

Brentwood Secondary College

Year 8 & 9 2008

Sign-Up Information

Name:

HG:

BRENTWOOD SECONDARY COLLEGE

Corner Watsons Road and Heath Street
 Glen Waverley, 3150

Telephone: 8545 0300
 Facsimile: 8545 0355
 E-mail Address: bsc@brentwood.vic.edu.au
 Web Page : www.brentwood.vic.edu.au

TERM DATES 2008

TERM 1: Tuesday 29 January (Teachers)
 Wednesday 30 January (Students) – Friday 20 March

TERM 2: Monday 7 April – Friday 27 June

TERM 3: Monday 14 July – Friday 19 September

TERM 4: Monday 6 October – Friday 19 December

BELL TIMES 2008

Normal School Day	
8:48 AM	Locker
8:55 AM	Home Group
9:00 AM	Period 1
9:48 AM	Period 2
10:36 AM	Recess
10:53 AM	Locker
11:00 AM	Period 3
11:48 AM	Period 4
12:36 PM	Lunch
1:16 PM	Locker
1:23 PM	Home Group
1:28 PM	Period 5
2:16 PM	Period 6
3:04 PM	Dismiss

Contents	Page No.
Important Information for 2008 & Beyond	3
Year 9 Extended Research Projects	4
Student Management at Brentwood	6
Victorian Essential Learning Standards	6
Gifted and Accelerated Program	6
Literacy Enhancement Units / ESL Support	6
Aims and Objectives of the Middle School	6
How the Middle School Works	6
(a) Home Groups	6
(b) Units	6
(c) Merit Points System	7
(d) Year 11 Entrance	7
(e) Choosing Units	7
(f) Signing Up	7
(g) Sign Up Order	7
Middle School Sign-Up: Summary and Definitions	8
Reading The Timetable	8
Learning Area Unit Descriptions	
ENGLISH	10
MATHEMATICS	13
SCIENCE	16
HUMANITIES	22
(a) Commerce	22
(b) Geography	24
(c) History	26
L.O.T.E. (Languages Other Than English)	30
(a) German	30
(b) Japanese	31
ARTS	33
Visual Art and Visual Communication	33
Music	38
Drama	39
Media	41
Materials (Textiles)	43
Materials (Wood)	47
HEALTH AND PHYSICAL EDUCATION	48
(a) Physical Education	49
(b) Health	51
Food Technology	52
Information Technology	53

IMPORTANT INFORMATION FOR 2008 & BEYOND

There has been a comprehensive review of the curriculum structure at Brentwood Secondary College.

Some of the major changes have involved the introduction of the Victorian Essential Learning Standards. A new reporting system has also been implemented.

Another change for 2007 was the removal of Year 10 from the existing Middle School system. Year 10 is now aligned with Year 11 and 12 subjects.

The effect of this change has seen the Middle School operate for 2007 with Years 8 and 9 only. This structure will continue in 2008.

The existing Middle School Points system and Middle School Record Cards has been phased out.

In order to maintain a balanced curriculum, and to ensure students experience a breadth of subjects during Middle School, we have implemented the following sign-up controls for 2008:

1. Every student in Year 8 and 9 will study Maths and English.
2. Every student in Year 8 and 9 will study a language (unless an exemption is obtained by the LOTE Coordinator, in conjunction with the relevant Year Level Co-ordinator).
3. Every student in Year 8 and 9 should aim to study one Science unit per semester. Students who are unable to enrol in a Science unit in Semester 1 will have priority in Semester 2.
4. Every student in Year 8 and 9 will study at least one Humanities subject per semester.
5. Every student in Year 8 and 9 will study at least one semester per year of PE.
6. Every student in Year 8 and 9 will study at least one semester per year of Arts / Technology subjects.

Year 9 Extended Research Projects (ERP's)

These projects are designed to be an inter-disciplinary, flexible, research-based program, which;

- Cater for individual interests
- Are not subject specific, rather covers a range of different learning areas
- Have academic rigour
- Involve teamwork
- Have a compulsory presentation & communication aspect
- Report on several Level 6 VELS strands, including;
 - Disciplined based strands, and
 - Interdisciplinary & Physical, Personal & Social Learning strands
- Most Projects will involve a cost (as specified).

The Learning Projects below are those that will be offered in either Semester 1 or Semester 2, 2008.

ERPO3 - DUKE OF EDINBURGH

Aim: The Duke of Edinburgh's Award (Bronze Level Certificate) requires a student to complete activities in four areas: Service, Skills, Physical Recreation, and Adventurous Journey. A student is given opportunities through which to achieve personal goals, foster initiative and develop self-esteem.

Content: The Duke of Edinburgh's Award unit promotes personal development through the undertaking of two overnight hikes, and the participation in a local community service project.

Assessment:

- Inspirational People Report
- Oral Presentation
- Class activities
- Community Service
- Adventurous Journey

Cost: \$175.00

ERPO5 - V8 SUPERCARS

Aim: This is an Inter disciplinary unit that uses V8 super cars to engage and interest the students. Students will be involved in using information from different disciplines to investigate various aspects of V8 super cars. The unit draws on ICT to investigate and design materials associated with V8 super cars. The unit includes excursions to excite student interest.

Content: Students research and present an analysis of a Supercar racing team. Students use ICT to design their own V8 Supercar and create an advertisement for an event. They research race tracks around the world then plan and design their own racetrack.

Assessment:

- Investigation
- Track Analysis
- Firework car design
- Flash advertisement
- Test

ERPO9 - TOP COACH

Aim / Content: This unit provides students with a pathway to improve their Health and PE knowledge. It also enables them to undertake assessments so as to provide them with Life Skills and employment prospects. This unit will provide students with information about future job prospects in this growing area and it could provide them with skills and qualifications for part time employment.

Students will undertake instruction in Bronze Life Saving, followed by the assessment for this award. The course also provides for First qualification, CPR emergency training and assessment and it investigates career pathways and methods of coaching.

Assessment:

- Movement and Physical Activity
- Completion of designated external assessments
- Working in teams
- Test

Cost: Pay as you go for various activities and excursions

ERP02 - SOAP AND COSMETIC MAKING

Aim: To engage student in the world of Science through the investigation of Chemistry and the production of soaps and cosmetics. The subject uses ICT in an interesting and innovative manner throughout the unit. This is an inter-disciplinary unit and so assessment and tasks cross Science and ICT.

Content: Students will produce a hamper of various soaps and cosmetics during this project. Students will produce labels for their products and will study the history of cosmetics, chemistry of ingredients, legal issues and safety.

