English and Literature. Students will benefit from looking closely at texts and how writers construct them, the effect of different literary techniques and developing confidence in reading and discussing texts. Students will be exposed to new and different pieces of literature and expand their enjoyment of reading.

Links to VCE:
English, Literature, Drama and Media.
Journalism

AIMS:
To explore the different facets of journalistic writing and produce a class newspaper or magazine.

MAJOR ASSESSMENTS:
Students will be assessed on a range of writing tasks related to journalism, including the drafting process, interviewing, research, writing and editing. Assessment links to the AusVELS curriculum for English.

ADVANTAGES FOR STUDENTS:
This subject will provide an opportunity for students to be involved in a range of writing styles and forms and to work both individually and collaboratively on an end result. Students will develop confidence in their writing skills and an awareness of how to follow a writing process for set forms and styles.

LINKS TO VCE:
English, Literature, Drama and Media.

“At the Movies” Film Analysis and Reviewing

In the Year 9 elective, “At the Movies”, students will view a range of films and learn about filmic techniques. They will take part in class discussions, analyse films and how they are constructed, and explore key themes, characters, use of symbols and how key issues are explored. Students will write personal responses, reviews, analytical responses and will look at how film adaptations can alter meaning.

AIMS:
Students will develop their understanding of how films are constructed and develop skills in responding critically and analytically to film. Students will learn to write quality film reviews.

MAJOR ASSESSMENTS:
Students will be assessed on a range of responses to film, such as assignments, class discussion, reviews and personal reflections. Assessment links to the AusVELS curriculum for English.

ADVANTAGES FOR STUDENTS:
This subject will provide students with skills and confidence in discussing and analysing films. Students have the opportunity to be involved in discussion of films and learn how to critically and analytically respond to films.

LINKS TO VCE:
English, Literature, Drama and Media.
Ecology

CONTENT OVERVIEW:
Have you ever wondered how living things are interconnected? Or pondered why some creatures are on the top of the food chain? What difference is made by summer and winter on animal populations? How does deforestation and habitat destruction affect ecosystems? Or what kinds of issues are posed by the introduction of species such as cane toads?

In Ecology, students will explore interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease. They will investigate how seasonal changes, destruction of habitats, and introduced species can affect population sizes. They will construct food webs that model the energy flow into and out of an ecosystem. They will also discover what impact humans have had on the ecosystems.

KEY TOPICS:
- Seasonal Changes
- Human Impact
- Destruction
- Introduced Species
- Flora and Fauna
- Ecosystems

MAJOR ASSESSMENT
- Oral Presentations
- Field Work
- Research Project on an ecosystem from around the world

LINKS TO VCE:
Biology
Zoology

CONTENT OVERVIEW:
Zoology is the branch of biology related to the animal kingdom, involving every imaginable kind of animal (including humans), in habitats as diverse as rainforests and oceans.

In Zoology, students will investigate the similarities and differences between a range of vertebrates and invertebrates including anatomy, physiology and taxonomy. They will conduct a weekly research task to create their own “Zoology Fact File” comprising a range of both vertebrate and invertebrate species.

They will look at relationships between different animal species including classification and an introduction to the five kingdoms of living organisms.

KEY TOPICS:
- Mammals
- Reptiles
- Amphibians
- Birds
- Marsupials
- Invertebrates
- Vertebrates

ASSESSMENT:
- Oral Presentations
- Zoological Dissections
- Zoology ‘fact file’ research assignment

LINKS TO VCE:
Biology
Australian Disasters

CONTENT OVERVIEW:
We live on the world’s driest inhabited continent. As a result drought, fires and floods are REAL issues facing young people. And it’s the young people of today who will be combating these issues in the future. In Australian Disasters students will study current environmental issues and their effect on the ecosystems within Australia. They will investigate how ecosystems change as a result of fire, drought and flooding and the effects of these on populations such as rabbits or kangaroos. They will also study fire, drought and flooding causes and management.

Australia’s major energy source is brown coal, a non-renewable energy source which releases large amounts of carbon dioxide into the atmosphere. In this subject students will investigate sustainability issues within Australia, including our options for alternative fuel sources and the environmental considerations involved.

