Year 9 Administrative & Course Handbook

2015
Welcome to Year 9.

This course handbook has been developed to assist you in the selection of your studies in Year 9.

Mooroolbark College provides you with a diverse range of curriculum offerings. In Year 9 there will be core and elective units to choose from. This will enable you to have some degree of control and choice over the course of study that you pursue next year. It is important that you balance your ambitions for the future, your talents and your interests when developing your course of study. You will need to commit yourself to setting aside some time to read about the course structure and the subject unit entries. When you make the final choice of subjects, you need to have full knowledge of the unit content and course requirements and then make responsible and informed choices.

The course structure at Year 9 is designed for students to select a balanced course of study across the eight key learning areas. Year 9 students will study core units of English, Mathematics, Science, Health, World of Work and Physical Education each semester. The units of Health and World of Work are semester based units. Students must also choose one elective unit from each of the Technology, The Arts and Humanities areas. The remaining five elective units for the year may be chosen from any of the remaining elective units offered by any of the Key Learning Areas.

In addition to an Information Evening where the Year 9 curriculum program will be explained, all Year 9 students will receive course counselling. The course counselling will be led by the Mooroolbark College House and Cluster Leaders.

As a student at Year 9 you have the unique opportunity to exercise a degree of control over the selection of the course of study that you will pursue in the next year.

Yours sincerely,

GLENN ESNOUF
Yellow House Leader

SIMON REID
Principal
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HOMEWORK

To obtain the most benefit from schooling, each student needs to spend some time on homework and home study. HOMEWORK includes definite additional tasks set by teachers to be completed at home, completion of unfinished assignments commenced at College and completion of notes and other work missed during absence from classes.

HOME STUDY includes following up, practising, learning and consolidating (revising) classwork.

Both homework and home study are necessary to develop responsible attitudes towards the use of time and to develop effective work habits. It is suggested that the average amount of homework/home study per weeknight at Year 9 should be 1.5 – 2 hours.

SINGLE-SEXED CLASSES

One feature of the Year 8 curriculum that continues into Year 9 is the single sex classes for both English and Physical Education.

NON-SCHOOL VACATION DAYS

Parents are requested to discuss unavoidable planned long term absences with their student’s House Leaders well ahead of time so that appropriate work can be arranged. School work otherwise missed may not be credited. It is recommended that parents do not plan long term holidays in school time.

COLLEGE PLANNER

All students must have the ‘Mooroolbark College’ Planner. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. Remember, this Planner is a means of communication between the home and the College. Parents are encouraged to make use of the Planner to communicate with staff on a range of issues including homework and progress of their child. The College planner is to be signed weekly by parents/guardians.

COLLEGE FEES

The cost of each Year 9 program can be paid in instalments per term or per month via Bpay, credit card and/or cheque/cash. There are also Essential Education costs for Year 9 elective units. These Curriculum and Materials charges for each unit are an approximate cost based on 2014 figures. These costs are subject to change. During course confirmation in Term 4 2014, these Essential Education costs will be due before courses can be confirmed.

When selecting a course there is an expectation that students purchase the required textbooks and requisites listed in the booklist for specific subjects. Students also need to ensure that they have adequate printing and internet credits to meet the requirements of the course.

Transport to Sporting venues outside the College as part of the Sports program and involvement in co-curricula activities such as excursions, camps, outdoor education and instrumental music lessons, will require students to pay an additional charge.
TASMAINIA TOUR

The year level camp for Year 9 2015 will occur on Group A – Sunday 22nd March till Thursday 26th March 2015 and Group B - Monday 23rd March to Friday 27th March 2015. We will be travelling over on the Spirit of Tasmania and flying back to Victoria. Details of the Tasmania Tour have already been made available to students at a specially arranged meeting.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

At Year 9 students will take part in the National Assessment Program – Literacy and Numeracy (NAPLAN) TESTING Program to determine progress Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

REPORTING AND ASSESSMENT

Reporting at Mooroolbark College is primarily designed to improve student learning by providing parents with a picture of their child’s development over time. Teacher assessment is made against the Victorian Essential Learning Standards and is based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. Through these reports, assessment information is communicated to students and parents to provide information about what students know and can do, along with recommendations for their future learning. Student progress is regularly monitored and teachers provide ongoing, constructive feedback to students that focus on ways their learning can be further developed. This process develops students’ capacity to reflect on their learning, their successes and areas for further learning - and hence assist their development as independent, life-long learners.

Teachers’ provide interim reports at the end of Term 1 and Term 3 followed by Parent/ Teacher/Student conferences. At the conclusion of each semester, comprehensive written reports are published.

COMPASS

Compass is the College’s Learning Management System. It is available for access 24/7 at http://mooroolbarkcollege.vic.jdlf.com.au

Compass is our primary electronic communication system between teachers and their students. Teachers make selected materials, activities or assignments available for students so that they may access them at anytime.

The out of school hours availability enables students to take a responsible approach to managing their time and gives them the flexibility to ensure they meet deadlines.