Assessment:

- Hamper
- Journal
- Assignments
- Test

Cost: \$35.00

ERP01 - DANCE, HEALTH AND YOUR BODY

Aim: To draw on student's interest for dance so that aspects of History, Health and performing arts are investigated. This is an inter disciplinary unit. Students also develop skills of working in teams to produce to produce a routine.

Content: Students investigate the history of dance. They choreograph a routine in small groups, teaching this to the class. Nutrition, the circulatory system and nutritional diseases are studied. They choreograph an interpretive dance routine, selecting music and costumes.

Assessment:

- Assignments / presentation
- Performances
- Reflective Journal
- Test

STUDENT MANAGEMENT AT BRENTWOOD

The school is divided into three Sub-Schools:

The Junior School (Year 7 and 8)

Year 7 has a new program beginning in 2007, with provisions for a dedicated learning space to be constructed early next year. The program will involve integrated learning across a range of subject. Year 8 students participate in the Middle School curriculum combined with Year 9 students.

The Middle School (Years 9-10)

A range of term and predominately semester-length units is offered to students in Years 8 and 9. The units offered at Brentwood comply with the Victorian Essential Learning Standards as outlined by the Department of Education – VELS Level 5 (2 points per semester) and VELS Level 6 (4 points per semester). Students in Years 8 and 9 must select seven units to study. Students in Year 10 study 6 subjects in a Year 10 only course.

The Senior School (Years 11-12)

The Senior School offers units, which are based on the VCE curriculum. Students choose their courses from a wide range of studies published in the VCE Student Handbook.

VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

The Victorian Essential Learning Standards are the Department of Education's Policy guiding the content of subjects, the organisation of these into Faculties and the outcomes students are expected to achieve during Primary through to Year 10 schooling.

The V.E.L.S. Outcome levels cover two years of schooling.

Year 7 students are expected to be at level 4 and progressing towards level 5

Year 8 students are expected to attain level 5

Year 9 students are expected to be progressing towards level 6

Year 10 students are expected to attain level 6 or above.

It is important to understand that students develop at different rates and achieve competencies according to their existing knowledge, interests, maturity levels and skills. Thus some students achieve certain skills earlier or later than others.

Brentwood's curriculum content and assessment tasks reflect VELS requirements.

More information may be obtained online at <http://vels.vcaa.vic.edu.au/>

GIFTED AND ACCELERATED PROGRAMS

The Middle School system allows for individualised student programs according to their educational needs. Students who are particularly able in certain Faculties may be accelerated through relevant subjects. This is by invitation from the Faculty Coordinator in consultation with parents.

LITERACY ENHANCEMENT UNITS

The Middle School system also enables us to offer units, which are aimed at supporting the learning needs of students who need more time to develop their skills and require more teacher support. Faculty Coordinators may offer places to students. Again, the number of places depends on the availability of teaching resources. In addition small group Literacy Enhancement Education in English and Maths is offered on a needs basis.

ESL SUPPORT

The College provides ESL Support to allow students from Non-English Speaking Backgrounds to further improve their English skills.

AIMS AND OBJECTIVES OF MIDDLE SCHOOL

INTRODUCTION

The expectation of our community is for the school to provide a structured and academic education. The Middle School system provides for this. Our program provides a comprehensive, quality education, catering to the educational needs of all students. It is expected that students will sample widely from the subjects offered, whilst being able to specialise in areas of interest. Counselling by teachers assists students in developing their courses.

Whilst the academic program is of prime importance the Middle School concurrently provides for the social, physical and emotional development of the individual.

The Middle School system reflects Department of Education and Training guidelines for quality education.

HOW THE MIDDLE SCHOOL WORKS

(a) Home Groups

These are composed of about 25 students. The Home Group teacher is responsible for administration, including reports and attendance, and daily Home Group roll call.

(b) Units

Units are offered in the following broad areas: English (EN), Mathematics (MA), Science (SC), Commerce (CO), Geography (GG), History/Social Science (HS), German (GE), Japanese (JA), Art (AR), Music (MU), Drama (DA), Media (ME), Physical Education (PE), Health (HL), Woodwork (WW), Food Technology (FT), Textiles (TX) and Information Technology (IT).

Every unit has a title and a number.

eg..... SC436S Marine Biology:

SC = Science

4 = 4 points for the unit in that semester

36 = Marine Biology

S = unit runs for a semester

The 'T' at the end of the code indicates that the unit lasts for one term only

(c) Merit Points System

Middle School Units at Brentwood are designated as either

- VEL5 Level 5 Term Length is considered a 1 point unit
- VEL5 Level 5 Semester Length is considered a 2 point unit
- VEL6 Level 6 Term Length is considered a 2 point unit
- VEL6 Level 6 Semester Length is considered a 4 point unit

Students earn "Merit Points" based on their performance in these units. As the VEL5 Level increases, the Merit Points available also increase.

The table below explains how many Merit Points can be earned from a particular unit.

Global Grade achieved by Student	Points available per unit
High Distinction (HD)	10
Distinction 1 (DS1)	9
Distinction 2 (DS2)	8
Credit 1 (CR1)	7
Credit 2 (CR2)	6
Merit 1 (MR1)	5
Merit 2 (MR2)	4
Pass 1 (P1)	3
Pass 2 (P2)	2
Not Satisfactory (N)	0

For example:

A student who achieves a Credit 1 in a VEL5 Level 5 Semester Length unit will earn 14 Merit Points (7 for the CR1, multiplied by 2 for the unit).

A student who achieved a Distinction 2 in a VEL6 Level 6 Semester Length unit will earn 32 Merit Points (8 for the DS2, multiplied by 4 for the unit).

The Merit Points System is used to provide a summative description of student progress.

In order to progress to Year 10, students should gain at least 84 Merit Points per semester. This is equivalent to a Credit 2 average across all subjects.

Students are selected for advanced placement into VCE Unit 1 & 2 units on the basis of their academic achievement in Semester 1, Year 9, and teacher recommendation.

(d) Year 11 Entrance

In addition to satisfactorily completing Middle School requirements, students must also ensure that they have the necessary recommended preparation for each subject they wish to study in VCE.

(e) Choosing Units

This handbook should be kept safely and studied carefully so that students are fully aware of the Middle School requirements and the various units offered. Students will have some freedom to choose units that best suit their needs.

(f) Signing-up

The units available each term will be set out in seven groups or blocks on a special sheet called a grid, from which students will choose their subjects. Units offered in the various blocks vary from semester to semester.

Every effort will be made to cater for student choice, however it will not always be possible to give every student their first choice of subjects.

(g) Sign-Up Order

In the interests of fairness to all students, HGs will sign up in the pre-determined order below. The sign up sequence changes each semester to allow equity in selection.