KEY TOPICS
- Bush Fires
- Drought
- Floods
- Salinity
- Natural Disasters Impact on rabbit/kangaroo populations
- Sustainability

ASSESSMENT:
- Oral Presentations
- Field Work
- Research Project on an Australia natural disaster
- Introduced and native species application task

LINKS TO VCE:
Biology
Global Disasters

CONTENT OVERVIEW:
Have you ever wondered why Japan is highly susceptible to earthquakes? Or why Hawaii is covered in volcanoes? What caused the 2011 tsunami in Japan or the 2010 & 2011 New Zealand Christchurch earthquakes? Has the world always looked the same or do the continents move? In Global Disasters, students will study plate tectonics. They will investigate the occurrence of earthquakes and volcanic activity at plate boundaries. They will consider the history of the Earth’s land masses in relation to continental movement and the supercontinent Pangea, and the effect on populations and global climate. Students will investigate issues related to living in a Pacific country located near plate boundaries such as Japan, Indonesia and New Zealand.

KEY TOPICS:
- Plate tectonics
- Earthquakes
- Tsunamis
- Currents
- Volcanoes
- Waves

ASSESSMENT:
- Oral Presentations
- Research Project on Global natural disaster
- Diorama of a global disaster
- Practical application tasks

LINKS TO VCE:
Biology
Economics and Money

AIMS:
Students begin by discussing the reasons why we can’t always have everything we want. They look at the reasons why some things are more expensive than others (i.e. fundamental principles of supply and demand) and also investigate the role of ethics in business and study the role companies, governments and ultimately consumers play in ‘doing the right thing’. Students will also consider the scams to be aware of when buying products and services.

ASSESSMENT:
Students undertake a key research investigation into one ethical issue in shopping (eg Environmental and animal friendly products)
Students investigate the different scams and the protection we have as consumers.

This elective will cover the following AusVELS dimensions:
- Economic knowledge and understanding
- Economic reasoning and interpretation
- Managing Personal Learning
- Working in teams

ADVANTAGES FOR STUDENTS:
- Students understand the value of products and services
- Students are introduced to being financially aware as consumers
- Introduction to Year 10 and VCE Business Management knowledge and skills
- Understanding the ethical responsibility they have when shopping for products
Politics and the Law

AIMS:
Students investigate why we have laws, who makes our laws and the meaning of the term ‘democracy’. Through the media, students consider current issues in the law and how to change the law. Students research different political parties in Australia and who represents us in Parliament. Students consider how other people around the world are governed and look at the key elements of leadership.

ASSESSMENT:
In discovering how other countries govern their people, students create their own ‘Utopian island’ choosing their own principles of human rights, a Constitution and a Declaration of Independence.

The role of leadership in politics is investigated and the characteristics of leadership are analysed and applied to the role Nelson Mandela played in leading his country out of apartheid.

This elective will cover the following AusVELS dimensions:
- Civics and citizenship
- Managing personal learning
- Working in teams

ADVANTAGES FOR STUDENTS:
- Excursion to Parliament House
- Students gain an understanding of why Australians have rights and freedoms but also what our responsibilities as citizens are
- Introduction to Year 10 and VCE Legal Studies knowledge and skills
- Skills in evaluating, research, comprehension and analysis – helpful for Senior School
- Empathy for others through understanding how different people both in Australia and around the world live
Amazing Race

AIMS:
This elective is an introduction to global geography that engages students by working in teams to discover and explore their world using an “Amazing Race” concept. Students learn natural, cultural and historical elements through research, films and documentaries.

Students will explore patterns of global tourism and development through documentaries and case studies and analyse the social, environmental and economic effects of this growth.

This elective will cover the following AusVELS dimensions:
- Working in teams
- Managing personal learning
- Geographical knowledge and understanding
- Geospatial skills

MAJOR ASSESSMENTS:
1. **Group Project:** Students will work together to solve clues and work out the countries they need to visit. For each country they will develop a country profile, flag, map etc. The group will produce a poster showing their travel route across a world map using BOLTSS conventions. A presentation to the class will include an activity from one of the countries (eg. Food, traditional dance or craft etc)

2. **Individual project:** Select one country visited in the group project; develop a 10 day holiday taking in major sites and attractions etc. Develop a travel brochure, map and detailed country profile including history, land, climate, people, etc. They will identify a social, political or geographical issue for this country and evaluate/develop policies to address the issue.

ADVANTAGES FOR STUDENTS:
- Fun and engaging approach to Geography and global awareness
- Team-building
- Introduction to Year 10 and VCE Geography
- Skills in comprehension and analysis – helpful for Senior School
- Empathy for others in the community through exploration of global issues
History – Creating the Modern World

AIMS:
This elective provides inquiry into the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of imperialism and students discover how the expansion of European power led to the settlement of Australia by Europeans.

ASSESSMENTS:
Students begin by investigating who lays claim to being the first power to actually discover Australia.