EBOOKS

For students who have iPads, we are offering the $100 Jacaranda eBook Digital Bundle.
# UNIFORM

<table>
<thead>
<tr>
<th>Girls - Summer</th>
<th>Boys - Summer</th>
</tr>
</thead>
</table>
| **Dress**     | Mooroolbark College dress | Shorts &  
   **Polo Shirt**  
   Tailored navy blue shorts |
| **Shorts &  
   **Polo Shirt** | Tailored navy blue shorts and white  
   polo shirt with College logo | **Polo Shirt**  
   White polo shirt with College logo |
| **Jumper**    | Navy blue College jumper with logo or  
   College rugby jumper | **Jumper**  
   Navy blue College jumper with logo or College rugby jumper |
| **Socks**     | Plain white socks that cover the ankle  
   or knee length | **Socks**  
   Plain white socks that cover the ankle |
| **Shoes**     | Black polished lace up or buckled school shoes | **Shoes**  
   Black polished lace up or buckled school shoes |

<table>
<thead>
<tr>
<th>Girls - Winter</th>
<th>Boys - Winter</th>
</tr>
</thead>
</table>
| **Skirt**     | Mooroolbark College tartan skirt  
   (Douglas tartan) | **Trousers**  
   College grey trousers |
| **Trousers**  | Navy blue trousers | **Polo Shirt**  
   White College polo shirt  
   (A plain white long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth) |
| **Polo Shirt** | White College polo shirt  
   (A plain white long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth) | **Shirt**  
   A plain white long sleeve business style shirt  
   (Year 11 and 12 only) |
| **Shirt**     | A plain white long sleeve business style shirt  
   (Year 11 and 12 only) | **Jumper**  
   Navy blue College jumper with logo or College rugby jumper |
| **Jumper**    | Navy blue College jumper with logo or  
   College rugby jumper | **Socks**  
   Grey, black or white |
| **Stockings** | Plain black or navy blue stockings or  
   tights  
   (Matching ankle socks may be worn over the top of stockings for warmth) | **Jacket**  
   The College jacket is the only permissible jacket to be worn.  
   Year 12 students may wear the customised jackets |
| **Socks**     | White socks that cover the ankle or  
   knee length | **Shoes**  
   Black polished lace up or buckled school shoes |
| **Shoes**     | Black polished lace up or buckled school shoes | **Scarves**  
   Plain scarves in navy, white, dark green, black or Douglas tartan |
| **Jacket**    | The College jacket is the only permissible jacket to be worn.  
   Year 12 students may wear the customised jackets | |
| **Scarves**   | Plain scarves in navy, white, dark green, black or Douglas tartan | |

**Note:** Summer and winter uniform may not be combined.

<table>
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<th>PE/Sports Uniform</th>
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<tr>
<td><strong>Polo Shirt</strong></td>
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<tr>
<td><strong>Shorts</strong></td>
</tr>
<tr>
<td><strong>Tracksuit pants</strong></td>
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<tr>
<td><strong>Shoes</strong></td>
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<tr>
<td><strong>Jumper</strong></td>
</tr>
<tr>
<td><strong>Hat</strong></td>
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<tr>
<td><strong>Additional items</strong></td>
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It is recommended that a plain navy cap be worn whenever a student is outside. No hats/caps are to be worn inside; they are to be stored in lockers during class time.
YEAR 9 COURSE OFFERINGS

ENGLISH

**English (Semesters One and Two)**
- Literature
- WERX Study Group
- Writing for Writers

SCIENCE

**Science (Semesters One and Two)**

ARTS

- Art Ceramics
- Art and Design
- Art Print
- Digital Discovery
- Drama
- Music Unit 1
- Music Unit 2
- Production Studies
- Visual Communication Design

HUMANITIES

- Making The Modern World (one Semester) – Compulsory Unit
- World of Work (One semester)
- Commerce
- Hazard Geography

TECHNOLOGY

- Special Occasion Food
- Food for Life
- Fashion Design
- Metalwork
- Robotics
- Using ICT
- Wood Unit 1
- Wood Unit 2
- Food

HEALTH/PE

- Physical Education (Semester One & Two)
- Health Education (One semester)
- Advance – Sports Leadership / Outdoor Education
- Advance – Duke of Edinburgh
- Bike Education

MATHEMATICS

- Mathematics Unit 1
- Mathematics Unit 2
- Mathematics Elective – How long is a piece of string?

LANGUAGES

- German Unit 1
- German Unit 2

NB All the subjects that are bold are compulsory
THE ARTS

One unit from The Arts must be studied in either semester one or semester two.

The Arts provides an exciting program developed for the individual. Students can study Art, Ceramics, Digital Discovery, Printmaking, Visual Communication, Music and Drama.

If you are considering VCE ART, VCE STUDIO ART, and/or VCE VISUAL COMMUNICATION AND DESIGN then it is advisable to choose at least one unit at Year 9. Students may enter VCE without having studied a Visual Arts or Visual Communication unit, however it is to their advantage to develop skills in these subjects.

If you are considering VCE Music Performance then it is advisable to choose at least one unit of Music at Year 9. Instrumental / vocal lessons should also be considered.

VISUAL ARTS
    ART CERAMICS
    ART & DESIGN
    ART PRINT
    DIGITAL DISCOVERY
    VISUAL COMMUNICATION DESIGN

PERFORMING ARTS
    DRAMA
    PRODUCTION STUDIES
    MUSIC Unit 1
    MUSIC Unit 2

VISUAL ARTS - ART CERAMICS – ELECTIVE UNIT

INTRODUCTION
Did you enjoy making mud pies when you were little? Then it's time to take the next step... It's time to apply those innate skills you developed all those years ago and move up to making some ‘seriously fabulous pies’. This 3 dimensional art form offers you a chance to make truly impressive artworks, both sculptural and utilitarian, with no prior skills. Ceramics is a perfect choice for the artistically inspired amongst you who enjoy a creative challenge, and equally as perfect for students who enjoy art but lack confidence in their abilities. You will be taught to design, sculpt and mould an array of clay pieces that you can be proud of. You will learn to use oxides, glazes and decorative techniques to accent the aesthetic appeal of your work, while learning about equipment, processes and the work of other artists in an enjoyable and thorough appreciation of this exciting medium.