Year	Sem	Students commencing MS 2006	Students commencing MS 2007	Students commencing MS 2008
2008	S1	10 I J K A B C D F E G H	9 F E G H I J K A B C D	8 A B C D E F G H I J K
	S2	H G F E K J I D C B A	D C B A H G F E K J I	K J I D C B A H G F E
2009	S1		10 I J K A B C D F E G H	9 F E G H I J K A B C D
	S2		H G F E K J I D C B A	D C B A H G F E K J I
2010	S1			10 I J K A B C D F E G H
	S2			H G F E K J I D C B A

SUBJECT CHARGES

Funding from the Department of Education and Training does not adequately cover the materials costs in a number of the units offered. Some units involve purchase of expensive materials, entry fees or bussing, etc and therefore carry a subject charge to recoup costs. Such units are denoted on the sign-up grid by a \$ sign and the relevant subject charges are listed on the back of the grid and in this handbook. Please note that payment must be made at time of signing up. Where payment has not been made, the student may be reallocated to another class for which no charge applies.

STUDENT PLANNER

At the start of the year all students are issued with a school student planner, which is NOT a private diary. The planner should be used to record set work and for communication between home and school. Parents are advised to check the planner periodically to ensure that it is being used for the purpose for which it was issued. Please feel free to write any queries you may have to individual teachers.

MIDDLE SCHOOL SIGN-UP: SUMMARY AND DEFINITIONS

Block:	Units are grouped and timetabled into seven blocks. All units in a given block occur at the same time on the timetable. Students select one unit from each block.
Double:	Subjects such as woodcraft, food technology, textiles, art, physical education, and creative arts in Blocks A, B, C and D are timetabled for two consecutive or double periods. They are timetabled as two doubles per week or four periods in total. They are included on page 11 and the sample grid following this section.
Grid:	See the example preceding this section. The grid sets out all the offered units in 7 vertical columns or blocks, which in turn are subdivided into rows according to the subject area. Grids are published and distributed to all Middle School students for each term, before Sign-Up.
Home Group:	A group of about 25 students each with a Home Group teacher. Home Groups meet for roll call before period one and before period 5.
Payment:	Some units eg. Food Technology and Art units require payment at Sign-Up.
Period:	For each of the six periods in a school day a different block is timetabled. Refer to the example timetable on page 9.
School Day:	Consists of six periods.
School Year:	Consists of two half-years called semesters.
Semester:	A half-year consisting of two terms. The first semester consists of term one and two. The second semester consists of term three and four.
Single:	Most units are timetabled for four single periods. They are sometimes referred to as singles.
Sign-Up:	The process whereby all students in a given Home-Group make their subject selection for a semester. Students refer to their grids and select one unit from each of seven Blocks.
Sign-Up Order	Advertised on page 6 of this Handbook. Sign-Up order changes each semester, not each term.
Term:	Nine to eleven weeks duration. There are four terms or quarters in a school year.
Timetable:	Sets out the units, room and teacher for all units offered in a particular period. Units are offered in one of seven Blocks for each period.
Unit	Subjects are offered as units that may be of a term's or semester's duration. Each unit has a code number. The two letters denote the subject, the first digit indicates the points earned on passing the unit, and the last two digits distinguish the unit from other units in that subject. An S at the end indicates that the unit lasts for a whole semester.

READING THE TIMETABLE

1. Locate the correct day of the week. In this example Friday.
2. Locate the Middle School section of the timetable as either MIDDLE SCHOOL SINGLES or MIDDLE SCHOOL DOUBLES.
3. Examine your Sign-Up block slip that you received at Sign-Up. Here is an example for a Year 8 student. Let's pretend yours is identical.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E	BLOCK F	BLOCK G
AR151T	PE220S	EN201D	SC203S	CO202S	JA201D	MA201G

4. Study the timetable to see which of your subjects occurs in period 1. Period 1 includes Block D single-period subjects and Block C double-period subjects. Your Block D subject is SC203S which is a single-period subject. According to the timetable SC203S takes place in room G7, with the teacher whose timetable abbreviation is AND. If you're not sure where G7 is look at the school plan in your school planner.
5. Notice that period 2 on the timetable includes Block C single-period subjects. Your Block C subject is EN201D which takes place in room C7, with the teacher whose timetable abbreviation is BRO.
6. Period 3 on the timetable includes Block G subjects. Your Block G subject is MA201G which takes place in room G10 with the teacher whose timetable abbreviation is BTH.