Students will also investigate how life changed in this time period by researching one of these major developments:
- The life of early Australian convicts and settlers
- The impact of the Australian Goldrush
- The technological innovations that led to the Industrial Revolution
- The emergence and nature of key ideas in the period, eg: capitalism, socialism and imperialism
- The movement of people throughout the world, including the transatlantic slave transportation or convict transportation to Australia

This elective will cover the following AusVELS dimensions:
- Historical knowledge
- Historical Understanding
- Managing Personal Learning

ADVANTAGES FOR STUDENTS:
- Students gain an understanding of how people lived in the past, the key events in our history that have led to why Australians live the way we do today
- Introduction to Year 10 and VCE History skills
- Skills in research, comprehension and analysis – helpful for Senior School
- Empathy for others through understanding how people lived in the past
- Class Debate - Harm minimisation vs Zero tolerance
Advance

Due to the specialist nature of this subject, numbers are restricted to 22 students.

This is a year-long elective that counts as one of the term electives.

AIMS:
Students will have completed the Surf Rescue Certificate Award, Basic First Aid, two surf camp experiences, joined Mordialloc Life Saving Club and completed beach patrol activities.

CONTENT:
Students will cover leadership, team building and working in teams, initiative skills, creative thinking and respect.

This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline-based learning
- Interdisciplinary learning

LINKS TO VCE:
VCE Physical Education, Health and Human Development, VCE Outdoor Education and Environmental Studies.

Sports Trainer

AIMS:
Students will participate in physical activity and learn how to recognise sports injuries, methods of injury prevention and rehabilitation.

CONTENT:
Students will participate in a range of physical activities and theory lessons covering:
- Basic sports training principles including:
  - S.T.O.P
  - TOTAPS
  - RICER
- Taping
- Injury prevention
- Recovery
- Rehabilitation
- Muscles
- Bones
- Nutrition

This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline-based learning
- Interdisciplinary learning

LINKS TO VCE:
Physical Education, Health and Human Development.
Swimming

AIMS:
To provide stroke correction for all swimming strokes, make students more aware of the dangers of water and give them an idea of what to do if they get into trouble in the water. Students will attend the pool once a week, on average.

CONTENT:
- Freestyle
- Backstroke
- Lifesaving backstroke (survival backstroke)
- Side stroke
- Butterfly
- Breast stroke
- Practical classes with other sports and games

This elective will cover the following AusVELS dimensions:
- Health and Physical Education
- Interpersonal learning
- Personal Learning
- Communication
- Thinking Process

Please note: There is a cost of $30 for the term to pay for lane use. Due to the size of the bus and staff required: student ratio in a water environment – this class is restricted to 22 students.

Our World Champs

AIMS:
To provide an opportunity for students to play, umpire and develop their skills in a range of alternative sports that they may not usually have the opportunity to participate in.

CONTENT:
- Learn the rules of a range of alternate sports
- Umpire a range of alternate sports
- Participate in practical lessons; both skill development and gameplay
- Plan and run warm up and cool down activities in line with injury prevention and rehabilitation guidelines

This elective will cover the following AusVELS dimensions:
- Physical, Personal and Social Learning
- Discipline Based Learning
- Interdisciplinary Learning

LINKS TO VCE:
Physical Education, Health and Human Development.
Wide World of Sports

AIMS:
Students are to research a unique sport of their choice, plan and run a lesson that teaches their peers the rules and skills of the game. Students will be assessed on their knowledge of the sport, their planning and implementation of the lesson plan and their participation levels in other peer taught lessons.

CONTENT:
- Rules of unique games from across the world
- New skill acquisition through a variety of skill development lessons
- Planning skills
- Coaching skills

This elective will cover the following AusVELS dimensions:
- Physical, personal and social learning
- Discipline based learning
- Interdisciplinary learning

LINKS TO VCE:
Physical Education, Health and Human Development.
Health & Physical Education

Year 9
9 Physical Education
10 Physical Education
10 Health

Year 10
Physical Education 1/2
Physical Education 3/4

Year 11
Health 1/2
Health 3/4

Year 12

Humanities

Year 9
9 Humanities
10 History

Year 10
20th Century History 1/2

Year 11

Year 12
History of Revolutions 3/4
Languages

Year 9
Year 10
Year 11
Year 12

Year 9 French
10 French
French 1/2
French 3/4

Mathematics

Year 9
Year 10
Year 11
Year 12

9 Mathematics
10 Mathematics
10 SEAL 11 General Mathematics Advanced
11 Seal Mathematics

General Maths 1/2
Further Maths 3/4
Math Methods 3/4
Math Methods 3/4
Specialist Maths 3/4
Further Maths 3/4 (SEAL)
Technology