Skills
Designing  Manipulating
Finishing  Evaluating
Hand building  Analysing
Presenting  Drawing

Common Assessment Tasks – (CATs)
Preliminary designs  Written/Theory work
Resolved Artworks

An Essential Education Cost of $30.00 applies to this unit. (approximate)
VISUAL ARTS – ART AND DESIGN – ELECTIVE UNIT

INTRODUCTION
Pencil, paint, pastel, paper all produce products that are made of picturesque potential. Do you get sick and tired of doing work that is specific and repetitious? With Art you have the opportunity to create your own works with a theme or topic that is creative, imaginative and exciting. Explore different mediums and materials to express your ideas visually. Learn how artists develop their own style and give your opinion of their work in a critical manner. Why did Andy Warhol paint soup cans? Who named the art style ‘Pop Art’ and why? What sort of work did Roy Lichtenstein do? Come and find out in Art and Design.

Skills
Observation Drawing
Painting 2D concepts
Designing Analysing and interpreting art works

Common Assessment Tasks – (CATs)
Practical Folio Written/Theory work
Resolved Artworks Analysis of Artworks

An Essential Education Cost of $15.00 applies to this unit (approximate).

VISUAL ARTS - ART PRINT – ELECTIVE UNIT

INTRODUCTION
Have you ever done a handprint? If you have, you know what printing can be. What is a monoprint? How do T-shirts get printed? Come and learn different printing techniques that are used for different purposes. Use different mediums and skills to broaden your knowledge of printmaking and design. Find out about the artists who use printing as a very strong and influential art style. You don’t have to be brilliant at drawing, however ‘having a go’ and trying this alternative medium will help you to be more creative and explore design ideas for folio enhancement. Enjoying a challenge and seeing through the printing process can produce great artworks. Discovering artists that use this method of producing artworks and interpreting their work will give students a better understanding of the processes and skills used in Art Printmaking.

SKILLS
Observation Analysing art works
Print making 2D concepts
Designing Drawing
Interpretation of styles

Common Assessment Tasks – (CATs)
Practical Folio Resolved Artworks
Written Theory Work

An Essential Education Cost of $20.00 applies to this unit. (approximate)
VISUAL ARTS - DIGITAL DISCOVERY – ELECTIVE UNIT

INTRODUCTION
Do you want to learn the art of photo manipulation? Are you a budding animator? Or do you like the idea of running your own magazine one day? If so, this is the subject for you! Digital Discovery will cover both the theoretical and practical aspects of digital design. The course will include the use of Photoshop, Illustrator, InDesign and allow you to develop the skills necessary to use these programs.

SKILLS
- Researching
- Using digital software and hardware
- Preparing layout designs
- Interpretation of styles
- Analysis
- Organising and preparing folio of work

Common Assessment Tasks – (CATs)
- Folio of Finished Products
- Written Assignment – Ethical Values of Photoshop

Written Analysis

An Essential Education Cost of $15.00 applies to this unit.

VISUAL ARTS – VISUAL COMMUNICATION DESIGN – ELECTIVE UNIT

It is advisable for students to complete at least ONE unit of Visual Communication Design at Year 9 or Year 10 if they want to continue with VCE Visual Communication Design.

INTRODUCTION
How do you create a cube to jump out of the page? Is it easy to draw buildings in a landscape? There are many ways of rendering with different media to create different effects in your drawings. You can learn these skills and more in Visual Communication Design. Design suitable solutions to given design briefs that will display your creative flair and talents, as well as, learning presentation skills, layout and technical drawing.

SKILLS
- Freehand drawing
- Rendering
- Instrumental drawing
- Idea drawing

Common Assessment Tasks – (CATs)
- Themed Alphabet
- Written Analysis
- Packaging Graphics

An Essential Education Cost of $15.00 applies to this unit (approximate).
INTRODUCTION
All over the world there are stories every day in every way. So what makes a good story? How do you write a good story? How do these stories get translated onto stage and onto screen? In Year 9 Production Studies, students are introduced to the ‘building blocks’ of story writing, or ‘narrative structure’. They are then shown how using production techniques, better known as ‘stagecraft’, to enhance their story for the masses.

SKILLS
Enhance their script writing or story writing abilities.  
Learn more about production technique on stage and/or on film.  
Assist in the stagecraft areas of the College Production.  
Study Theatre Studies or Media at a VCE level.  
It would be advised they take this subject.

Common Assessment Tasks – (CATs)
Develop, plan and perform for an audience  
Drama Journal  
Stagecraft

An Essential Education Cost of $15.00 applies to this unit (approximate).

INTRODUCTION
Are you the next Johnny Depp or Kristen Stewart? They all had to start somewhere, and chances are it was in an introductory acting class just like this one. So if you are dreaming of the footlights, Hollywood or simply want an opportunity to develop confidence and performance skills—this class is for you. Students can develop acting skills and have the opportunity to rehearse and create performances with other class members. All of the seeds of a star studded career may begin here!

SKILLS
Rehearsal, planning and performance  
Improvisational performance skills  
Ability to use a stage effectively  
Creative development of narrative

Common Assessment Tasks – (CATs)
Improvisation Performances  
Scripted Scene  
Assignment Journal

An Essential Education Cost of $10.00 applies to this unit (approximate).
PERFORMING ARTS – MUSIC UNIT 1 – ELECTIVE UNIT

It is advisable that students complete at least one unit of music at Year 9 if they wish to study VCE Music Performance. Instrumental/Vocal lessons should also be considered.

INTRODUCTION
Do you want to be a rock star or solo performer? We provide a range of activities to help you gain experience and learn about your instrument. Perform either as a group or solo on your chosen instrument. Discover ways to protect your hearing, compose and listen to some great popular music.

SKILLS
Theory
Aural Comprehension

Performance
Listening Analysis

Common Assessment Tasks – (CATs)
Theory & Oral Work
Performance

Research/Analysis

An Essential Education Cost of $25.00 applies to this unit (approximate).

PERFORMING ARTS – MUSIC UNIT 2 – ELECTIVE UNIT

It is advisable that students complete at least one unit of music at Year 9 if they wish to study VCE Music Performance. Instrumental/Vocal lessons should also be considered.