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
YEAR 12	BLOCKD GEO3 REE A1 JAP3 WER J2 PED3 BRN J6 MMM3A ERW G9 ENG3 C VAL A14 VCD3 CPR J10	BLOCKC LST3 COO J6 ENG3B RIZ J10 CHM3 BCH G1 LIT3 WRI C2	BLOCKC LST3 COO J6 ENG3B RIZ C6 CHM3 BCH G1 LIT3 WRI C7	BLOCKF PSY3 BRG J5 BMT3 MCL A6 HIS3 STA J6 MMM3B CHI G9 MFM3 SNG G10	BLOCKA ACC3 KDY A5 GER3 FIS C1 ASA3 MCK J12 BIO3 KIR P1	BLOCKB PHY3 AND G7 MFM3A JUN G9 ENG3A MEA C7
YEAR 11	BLOCKD MGM1B BTH G10 ENG1C ROW C4 PSY1 WIK J4 MGF1B ROB G11 MMM1C SNG G8	BLOCKC MGM1A CHI G11 BMT1 DAV A6 CHM1 ERW P2 ENG1B BRL C4 PHY1 GER G7	BLOCKG ENG1E PKE C2 PED1 LIL J4 LST1 DAV P2 IFT1B ROB C1 JAP1 WER C5	BLOCKF MED1 ELL J12 HHD1 LEG J4 MMM1B BTH J2 ENG1D PKE C4 MGM1 BUR G11	BLOCKA ENG1 A VAL C2 PHY1 AND G7 MGF1A NOA G9 BIO1 SOA G5 HIS1 MGG A2	BLOCKB GER1 FIS C8 ASA1 MCK J12 CHM1 BCH G1 ECO1 GOT A4 PSY1 CAH J4
MIDDLE SCHOOL -- SINGLES	BLOCKD EN201E SAN C6 MA201F JUN G12 IT402S BUR C1 SC202S GER G5 SC203S AND G7 SC404S CRI G3 CO417S KDY A5 GG410S LAM A6 HS420S JAM A2 JA201A GOT C5 JA201B BRL C8 HL412S NSH J5 EN410S MEA C7	BLOCKC EN201D BRO C7 MA201D JUN G10 MA201E SHL G12 IT402S CAH A5 SC203S NOA G9 SC406S KIR G5 CO416S WAD A3 GG201S REE A2 GG412S VAL J5 HS401S LAM A4 JA203B WER C5 HL201S NSH J4 MU402S WIK A12 EN420S MEZ J2	BLOCKG EN201F BRG C3 EN201G ROW A13 EN410S SAN G12 MA201G BTH G10 SC201S CRI G3 SC206S CAH P1 SC407S SHL G5 CO415S WAD G11 GG418S MCL A6 GG420S STA A1 HS206S MGG J12 HS402S BRU A2 GE203C KMP C8 GE405S BDR G9 JA203C GOT A4 JA405B WER C5 HL200S BAR J3 HL411S LEG J5 MU204S MOR A12 EN220S BRL J2 PE444S WAT G7	BLOCKF EN405A BRO A14 EN405B MEA C7 EN405C RUG C1 EN405D ROW C3 EN405E SAN C2 EN405F RIZ C6 MA203A SOA G12 MA203B NOA P1 MA203C ROB J10 MA203D CAH J3 MA203E GER G7 MA203F SHL P2 MA203G BCH G5 SC204S BON G3 CO201S WAD A4 GG203S VAL A1 HS202S BRU A2 GE201C FIS C8 JA201D BRL C5 MU201S MOR A12	BLOCKA EN201A RIZ C3 EN201B ROW C4 MA201A SNG G10 SC404S BCH G3 SC444S SHL G1 GG424S REE A1 HS208S MCL A3 HS420S WAD A13 GE203A BDR C8 GE201A KMP P2 JA405A WER C5 HL413S CRI J5 MU202S WIK A12	BLOCKB EN201C RIZ C3 MA101B GER G11 MA201C BTH G12 IT201S BDR C1 SC436S KIR G5 SC441S CRI G3 SC447S WIK J5 CO419S DAV A6 GG422S LAM A13 HS203S STA A1 GE203B KMP C6 JA203A WER C5 MU401S MOR A12
MIDDLE SCHOOL -- DOUBLES	BLOCKC PE220S BAR GYM PE443S LIL GYM AR103T ELL J9 AR413S MCK J12 FT101T BON J1 TX242T MUS J3 WW150 COS J11 C MU102T MOR A12	BLOCKC PE220S BAR GYM PE443S LIL GYM AR103T ELL J9 AR413S MCK J12 FT101T BON J1 TX242T MUS J3 WW150 COS J11 C MU102T MOR A13			BLOCKB PE220S RTH GYM PE222S BAR GYM PE445S WAT GYM AR253T CPR J10 FT414S BON J1 TX139T MUS J3 WW150 COS J11 B CA116T BRO A14	BLOCKB PE220S RTH GYM PE222S BAR GYM PE445S WAT GYM AR253T CPR J10 FT414S BON J1 TX139T MUS J3 WW150 COS J11 B CA116T BRO A14
YEAR 7	PE LEG GYM SC NOA G1 HI MGG A4 GE FIS P2 HI STA A3 GG MCL A13 EN PKE C2 EN RUG C3	PE LEG GYM GG JAM A1 SC AND P1 SC CRI G3 JA GOT C6 EN MEA C1 GE KMP C8 EN RUG C3	WW COS J11 HE MUS J1 CSK KDY A5 CSK ERW G8 EN RUG C4 AR ELL J10 AR CPR J9 ESL MEZ GG REE A3 PE JAM GYM	WW COS J11 HE MUS J1 CSK KDY A5 CSK ERW G8 MU WIK A13 SC CRI G1 AR CPR J9 GG REE A3 PE JAM GYM	MA GER G12 MA ERW G8 MA CHI J4 MA JUN G11 HI STA A4 JA BRL C6 EN PKE C7 HI LAM A6	HI MGG A2 EN SAN A3 EN BRG C2 EN RUG C4 MA SNG G10 MA BUR P1 MA SOA P2 MA NOA G8

ENGLISH LEARNING AREA

INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of communication such as film and the media, as they are increasingly influential in our modern life.

MIDDLE SCHOOL COURSE REQUIREMENTS

Each student must enrol for a sequential English unit (not an elective) every semester. Students will remain with the same teacher for both semesters except in year 8. Students must follow the units in sequence.

Electives are of semester duration and students may choose one of these in addition to the other units offered when this is possible. There are no pre-requisites for electives, except for EN410S.

EN410S is by invitation only and is recommended preparation for Year 11 Literature.

SEQUENTIAL UNITS

YEAR 8		YEAR 9	
EN201S	EN202S	EN203S	EN404S
PRE-SIGNED UNITS			
	EN205S	Literacy Enhancement Education	
EN210S	EN210S	English as a Second language – Support (E.S.L. Year 8, 9 & 10)	
EN220S	EN230S	English as a Second Language (E.S.L. Year 8)	
EN240S	EN420S	English as a Second Language (E.S.L. Year 9)	
EN430S	EN440S	English as a Second Language (E.S.L. Year 10)	
ELECTIVES			
EN410S	Towards Literature (semester 1)	EN416S	Australian Literature (semester 2)

SEQUENTIAL UNITS

The units offered in Middle School are part of a learning process, which begins in the Prep year and continues into Year 12 and beyond. The skills taught involve reading, writing, speaking, listening and movement. As students progress through the years they are expected to approach these tasks with increased sophistication.

YEAR 8

EN201S & EN202S SEQUENTIAL ENGLISH

Aims: These units are designed to develop students' literacy and thinking skills. A key focus is the provision of reading as a means of acquiring information about themselves, society and human experiences. This leads to the creation of original, imaginative commentaries using their own and other people's experiences from their developing insight and perception. Learning technologies are used to further refine their abilities to present written work and use the Internet for research in self-chosen areas of interest. Thinking skills and problem solving practice are critical to develop analytical skills.

Content:

- Read a variety of texts including short stories, poetry, novels and non-fiction (including information from the internet).
- Write in a variety of styles with computer aided presentation for the folio.
- Speak in formal and informal situations to both small groups and the whole class presenting ideas clearly and creatively.
- Develop an ability to read and write in a sustained way.
- Listen to and understand instructions.
- Contribute to the development of learning by taking responsibility for tasks undertaken.