Year 9

9 Technology Electives

10 Information Technology

10 Product Design

10 Food Technology

Year 10

10 Information Technology

Year 11

Design & Technology 1/2

Food Technology 1/2

Year 12

Design & Technology 3/4

Food Technology 3/4

Visual Arts

Year 9

9 Visual Arts

10 Art

10 Visual Communication Design

Year 10

10 Art

Year 11

Studio Art 1/2

Year 12

Studio Art 3/4
Students in the Year 9 Select Entry Accelerated Learning (SEAL) Program for 2015 will have timetabled classes for their accelerated subjects of English, Mathematics, Science and Humanities. French is a compulsory subject for all Year 9 SEAL students. SEAL students will participate in the City Experience component of the Mordialloc Experience. They have access to all the Year 9 electives.

<table>
<thead>
<tr>
<th>POSSIBLE PATHWAYS</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Literature Units 1 &amp; 2</td>
<td>Literature Units 3 &amp; 4 and/or English 1 &amp; 2 4</td>
<td>English Units 3 &amp; 4 or Literature 3 &amp; 4 And/or University Literature</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>General Maths Advanced</td>
<td>Further Maths Units 3 &amp; 4</td>
<td>Maths Methods Units 3&amp;4 Specialist Maths Units 3&amp;4</td>
</tr>
<tr>
<td><strong>LOTE – French</strong></td>
<td>LOTE – French (elective)</td>
<td>LOTE – French Units 1&amp;2</td>
<td>LOTE – French Units 3&amp;4</td>
</tr>
<tr>
<td><strong>VCE</strong></td>
<td>One additional VCE Unit 1 &amp; 2 subject of student's choice e.g. Biology 1 &amp; 2</td>
<td>VCE elective Unit 3 &amp; 4 e.g. Biology 3 &amp; 4</td>
<td>University extension subject e.g. First year Biology</td>
</tr>
</tbody>
</table>
SEAL English

**English** – 2 compulsory units (with the option of undertaking additional English electives)

**AIMS:**
To develop the range and power of the student’s language and communication skills.

**CONTENT OVERVIEW:**
Year 9 SEAL English (Year 10 English curriculum) involves the study of a variety of texts including novels, media, film and theatre which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course.

Students will study the following:
- Context – ‘Change’: *Billy Elliot and Mao’s Last Dancer*
- Novel – *Jasper Jones by Craig Silvey*
- Play – *Romeo and Juliet*
- Selected issues in the media, explored through a range of formats

SEAL Mathematics

**AIMS:**
Upon completion of Year 9 SEAL Mathematics, students should be proficient in algebra and advanced fractions through various applications of the two. They should be able to perform manipulations on given formulae to find unknown variables and model mathematical equations on real life situations. Students should also be confident in graphing several types of functions and highlighting key points of functions on their graphs. Through a variety of assessments including tests, projects, SACs, homework and exams students are able to show their knowledge and demonstrate correct use of mathematics.

**CONTENT OVERVIEW:**
- Surds
- Indices
- Expanding and Factorising Expressions, including using the Quadratic Formula
- Area, Total Surface Area and Volume
- Speed, Density and Concentration
- Trigonometric Ratios in finding angles and side lengths
- Pythagoras’ Theorem in 2D and 3D
- Probability
- Linear and Quadratic Graph Sketching and Solving
- Simultaneous Linear Equations
- Direct and Indirect Variation
SEAL Science

AIMS:
Students will continue to enhance the scientific skills and concepts developed in Years 7 & 8 SEAL through further study of the key science disciplines. Science inquiry skills such as observation, recording of data, data analysis and problem solving will be addressed.

CONTENT OVERVIEW:
Students study atomic structure and theory, basic chemistry including the structure of the periodic table and electron shell configurations. Students also investigate the origins of the universe and the evolution of life on Earth including the theories of natural selection, speciation and human evolution. They also study Electronics and solder their own working circuit boards. Students will learn practical skills necessary to collect and analyse data from experimental investigations. Students will develop information retrieval and report writing skills, and a broad base of scientific knowledge.

SEAL Humanities

AIMS:
The Year 9 SEAL Humanities curriculum is aligned to AusVELS Level 10. Students study History, Geography, Economics, Civics and Citizenship to understand the world in which we live.

CONTENT OVERVIEW:
The focus in History is on Australia from 1920 to the present. Topics covered include the stockmarket crash and the Great Depression, World War 2 and Pop Culture. In Geography, students look at the impact of human activity on our environment with particular emphasis on sustainability and climate change. The concept of democracy and the role of the United Nations are explored in Civics and Citizenship. Students participate in the Sharemarket Game to further their understanding of Economics and to learn the importance of budgeting.