INTRODUCTION
Could you be the next Voice winner or do you just enjoy playing music? Then our music course is the one to choose! Learn to perform solo or as a member of a group. Choose your own music, record your performances using music computer technology and uncover the Highlights of Rock History through listening to some of the greatest rock artists of our time.

SKILLS
Theory
Aural Comprehension

Performance
Listening Analysis

Common Assessment Tasks – (CATs)
Theory & Aural Work
Performance

Written Work/Composition
Listening Analysis

An Essential Education Cost of $25.00 applies to this unit (approximate).
INTRODUCTION
This course is designed to assess and improve current skill levels and to introduce new skill areas for Year 9 students. Reading, writing mechanics, speaking and listening skills are emphasised.

Students are required to:
- Complete a variety of written tasks which incorporate vocabulary, spelling, punctuation, grammar, editing and drafting skills
- Study and analyse a variety of texts (including a selection of fiction, poetry, newspapers, magazines and film) and respond in a variety of styles
- Develop listening and speaking skills via formal and informal situations
- Read widely. (This may include fiction, non-fiction and film as text)

Common Assessment Tasks – (CATs)
- Writing
- Oral Presentation
- Text Response
- Workbook

SPECIAL REQUIREMENTS
An excursion or in-school production may be organised.

LITERATURE – ELECTIVE UNIT

INTRODUCTION
Literature will run as an elective unit for one semester. Students who choose this course should enjoy reading and be prepared to read a substantial amount of material.

READING AND VIEWING
Students are required to read a class novel chosen by the teacher. They should also read at least two novels by an author of their choice, recording responses in the reading journal. Students will view a film and analyse the themes and characters in the story. Finally, students will complete poetry reading in a particular theme.

WRITING
Students will write regularly in their reading journal and complete a variety of written exercises on the film, the class play, poetry and the two novels by the author of their choice.

ORAL LANGUAGE
Students will be encouraged to develop speaking and listening skills according to VELS guidelines. When assessing this area, participation in class and group discussions, listening and speaking skills will be considered. These may be assessed via formal or informal means.

During the semester’s course students will be required to –
- Read a novel chosen by the teacher for all of the class to write about and discuss. Develop skills in text response writing.
- Read two novels by an author of the students’ choice.
- Maintain a reading journal in which responses to material read are recorded.
- Study poems by a variety of poets on a particular theme eg: love, war, the environment, animals.
- Study a film and complete written work.

Common Assessment Tasks – (CATs)
- AT1
- AT2
- AT3
- AT4

An Essential Education Cost of $10.00 applies to this unit (approximate).
INTRODUCTION
Writing for Writers is an elective aimed at students interested in developing their own creative writing styles through the study of writing strategies and skills, and the analysis of short stories across a range of genres. Students will be introduced to the conventions of writing such as character, setting, dialogue, imagery, structure and intertextuality. Students will develop their own pieces of writing through a drafting process and workshopping stories with the class.

Skills
At the end of this semester long course, students will have:
- Learned the conventions of writing short fiction
- Applied these concepts to their own written work.
- Analysed these concepts in a published short text
- Learned how to draft and workshop their own written pieces

Assessment
Workbook
Two original short stories
Oral analysis of a selected short text

Common Assessment Tasks – (CATs)
Short Story Opening Short story analysis Oral Presentation
Short Story #1 Short Story #2

At Year 9, some students will have been identified by teachers and cluster coordinators, as students who would benefit from extra assistance to be successful in Year 9 studies, students will be advised, after consultation with parents, to participate in the compulsory WERX Study Group sessions by selecting that elective option. The Study Group assists with organization, planning and research, runs tutorials in particular subjects or homework sessions and is a place to discuss any challenges the student may be having at school. The Study Group encourages students to make informed choices and to develop a more responsible attitude towards their learning.

Common Assessment Tasks – (CATs)
Uses Planner to plan Homework (Organisational Skills)

An Essential Education Cost of $10.00 applies to this unit (approximate).
INTRODUCTION
This course takes students out of the classroom and offers them a range of opportunities in youth leadership and community service. Students are responsible for planning, organising and running the course, with a focus on carrying out community service in their local area. This course usually focuses on sports leadership where students teach a range of sporting activities to grades 1-6 in primary schools around Mooroolbark.

Semester 1:
Students develop the team building and leadership qualities needed through a series of outdoor activities. These may include Rock Climbing, Orienteering, Mountain Biking, Sailing, Life Saving, Bushwalking, Archery, Surfing, Kayaking, Camping, Dark Zone and Commando Course. Students will also gain qualifications in AFL umpiring (with opportunities to umpire Oz Kick at the MCG & Etihad Stadium) First Aid, Athletics officiating in jumps, throws and track, Bronze Medallion/Bronze Star and complete a Smart Rugby Course with the Melbourne Rebels to officiate and umpire primary Tag-Rugby

Semester 2:
Students use their leadership qualities, planning and organisational skills to run a series of sporting lessons with the local primary children.

On completion of the course students will have worked toward achieving competence in the following areas:
- Contribute to the planning and budgeting of team building activities
- Working with others, appreciating their strengths and weaknesses
- Using and evaluating their own strengths and weaknesses
- Planning and running sporting activities
- What it means to be a sports leader and role model
- First Aid qualified – Level 1
- Umpiring qualifications
- Bronze Medallion

Skills
Planning
Budgeting
Evaluating
Leadership
Outdoor Ed
Hoop Time

Accredited First Aid
AFL Umpire
Trackfield Official
Bronze Medallion/Bronze Star
Smart Rugby (Coach/Umpire)

SPECIAL REQUIREMENTS
The course does require students to be off site and be available for late finishes each week (3.30-4.00pm). Those wishing to apply must fill out the application form printed from the College website this form must be submitted with the completed Course Selection Form.