Recommended Preparation: Year 7 English

Assessment EN201S

Oral Work
 Oral Tasks
 Text Work
 Text Essay
 Wider Reading
 Test

Assessment EN202S

Oral Work
 Oral Tasks
 Text Work
 Text Essay
 Wider Reading
 Test

EN203S & EN404S SEQUENTIAL ENGLISH

Aims: These units are designed to develop students' literacy and thinking skills for a variety of purposes and audiences. Students' skills in essay, opinionative and narrative writing are a key focus. Students are encouraged to develop the sophistication of their fictional responses through the provision of a variety of narrative and writing styles. Students will also undertake problem solving, research skills, reflection on their own learning and self-evaluation throughout the course.

Content:

- Read a variety of texts including novels, poetry, print and visual mass media, non-fiction and information from the Internet with informed and critical understanding.
- Write in the opinionative essay and narrative writing styles using the appropriate conventions and language.
- Develop self-directed learning and evaluation.
- Use the mass media and the Internet in research projects.
- Use computers in the presentation of written work.
- Speak in formal and informal styles to both small groups and the whole class, presenting information and opinions clearly and persuasively using appropriate strategies.
- Listen to and understand longer and more complex discussions or oral presentations.

Assessment EN203S

Oral Work
Oral Tasks
Text Work
Text Essay
Wider Reading
Test

Assessment EN404S

Oral Work
Oral Tasks
Text Work
Text Essay
Wider Reading
Test

EN410S TOWARDS LITERATURE**Aims:**

- To develop students' knowledge of different styles of literature.
- To introduce students to literary conventions and techniques.
- To provide useful preparation for Yr 11 literature.
- To develop higher order thinking skills.

Content: There will be an emphasis on different styles of literature and thinking skills, including a film text, a novel or play text and a selection of poetry and short stories.

Recommended Preparation:

- Year 8 Advanced English and Teacher recommendation

Assessment: 4 assessment tasks including 1 oral response and 3 written (either creative and/or analytical, depending on student choice).

NB: This unit is recommended preparation for Yr 11 Literature.

EN416S AUSTRALIAN LITERATURE

Aims: To develop students' awareness and appreciation of the evolving Australian literary tradition.

Content: Students examine and discuss examples of 20th Century Australian Literature, including poetry, short stories, plays and extracts from novels. Text selection will be negotiated according to student/staff interest.

Assessment: Students are assessed on class participation, written, creative and oral tasks.

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

EN210S**ENGLISH AS A SECOND LANGUAGE - SUPPORT CLASS**

Aims: This unit of English as a Second Language is designed to help students who require some extra assistance with the English language, outside of their regular ESL class.

Content: Students participate in activities aimed at enhancing oral and listening skills as well as grammar and vocabulary through reading and writing tasks. There is also an opportunity for students to get support with homework and assignments from across curriculum.

Assessment: Various types of assessment will be utilised according to the learning requirements of the students.

Enrolment is by recommendation of the ESL teacher.

EN220S, EN230S - Year 8 ENGLISH AS A SECOND LANGUAGE (E.S.L.)
and
EN240S, EN420S - Year 9 ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Aims: To develop and extend the English language skills of students from Non-English speaking backgrounds, by:

- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

Content:

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to and understand instructions.

Assessment: Writing, reading and oral activities and tests.

MATHEMATICS LEARNING AREA

The Mathematics units are designed so that students wishing to embark upon further academic studies in Mathematics select a mainstream sequence. Students who are intending to attempt a terminal Year 11 mathematics course, or not continue with Mathematics, will be provided with an appropriately modified stream of units.

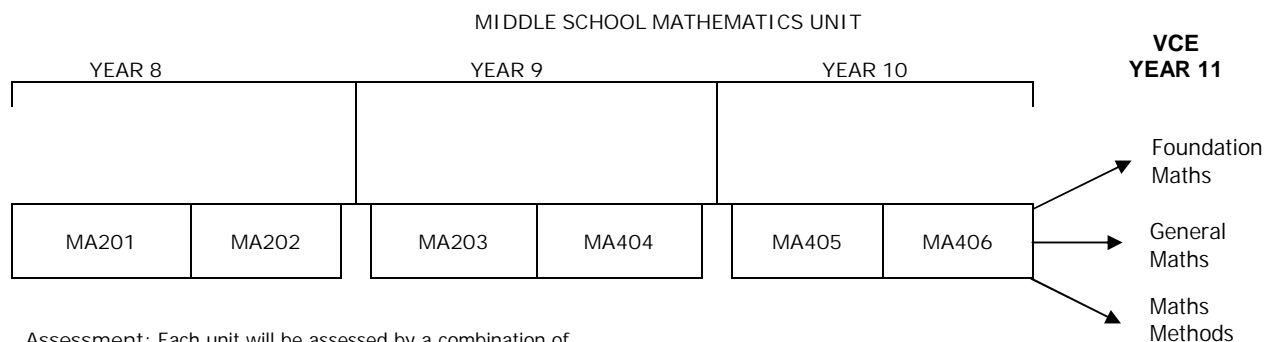
Basic Aim: To ensure that all students are competent with basic number skills and to cultivate reasoning and problem solving skills. All students will need to develop the ability to: execute basic arithmetic and algebraic skills, perform measurement tasks and spatial tasks, interpret data, understand and apply probability.

To do Mathematics in Senior School:

- 1) Four units of VCE Mathematics in Year 11
It is recommended that students should attain a Credit average or greater over the units Ma405 and Ma406 (Year 10 Maths).
- 2) Two units of VCE Mathematics in Year 11
Students may choose to do just two units of General Mathematics in Yr 11 and if successful then attempt Further Maths in Yr 12.

All students who attain the required points to pass Middle School will be provided with the opportunity to attempt Foundation Maths in Yr 11.

Mainstream Mathematics units are designed to be undertaken in the sequence shown below. Students who are having difficulty in coping with the standard of work in the mainstream units will be provided with a modified program. At least one advanced maths class will operate at each year level to provide high achievers with an enhanced mathematics program. Students for the advanced group(s) will be selected by the maths coordinator on a performance basis.



Assessment: Each unit will be assessed by a combination of

- a) Written tests
- b) Homework and classwork
- c) Project work
- d) Semester examination worth 30% (for Yrs 9 & 10 students only)

Homework: Students will have homework at least twice a week and in most cases students will have work to complete at home after each maths period. Year 8 students have mathematics 4 periods per week and Years 9 & 10 students 5 times per week.

All middle school students will receive a mathematics project each term, which will predominantly be completed by students as homework.

MA201S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: arithmetic operations involving directed numbers, algebraic expressions, geometry, percentages, measurement, and space.

Content:

Term 1: Integers - number lines and directed numbers. Order of operations. Basic algebra including symbolic expression, simplification, substitution, the distributive rule and factorising. Geometry - construction of angles, exterior angle of a triangle, angles on parallel lines, and angles in polygons.