Common Assessment Tasks – (CATs)
Participation and Co-operation
Leadership

Community Engagement
Written/Lesson Preparation

An Essential Education Cost of $220.00 applies to this unit (approximate).
INTRODUCTION
The Duke of Edinburgh Award is an internationally recognised award that engages students by providing an alternate learning environment, outside the regular classroom structure. The Award empowers students to take responsibility for themselves as they will encounter a wide range of challenges throughout the program. Students will complete the four sections during the year in order to obtain the Bronze level.

Semester 1:
Students will develop teamwork and leadership qualities through a series of outdoor activities. These will possibly include Snorkelling, Orienteering, Archery, Wheelchair Basketball, Team Building Activities, Level 1 First Aid and a 3-day trial expedition involving Bushwalking, Camping & Cooking.

Semester 2
During term 3, Bike Education will be the focus, covering maintenance, road safety and bike skills. Further outdoor activities will take place together with theory based lessons to prepare for the different environments. These activities will possibly include Surfing, Fencing and the test expedition building upon our Bushwalking, Camping & Cooking skills.

On completion of the course students should have developed many of the following:
- Self-belief and self confidence
- A positive and realistic self-image
- A sense of responsibility to others
- A connection to the local community
- New or improved interests, skills, and abilities
- A willingness to try new things
- New friendships and relationships with their peers and older people
- The ability to make a plan and then make their plan happen
- Team skills
- Life skills – negotiation, research, communication, problem solving, presentation skills

Common Assessment Tasks – (CATs)
Research/Class Work Participations
Award Components Team Work and Leadership

SPECIAL REQUIREMENTS
The course does require students to be off site and be available for late finishes each week (3.30-4.00pm). Those wishing to apply must fill out the application form printed from the College website and this form must be submitted with the completed Course Selection Form.

An Essential Education Cost of $260.00 applies to this unit (approximate).

INTRODUCTION
Health Education is a compulsory elective for all students, studied for one semester in Year 9. The aim of this course is to provide all students with the knowledge, skills and behaviours to enable them to develop and maintain their physical, social, mental and emotional health and wellbeing. Students explore the concepts of challenge, risk and safety. They identify the harms, and issues associated with particular situations and behaviours, and how to take action to minimise these harms. They develop an understanding of health services and how to access them, available from government and non-government bodies.

The three units of study are Mental Health, Sex Education and Drug Education.

Common Assessment Tasks – (CATs)
Participation and Attitude Assignments
Group Work and Discussions Theory Work and Book Work

An Essential Education Cost of $10.00 applies to this unit (approximate).
PHYSICAL EDUCATION – COMPULSORY UNIT

Physical Education is a compulsory subject for all students. The program encourages effective participation in physical activity in both individual and team pursuits.
Students identify and implement ways of improving movement performances.
Students compare and contrast a range of strategies in skill and teamwork.
Students refine techniques and movements within a team structure.
Students enhance their understanding of fitness
Students are introduced to community values and responsibilities through the SEPEP program.

Students will undertake studies in Cricket, Lacrosse, Gymnastics, Volleyball, Tennis, Fitness and resistance training, European Handball, Rugby/Dance.

Course Requirements:
Active participation in all classes
Completion of all assessment tasks

Common Assessment Tasks – (CATs)
Participation Skills Development
Assignment Fitness

SPECIAL REQUIREMENTS
Hat & water bottle for all classes
Medical certificate or written note, if unable to participate.
Physical Education/ Uniform as per College requirement – see College Planner
appropriate sports footwear that is tied securely to the foot and is suitable for running activities
P.E. Bag – (not back packs or plastic)

An Essential Education Cost of $25.00 applies to this set unit (approximate).

BIKE EDUCATION – ELECTIVE UNIT

INTRODUCTION
This is an elective designed for the student who wishes to develop knowledge and skills in the Fitness, Sport and Recreation areas, specific to Cycling.

Students will develop bike handling skills, road rules knowledge and bike maintenance both in theory and practical classes. Rides will take on a number of varying terrain including road, single track and bike paths with an emphasis on team riding. A series of excursions is planned which may include Warburton, Lysterfield, Lilydale, Kilsyth, East Link, Melbourne City. Overnight Camps are possible. Linking the course to optional activities like Around the Bay, Anaconda Chase the Sun and Great Victorian Bike Ride is desired.

This course will benefit those considering studying VCE Physical Education Units 1-4 and Outdoor Environmental Studies Units 1-4.

Students will be able to
Demonstrate detailed knowledge of Bike components and maintenance.
Develop skills in Independence, Teamwork and Community Safety
Develop bike handling skills or team riding skills

Skills
Working in Teams
Knowledge of Bikes - Display Independence
Demonstrate Road Safety

Common Assessment Tasks – (CATs)
Bike Maintenance knowledge Bike Riding Skills
Research Participation/Leadership

An Essential Education Cost of $150.00 applies to this unit (approximate).
In addition to World of Work, and Making The Modern World, one unit of Humanities must be studied in either semester one or semester two.

Humanities cover the subjects of Commerce, History and Geography. Students should study these subjects to develop knowledge, skills, values and a corresponding sense of identity. Through understanding their past, their physical environment, the social, democratic and economic fabric of their nation, students gain an understanding of their place in the global community.

**HISTORY – MAKING THE MODERN WORLD – COMPULSORY UNIT**

**INTRODUCTION**
This unit provides a study of the making of the modern world from 1750 to 1918, from an Australian perspective. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. The period culminated in World War 1.

**On Completion of this unit, students will have covered the following:**
Making a better world – movement of people (slaves, convicts, settlers)
Australia and Asia the history of Australia in the period 1750 – 1918 (making a nation)
World War 1 (1914 – 1918)

**Students will be able to:**
Describe reasons for the colonisation of Australia.
Analyze the continuing significance of major events and ideas which shaped Australian society.

**Skills**
Critical and creative thinking
Interpret, evaluate and analyse a range of primary and secondary resources
Research and report on a set topic
Empathise with people’s experiences from the past

**Common Assessment Tasks- (CATs)**
Classwork
Assignments
Tests
Documents Study

An Essential Education Cost of $5.00 applies to this unit (approximate).
COMMERCE – ELECTIVE UNIT

INTRODUCTION
This unit will develop student understanding of the essential role Commerce plays in our modern complex society. This will include:
- Effect of financial, economic and legal decisions
- Commercial factors which drive societies from primitive to modern industrial societies
- Interdependence of countries
- Competition and conflict of various sectors of the economy
- Money, banking and budgets

On the completion of this unit students will be able to:
Describe the management of the Australian economy in an international context
Demonstrate an understanding of personal and business financial management

Skills
Management skills
Communication Skills
Research skills
Analysis of information gathered

Common Assessment Tasks – (CATs)
Class Work
Assignments
Tests
Documents/Case Study

An Essential Education Cost of $5.00 applies to this unit (approximate).

WORLD OF WORK – COMPULSORY UNIT

INTRODUCTION
This semester length core unit examines the World of Work. Areas examined will include: careers, work and the future, taxation, personal money management, insurance, leisure and travel and wise buying.

Having completed World of Work, students will be able to:
- Describe the management of the Australian economy in an international context.
- Demonstrate an understanding of personal and business financial management.
- Describe factors that affect opportunities for current and future work.
- Analyse pathways and educational training requirements to develop career paths.

Skills
Management skills
Research skills
Communication skills
Analysis of information gathered

Common Assessment Tasks – (CATs)
Classwork
Assignments
Tests
Documents/Case Study

An Essential Education Cost of $10.00 applies to this unit (approximate).
HAZARD GEOGRAPHY – ELECTIVE UNIT

INTRODUCTION
This unit looks at tropical cyclones, bushfires, tsunamis, tornadoes, storm surges, earthquakes and volcanoes - what causes them, which parts of the world are affected by them, and how humans cope with these events.

At the completion of this unit students will be able to:
Explain the processes and interactions between people and major natural systems
Evaluate how different factors affect the distribution and dynamics of human population
Develop a comprehensive strategy to resolve an issue related to the use and management of a natural or human environment

Skills
Mapping and graphing
Observation and collection of data
Data interpretation Investigation and research
Communication and discussion
Computer skills

Common Assessment Tasks – (CATs)
Classwork Tests
Assignments Documents/Case Study

An Essential Education Cost of $5.00 applies to this unit (approximate).
The Australian Government stresses that in a global society and market, the learning of a Language other than English is important and is a valuable asset for students to acquire. Year 9 students need to study one unit of German in order to meet the requirement for continuing German in Year 10, but it is recommended that two units be selected.

GERMAN UNIT 1 & UNIT 2 – ELECTIVE UNIT

INTRODUCTION
These units encourage students to continue learning German through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes and an email exchange with students in Germany.

Topics:
Unit 1: Us and Them – Teenage Life in Germany and German Food and Entertaining
Unit 2: My Kind of Music, Theme Parks and A German Adventure

Skills
- Students continue to develop skills within the areas of listening, speaking, reading and writing. They learn to:
  - Talk about themselves, friends, family and daily experiences
  - Express likes and dislikes
  - Understand main points of written and spoken texts on topics studied
  - Ask and answer simple questions
  - Write short scripts of linked sentences
  - Use present, past and future tense
  - Understand German culture and geography

Common Assessment Tasks – (CATs)
Speaking
Listening
Reading
Writing

An Essential Education Cost of $15.00 applies to this unit (approximate).
MATHEMATICS

MATHEMATICS UNITS 1 & 2 – COMPULSORY UNIT

Mathematics is a core study for all Year 9 students and consists of 2 semester length units.

INTRODUCTION
In the Mathematics Key Learning Area (KLA), we aim that all students:
- Develop useful mathematical and numeracy skills for successful employment and functioning in society.
- Develop abilities to solve practical problems using mathematics.
- Develop an understanding of the role of mathematics in life, society and work.
- Develop specialist knowledge in mathematics that provides for further study.

Australian Curriculum (AusVELS)
The AusVELS curriculum framework provides a single, coherent curriculum for Years F – 10 that incorporates the Australian Curriculum within a structure that reflects particular Victorian priorities and approaches to teaching and learning. This provides the basis for our learning program.

Student Expectations
In order to be successful in Mathematics, students are expected to:
- To have a copy of the textbook Jacaranda Maths Quest 9 for the Australian Curriculum.
- Have a scientific calculator.
- Complete all work requirements on time, which includes tests, assignments, homework and other tasks assigned by the teacher.
- Ask for assistance in class and to take responsibility for their learning.
- Have their textbook, workbook, calculator, pens, pencils, ruler and erasers to every class.
- Catch up on work missed whilst absent.

Australian National Curriculum Proficiency Strands
To achieve the standards set by the National Curriculum, Year 9 students are expected to be able to:
- Describe the relationship between graphs and equations, simplify a range of algebraic expressions, explain the function of relative frequencies and probabilities, calculate areas of shapes and surface areas of prisms and the constancy of the trigonometric ratios for right-angle triangles.
- Apply the index laws to expressions with integer indices, express numbers in scientific notation, list outcomes for experiments and develop familiarity with calculations involving the Cartesian plane.
- Calculate surface areas and volumes of right prisms, apply ratio and scale factors to similar figures, solve problems involving right-angle trigonometry, and collect data from secondary sources to investigate an issue.
- Follow mathematical arguments, evaluate media reports and use statistical knowledge to draw conclusions, develop strategies in investigating similarity and sketch linear graphs

Common Assessment Tasks – (CATs)
Workbook
Assignment 1
Tests
Assignment 2

An Essential Education Cost of $20.00 applies to this subject.
Description
How many ways can you tie a shoelace? Where did the equals sign come from? How many digits does π go on for? How can you use maths to invade a medieval village? What can you find out how attractive someone is mathematically? How do advertisements get stuck into your head? And, exactly, how long is a piece of string?