Term 2: Percentages – estimating, calculating, and consumer applications of percentages. Measurement - units and converting between units, perimeter and circumference, area of triangles, parallelograms, trapeziums and circles, and volume of prisms. Transformations and symmetry.

Assessment:

- Topic Tests
- Projects
- Homework
- Classwork

MA202S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: solving equations, statistics, ratio and rates, the Cartesian plane, linear graphs, probability, and indices.

Content:

Term 3: Solution of linear equations. Statistics – samples and surveys, tables, graphs, and calculating averages. Ratio – writing ratios, simplifying, applications of ratios and scale drawing. Rates, in particular speed calculations. Introduction to the Cartesian plane.

Term 4: Plotting linear graphs. Probability – equally likely outcomes and an introduction to theoretical probability including tree diagrams. Indices – notation, index laws, squares and square roots and the correct use of a scientific calculator for evaluating indices. Review of the year's work.

Recommended Preparation: MA201S

Assessment:

- Topic Tests
- Projects
- Homework
- Classwork

MA203S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: surds, theorem of Pythagoras, exponentials, geometry, binomial expansions and factorizations, measurement, and probability.

Content:

Term 1: Introduction to the concept of exact values and surds, and the simplification of surds. Theorem of Pythagoras and its applications. Order of operations, including the correct use of a scientific calculator. Indices - index laws and an introduction to negative indices and standard form. Geometry – bisecting angles and lines, intersecting parallel lines, properties of triangles and quadrilaterals.

Term 2: Algebraic expansions, simplification and factorisation, including the difference of perfect squares and quadratic trinomials. Probability - experimental and theoretical probability, including multiple events. Measurement - perimeter and circumference, area, total surface area and volume of prisms.

Recommended Preparation: MA202S

Assessment:

- Topic Tests
- Projects
- Semester Exam
- Homework
- Classwork

MA404S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: solution of linear equations, graphing linear equations, solution of simultaneous equations, similar figures, trigonometry, percentages and applications of percentages, statistics, graphing parabolae, ratio and scale.

Content:

Term 3: Solution of linear equations and transposition. Linear graphs - plotting, calculating gradient, and sketching using the gradient method and the intercept method. Simultaneous equations - graphical solution, algebraic solution using both elimination and substitution. Similar triangles and applications of similar triangles. Trigonometry - using a scientific calculator, right-angled triangles, and applications of trigonometry.

Term 4: Percentages and applications of percentages including commission, simple interest and compound interest. Statistics - organising data, mean, median and mode, stem and leaf plots and box-plots. Quadratic Functions - quadratic relationships and plotting parabolas. Ratio and scale.

Recommended Preparation: MA203S

Assessment:

- Topic Tests
- Projects
- Semester Exam
- Homework
- Classwork

MA405S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: graphing and sketching linear equations and inequations, solving linear equations and inequations, solution of simultaneous equations, probability, indices, surds, expanding and factorising algebraic expressions, solving quadratic equations, variation and rates.

Content:

Term 1: Sketching linear equations. Gradient and calculating gradient. Distance between two points. Solution of linear equations and inequations. Sketching inequations. Simultaneous equations - graphical solution, algebraic solution using both elimination and substitution. Probability – tree and venn diagrams, compound events, independent events and odds.

Term 2: Indices – index laws, negative indices, fractional indices and appropriate use of calculator. Surds - simplification and rationalisation. Expanding, simplifying and factorising algebraic expressions, including the difference of perfect squares, quadratic trinomials and completing the square. Solving quadratic equations using factorisation methods and the quadratic formula. Variation, ratio and rates.

Recommended Preparation: MA404S

Assessment:

- Topic Tests
- Projects
- Semester Exam
- Homework
- Classwork

MA406S MAINSTREAM MATHEMATICS

Aims: That students develop mathematical skills in: measurement, the use of statistics to analyse data, graphing and sketching parabolae, solving quadratic equations, trigonometry and applications trigonometry, trigonometric graphs, circle theorems, money and time.

Content:

Term 3: Statistics – random sampling, stem and leaf diagrams, measures of central tendency and measures of spread, box plots, lines of best fit and correlation. Money and time, including applications of percentages, simple interest and compound interest. Measurement - areas of composite shapes, surface area and volume.

Term 4: Quadratic functions – solution of quadratic equations including the use of the quadratic formula, quadratic graphs and sketches. Trigonometry – correct use of calculator, unit circle and applications of trigonometry including bearings, elevation and depression. Trigonometric graphs and exact values. Circle properties – angles and arcs, chords, radii and tangents. Areas of sectors.

Recommended Preparation: MA405S

Assessment:

- Topic Tests
- Projects
- Semester Exam
- Homework
- Classwork

SCIENCE LEARNING AREA

The science program develops knowledge, skills and attitudes in each of the following areas:

- Science as knowledge: Understanding and explanation of natural phenomena and the skills, techniques and values of scientific enquiry.
 - Science as technology: The design, realisation and testing of equipment or techniques for the achievement of practical purposes; applications of science in everyday life; technological approaches to environmental problems and social issues.
 - Science and Society: Science as a human activity, the history and philosophy of science, and the place of science in our culture; moral issues related to scientific pursuits; who controls science; science in our everyday lives; limitations of scientific perspective of the world.
 - Science and personal development: Knowledge and skills that are useful in leisure, in the work place, and in the community; knowledge and attitudes that enhance personal health and safety; opportunities for development of language, mathematics and artistic expression; ability to solve problems and use logic and evidence; skills in gathering data and using libraries; self-esteem through increased understanding and practical achievement; insights and attitudes that encourage action for social and/or environmental benefit.
- Class sets will be supplied, wherever possible.
 - Work will involve practical work, class discussion, research assignments, reading, answering questions and testing your progress.

MIDDLE SCHOOL SCIENCE UNITS

SC201S	An Introduction to Chemistry and Physics	\$SC401S	Chemistry and Electronics
\$SC202S	Practical Chemistry and Electronics	SC402S	Traffic and the Motor Car
\$SC203S	Science in the Home and Garden	SC404S	Crime Scene Investigation
SC204S	Mammals and Their Environment	SC406S	Flora, Fauna and Earth Science
\$SC205S	Animal Behaviour and Museum Preparations	SC407S	Medical Science
SC206S	Dinosaurs, Geology and Forestry	SC408S	Society's Use of Materials and Energy
SC207S	Toys in Space	SC409S	From Ape to Robotics
SC208S	Inventions and Chicken Science	SC436S	Marine Biology
		SC444S	Sport Science

How will you select which unit to do?