If you are the type to ask “Why would we ever need to know this?” then this subject is not for you. How long is a piece of string is a brand new program at the College designed for students who are good at maths and are interested in how numbers and arithmetic affect everything from the smallest microbe to the entire universe; from social occasions to wider populations.

If you are looking for a subject where you are:
- Studying mathematics beyond the standard, minimum requirement for Year 9,
- Solving real life and hypothetical problems,
- Building, drawing, writing and thinking with Maths,
- Preparing for Year 10, VCE and beyond

Then this is the subject for you.

Skills
At the end of this semester long course, students will have:
- Gained an understanding of different mathematical theories
- Applied their understanding of concepts to practical situations.
- Learned how mathematics has contributed to history and the present day.
- Acquired knowledge on how estimates can provide solutions to problems.
- Sharpened their abilities to observe, record and note their surroundings.

Assessment
- Workbook
- Class / Group Project
- Problem Solving Tasks
- Investigation Tasks

Common Assessment Tasks – (CATs)
AT1        AT2
AT3        AT4

An Essential Education Cost of $20.00 applies to this subject.
Science is a core study for all Year 9 students and consists of 2 semester length units.

**INTRODUCTION**
Year 9 Science is comprised of Biology, Geology, Chemistry and Physics units. In Biology students will investigate the energy in food and how plants and animals use this energy. Human biology will also be introduced, specifically the nervous, hormonal and excretory systems, including a brain dissection. In Geology, students will also study how mountains form, why earthquakes occur, the extraction and use of fossil fuels and how the earth, including the universe, began and what its future may be.

In Physics, students will be introduced to how light rays reflect and refract, including how the eye and cameras work. They will identify electronic components, learn circuit symbols and build basic electronic circuits. In Chemistry, students will study atomic structure and perform experiments comparing different types of reactions, including metals and non-metals. They will investigate how batteries work and how energy is obtained from fossil fuels.

**Skills**
Design, conduct and report on experiments  
Perform experiments safely  
Dissection Techniques  
Accurate use of scientific equipment  
Analysis of scientific issues  
Construct electric circuits  
Write chemical symbols and equations  
Research projects

**Common Assessment Tasks – (CATs)**
Classwork  
Assignments  
Practical work/reports  
Tests

An Essential Education Cost of $10.00 applies to these units (approximate).
One unit of Technology must be studied either in semester one or semester two.

This Key Learning Area comprises of the following three technological areas:

**MATERIALS TECHNOLOGY**
Studies which are included in Materials Technology are:
- Fashion Design
- Special Occasion Foods
- Food
- Metalwork
- Wood Unit 1
- Wood Unit 2
- Food for Life

Prerequisites studies in this area are:
- Wood 1 must be studied before Wood 2

**SYSTEMS TECHNOLOGY**
Studies in Systems and Technology are:
- Robotics

**INFORMATION TECHNOLOGY**
Studies in Information Technology are:
- Using ICT

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**MATERIALS TECHNOLOGY – SPECIAL OCCASION FOODS – ELECTIVE UNIT**

**INTRODUCTION**
This course focuses on design elements and creativity in the production of special occasion foods and edible gifts. Students are challenged with a broad range of skills and are introduced to current trends in the food industry. They will be given the opportunity to learn cake decorating skills and characteristics of different icings and applications, along with how to create the delectable appearance of specialty foods, including working with chocolate. Students will investigate the safety and hygiene requirements of working in the kitchen and with specialised tools and equipment. The design process will be explored and students will select a specific client/group, function/event to use to create a “design brief” and subsequently produce a product to meet the brief.

Students will need to obtain at least a satisfactory performance for all assessment tasks to achieve an overall satisfactory subject result.

**Skills**
- Kitchen Management
- Safe and Hygienic kitchen work practices
- Food Preparation, cooking, techniques and presentation skills

**Design Task**
- Folio Production

**Special Requirements**
- Apron
- Hair Tie
- Named display folder

**Workbook**
- Named plastic container to take food home

**Common Assessment Tasks – (CATs)**
- Theory Test
- Design Task

**Folio Production**
- Production Work

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An Essential Education Cost of $60 applies to this unit (approximate).
INTRODUCTION
We are what we eat. Is this true? Find out what foods are really doing to your body and health. What do you need to eat to keep your body working to its optimum? Analyse your diet using current food models.

Is there such a thing as “healthy” fast food? Investigate popular fast food outlets and discover which foods are really good for you.

During this unit you will develop real life skills in preparing a variety of foods using a range of cooking methods maximising foods nutritional value and develop skills in the safe and hygienic use of a range of tools and equipment in the kitchen. Students will design and produce their own recipe book including all you need to know to cook for yourself.

This unit provides you with skills and knowledge which will better equip you for future studies in foods.

Special Requirements
Apron  Plastic container
Hair Tie (Where Appropriate)  Workbook

Course Requirements
Attendance  Safe and Hygienic use of equipment
Production Tasks  Successful completion of all Assessment Tasks

Skills
Food preparation / Production  Research, Analysis and Evaluation
Kitchen management

Common Assessment Tasks – (CATs)
Theory Test  Production Work
Folio/Classwork  Research Task

An Essential Education Cost of $70 applies to this unit (approximate).

INTRODUCTION
Students will be required to investigate what safety and hygiene standards are required when working in the kitchen. Students will develop practical skills using tools and equipment safely and hygienically and apply theoretical knowledge to work practices. Students will also work as a team to develop a design brief identifying a client and theme, researching options and producing a production plan which is used to develop their end product. Students will participate in mini competitions with their teams. They will need to apply theoretical knowledge of key foods and processes to practical situations and then reflect and evaluate on their end product and skills and the processes used.