- All Middle School students will be expected to complete at least one Science unit per semester.
- All Middle School students who want to do a Science course (Physics, Chemistry and Biology) in Year 11 will be expected to achieve a Credit 2 minimum in relevant Science Units.
- Not all units will be available all the time.

SC201S INTRODUCTORY CHEMISTRY & PHYSICS

Aims: To introduce students to basic principles related to chemistry and physics, the use and safe handling of simple apparatus and measurement techniques related to science.

Content: The emphasis of this unit will include; states of matter, particle theory of matter, periodic table, introduction to forces, magnetism, flotation, static charges, gravity and friction. Students also examine concepts of mass, weight and acceleration due to forces. This unit will also focus on practical skills, the use of laboratory apparatus, measuring methods and the basic unit to measure force.

Recommended Preparation: Nil

Assessment:

- Tests
- Assignments
- Homework
- Practical work
- .

\$ SC202S PRACTICAL CHEMISTRY AND ELECTRONICS (\$20)

Aims: To introduce students to a variety of experimental techniques in relation to chemistry and electronics in industry and about the home.

Content: Students will carry out and have design input into experiments about: extracting plant dyes and using them, crystal growing, food tests, soil pH, common acids and bases, indicators, acids on rocks and metals, filtering and chromatography. Students will also carry out and have design input into experiments about: conductors and insulators, series and parallel circuits, switches, short circuits, globes, batteries, household wiring, useful solid state circuits, sirens and flashing circuits.

Correct handling and disposal of chemicals and safety considerations when looking at household wiring is also covered.

Recommended Preparation: Nil

Assessment:

- Written Tests
- Homework
- Practical Log Books
- Assignments

\$ Payment of \$20 required for purchase of electronic kits.

\$ SC203S SCIENCE IN HOME & GARDEN (\$cost to be advised)

Aims: To introduce students to science as it applies in their home and garden.

Content: The biology of common household and garden plants and animals. An introduction to horticulture including propagation of new plants from cuttings, raising seedlings, terrariums, hanging baskets, indoor plants, plants in containers and composting. The chemistry of common household items and materials. The physics of the home as it applies to lighting, heating, cooking, power supply, water supply, waste disposal, home construction and the operation of common home appliances.

Recommended Preparation: Nil

Assessment:

- Test results
- Homework assignments
- Class assignments
- Video assignments
- Practical reports

\$ This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

SC204S MAMMALS AND THEIR ENVIRONMENT

Aims: To assist students to understand their environment and the impact that mammals as consumers have on it.

Content: Students study ecology and the inter-relationships between producers (green plants), consumers (animals) and decomposers (bacteria), including food chains and food webs.

There is identification of and a focus on various types of mammals investigating how they live and function within ecosystems. Students look at the digestive, excretory and respiratory systems.

In addition to fieldwork, students carry out a number of dissections.

Recommended Preparation: Nil

Assessment: Tests, practical reports, research reports, class work and homework.

\$ SC205S ANIMAL BEHAVIOUR AND MUSEUM PREPARATIONS (\$6)

Aims: To introduce students to a scientific understanding of animal behaviour, and to give students some understanding of how museum specimens are prepared.

Content:

- Pet mice are kept to enable students to make a careful study of their behaviour patterns. Video assignments, which emphasise the design of scientific experiments to investigate animal behaviour. The behaviour of pets, eg. Cats and dogs and farm animals, eg. Horses, cattle, sheep and pigs.
- Students will prepare a microscope slide of a garden snail's teeth, prepare and display a life-like latex cast of a cane toad, and dissect a cane toad and display its organs as a properly prepared labelled museum display. Students will also embed a specimen in plastic resin.

Recommended Preparation: Nil

Assessment:

- Homework assignments
- Test results
- Class assignments

\$ Payment of \$6 for plastic embedding resin etc.

SC206S DINOSAURS, GEOLOGY AND FORESTRY

Aims: To assist students to understand the living forest environment, the effect of logging and the effective management of resources.

To introduce students to basic geology and the study of dinosaurs and other fossils.

Content:

- Understand forests and other ecosystems
- Trees (What types are there and how do they grow)
- Production of wood
- Timber and its uses
- Making paper
- Effect of bushfire
- Logging
- Regeneration and human output into forest sustainability
- Fossil formation and geological history
- Dinosaurs
- Major rock types
- Minerals
- Growing crystals

Recommended Preparation: Nil

Assessment:

- Test results
- Practical reports
- Work sheets
- Assignments

SC207S TOYS IN SPACE

Aims: To further acquaint students with our solar system and the features of the known universe.

To look at the scientific principles of toy design and evaluate how they will operate in space.

Content: Students will review the main features of the solar system and compare it to the known universe. Space technology and a brief history of astronomy will be covered. The design of astronomical telescopes and spectrosopes will be investigated. The life cycle of stars and the identification of major constellations will be covered. The NASA "Toys in Space" program will be a focus for evaluating the behaviour of common toys in micro-gravity.

A variety of toys are demonstrated and designed by students to help explain the scientific principles applied in areas such as force, motion, magnetism, static electricity and waves.

Students will carry out and have design input into experiments about: rockets, planes, gyroscopes, gliders, windup toys, bubbles, balance toys, magnetic toys, spinning toys, slinky springs, static balloons and kaleidoscopes.

Recommended Preparation: Nil

Assessment:

- Written Tests
- Homework
- Practical Work
- Assignments

SC208S INVENTIONS AND CHICKEN SCIENCE

Aims: To introduce students to consumer science, inventors and inventions and a variety of reproductive life cycles in both animals and plants.

Content:

- Standardised testing of household items and appliances. A history of inventors and inventions. Mechanisms and how they work. Students make a simple electric motor and a simple radio.
- Students monitor the development of fertile chicken eggs until they hatch and study a number of different animal and plant life cycles.

Recommended Preparation: Nil

Assessment:

- Homework assignments
- Test results
- Class assignments

\$ SC401S CHEMISTRY AND ELECTRONICS (\$20)

Aims: To develop experimental skills and knowledge in chemistry and electronics. To assist students in understanding the operation of common electronic devices found in the home and in industry. To assist students in understanding the chemical industry and the chemical analyses undertaken to prepare products for consumer use.

To prepare students for topics in Units 1 and 2 VCE Chemistry and Units 2 and 3 VCE Physics.

Content:

- Chemistry of cosmetics
- Soaps and detergents
- Food chemistry
- Plastics, organic and polymer chemistry
- Electrochemistry
- Electric current generation
- Magnetism and electricity
- Electronic components
- Digital electronics
- Electronic communication such as telephone systems
- "Flip-flops"
- Computer memory

Recommended Preparation: Basic chemistry and electricity circuits eg. SC201S and SC202S.