Skills
Kitchen management  Evaluation of products
Safe and hygienic kitchen work practices  Design Task
Food preparation, cooking and presentation skills and techniques

Course Assessment Tasks - (CATs)
Theory Test  Folio/Classwork
Production Work  Research Task

An Essential Education Cost of $65.00 applies to this unit.
INTRODUCTION
A unit where students will find themselves creating more than they thought they could……..
Students will explore current fashion outlooks, investigate the fabrics used to produce them and create design adaptable to their own image. Upon completion of the unit students will have produced a range of fashionable clothing from both recycled and emerging fabrics. The practical skills and techniques students will gain will enable them to produce independently, as well as establishing a foundation for future Textiles studies. This unit is highly recommended for students with Big Ideas about fashion.

Investigating and Designing
- Prepare a design brief for a variety of client groups to satisfy these needs
- Develop solutions to the design brief
- Identify a range of criteria for evaluating their products

Producing
- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment
- Explain decisions about the suitability of the materials and techniques used
- Produce a production plan with logical sequences of production stages
- Make products and explain any modifications

Analysing and Evaluating
- Evaluate the finished product using the previously established criteria
- Critically analyse the product and make appropriate suggestions for improvements
- Draw conclusions of the impact of their design on others

Course Assessment Tasks - (CATs)
Research Assignment
Folio Construction
Design Tasks
Production Tasks

An Essential Education Cost of $20.00 applies to this unit (approximate).
INTRODUCTION
Students will use a variety of ferrous and non-ferrous materials to produce a range of projects. There will be a broadening of skills learned in Year 8 along with the introduction of lathe work and oxygen and acetylene welding. If you can draw it, you can make it.

In this unit students will:
- complete a range of design proposals and designs and products
- research and present a written assignment
- complete a workbook and evaluation journals
- if you can draw it, you can make it

Skills
Safe and correct working practices
Principles of design
Machine processes, oxy welding techniques
Evaluation techniques
Drawing & development skills

Common Assessment Tasks – (CATs)
- Design Task
- Workbook
- Production
- Research Task

An Essential Education Cost of $55.00 applies to this unit (approximate).

INTRODUCTION
Students are introduced to: safe working practices and environmental issues; the production and assembly of a simple material testing; design issues relating to the product including function and aesthetics; evaluation of work practices and related competency of tool handling and techniques.

At the completion of this unit students will be able to:
- understand the characteristics of materials and their effect on product design
- design a product considering function, aesthetics, materials, processes
- produce the product using appropriate techniques and processes safely
- evaluate the effectiveness of the product

Skills
Marking out
Filing and sanding
Finishing
Assembling
Shaping
Sawing
Designing
Joint cutting.

Course Assessment Tasks – (CATs)
- Design Task
- Workbook
- Production
- Research Task

An Essential Education Cost of $40.00 applies to this unit (approximate).
MATERIALS TECHNOLOGY – WOOD UNIT 2 – ELECTIVE UNIT

INTRODUCTION
Students experience: safe working practices and environmental issues; the production and assembly of a coffee table; simple material testing; design issues relating to the product, including function and aesthetics; evaluation of work practices and related competency in tool handling and techniques.

At the completion of this unit students will be able to:
- understand the characteristics of materials and their effect on product design
- design a product considering function, aesthetics, materials, processes
- produce the product using appropriate techniques and processes safely
- evaluate the effectiveness of the product

Skills
Designing
Filing and sanding
Joint construction
Finishing
Assembling
Shaping
Screwing
Sawing
Marking out

Course Assessment Tasks – (CATs)
Design Task
Workbook
Production
Research Task

An Essential Education Cost of $35.00 applies to this unit (approximate).

SYSTEMS TECHNOLOGY – ROBOTICS – ELECTIVE UNIT

INTRODUCTION
Are you a creative person? Do you think engineering is a possible career choice?

Look no further than robotics.

In this subject students will build robots that can react to light, movement and sound to complete a number of tasks using Lego Mindstorms Technology. Students will look at all aspects of creating a robot; design build, and testing their robots, just like a real engineer. To get an idea of what our robot will look like once it’s completed, students will be able to create a 3D image prior to building it.

Assessments are based on understanding of key concepts, as well as a digital portfolio to present your work.

Skills
Designing
Creating
Programming
Modifying
Gearing

Course Assessment Tasks – (CATs)
Design Task
Workbook
Production
Research Task

An Essential Education Cost of $50.00 applies to this unit (approximate).
INTRODUCTION
Have you ever wanted to make your own computer game?
Have you ever wondered how the internet works?
Would you like to manipulate those digital photographs or make your own animated gifs?
Perhaps your ambition is to make your own animated movies.

In this unit students will learn to use features of Microsoft Word, and Dreamweaver which they can apply in other subjects as they do various assessment tasks. They will learn to use Kahootz to produce animated movies and Photoshop to manipulate images.

They will learn to use Web Authoring tools to produce and manage their own web sites. Students will also be given the opportunity to create a computer game using gamemaker.

In this unit students will be able to:
- Develop an understanding of the ethical use of ICT in society
- Understand the need for and be able to secure electronic data
- Be able to work in teams to plan and develop an information product
- Develop an awareness of the capabilities and limitations of different software for different tasks
- Be able to choose appropriate software to produce information products for different audiences
- Evaluate their information products against a set of standards

Skills
Word processing skills including advanced formatting
Application of basic programming techniques using Game Maker
Creating animated videos with Kahootz
Web authoring
Digital manipulation

Course Assessment Tasks – (CATs)
Work Project
Folio/Classwork
Gamemaker/Kahootz Project
Website Project

An Essential Education Cost of $5.00 applies to this unit (approximate).