Assessment:

- Written tests
- Homework
- Research assignments
- Practical activities

\$ Payment of \$20 for purchase of electronics kits.

SC402S TRAFFIC & THE MOTOR CAR

Aims: To help students understand the physics and chemistry concepts involved in the design and running of the motorcar. Provide a practical application of motion and dynamics. Foster responsible use of the motorcar. Introduce students (to some principles covered in) VCE physics and VCE chemistry.

Content:

- Main components of the car
- Internal combustion engine theory (Physics)
- Alternative energies (Chemistry)
- Safety features-Driver behaviour-Road rules
- Environmental impact
- Traffic flow, road design
- Acceleration and forces (Physics). Basic

Recommended Preparation: Chemistry and Physics units eg. SC201S and SC202S

Assessment:

- Tests
- Practical reports
- Poster
- Written assignments

SC404S CRIME SCENE INVESTIGATION

Aims:

- To introduce students to some of the techniques used by the police to solve crimes.
- To assist students to understand how inherited characteristics are transmitted from one generation to the next.
- To prepare students for topics in Unit 1 VCE Chemistry and Units 2 and 4 VCE Biology.

Content:

- Using a microscope to examine cell structure, hairs fibre and paint chips
- Using UV light to examine broken glass and forged cheques
- Making casts of footprints
- Looking at blood DNA, chromosomes, genes, cell division, pedigrees and the results of breeding experiments, mutations and current developments in genetic engineering.
- Collecting and classifying fingerprints and using them for identification purposes.

Recommended Preparation: Nil

Assessment:

- Written tests
- Practical reports
- Homework assignments
- Pedigree poster
- Written report on an analysis of a crime scene

SC406S FLORA, FAUNA AND EARTH SCIENCE

Aims: To introduce students to the unique characteristics of Australian plants and animals and to introduce students to our changing earth.

Content:

- Feature of Australian Mammals (marsupials and monotremes)
- Study of typical flora such as eucalypts and wattles
- Research project in the classroom on an arthropod of their choice, eg beetles or Slater
- Earth structure
- Volcanism and Earthquakes
- Describing the process and issues associated with the extraction of metals from ores and their use
- Corrosion and corrosion prevention
- Discussion on the evidence that support the theory of plate tectonics

Recommended Preparation: Nil

Assessment:

- Test results
- Homework
- Worksheets
- Assignment
- Practical Reports

SC407S MEDICAL SCIENCE

Aims: To investigate the importance of scientific method (observation, hypotheses, experimentation and analysis) in the development of medical science from Hippocrates to the 21st Century.

Content: Past and present techniques of medical treatment and knowledge will be studied. The unit will look at the discovery, treatment and prevention of human diseases, development and use of vaccines, antibiotics, surgical procedures, prosthetics and medical imaging technology. The relationship between medical science, sanitation and public health is investigated.

The structures and functions of our human body are studied to gain an understanding of the effect of disease on our body systems and their possible treatment through medical science.

Recommended Preparation: Basic Biology unit eg. SC204S.

Assessment:

- Class and homework assignments
- Two research projects
- Practical reports
- Tests
- Semester exam

SC408S SOCIETY'S USE OF MATERIALS AND ENERGY

Aims: To introduce students to a wide range of materials (metals, plastics, glass and wood) and to analyse why they are most suited for specific applications. To analyse the impact of energy production on the environment and how energy can be used more efficiently by industry and in the home.

This unit will help prepare students for VCE Chemistry and VCE Physics

Content:

- Chemical Bonding – what holds certain materials together?
- Structure of materials
- Chemical and physical properties of materials
- The suitability of materials for a particular purpose
- Stress and strain analysis of materials
- Construction of structures using materials
- Forms of energy
- Energy sources – renewable, non renewable
- Cost of energy sources
- Selling and distributing of energy
- Pollution and waste disposal
- Energy in the home
- Energy efficiency
- Use of energy for appropriate applications
- Conservation of energy

Recommended Preparation: Basic Chemistry or Physics units eg. SC201S and SC202S.

Assessment:

- Written tests
- Homework assignments
- Preparation of a poster
- Practical activities
- Preparation of a model

SC409S FROM APE TO ROBOTICS

Aims: To introduce students to the major stages in the evolution of life, and the evolution of humans. To introduce students to some scientific principles behind modern defence forces including the mechanical operations of robotic systems. Students will program robots and design and evaluate robotic systems.

Content:

- Different forms of geological dating, the Geological time scale, evolution of the major groups of animals and plants, different types of fossils and the origins of man
- Nuclear chemistry, star wars physics and nuclear war. Recent developments in nuclear weapons, the likely consequences of nuclear war and progress in arms control
- Simple machines, mechanical devices
- Operation of sensors and actuators
- Assembly of robots to perform given tasks
- Participation in the robotic competition

Recommended Preparation: Basic Chemistry and Physics units eg. SC201S, SC205S and SC202S.

Assessment:

- Written assignments
- Assembly of robots
- Practical reports on the performance of the robots
- Programming tasks
- Posters
- Homework tasks

SC436S MARINE BIOLOGY

Aims: To introduce students to marine environments and the organisms that live there.

Content: Animals and plants found in different marine habitats, e.g. rocky shores, rock pools, intertidal sand and mudflats, estuaries, the sea floor, the open ocean and coral reefs. Physical and chemical environmental factors, e.g. currents, tides, waves, salinity and oxygen. Students may be given the opportunity of participating in an excursion.

Recommended Preparation: Basic Biology unit eg. SC204S.

Assessment:

- Tests results
- Homework assignments
- Practical and video reports.

SC444S SPORT SCIENCE

Aims: To assist students to understand how the bones, joints, muscles, respiratory system and nervous system operate with a person performing a wide range of sports. Also to meld the scientific principles of Newtonian Physics with their practical uses in these sports. To help prepare students for topics in VCE Biology and VCE Physics.

Content:

- Types of joints
- Action of levers
- Muscular strength
- Acquiring skills
- Exercise and fatigue
- Mechanics of jumping, throwing and racket sports
- Blood circulatory system
- Respiration
- Nutrition
- Drugs in sport
- Measurement for competition and improved performance
- Athletic clothing
- Force, acceleration, friction, momentum, elasticity, flight trajectory
- Centre of mass, balance and stability

Recommended Preparation: SC201S and SC202S would be useful.

Assessment:

- Written tests
- Homework assignments
- Preparation of a poster
- Practical activities

HUMANITIES LEARNING AREA

(a) COMMERCE

Introduction

The Middle School commerce units introduce students to the structure and management of the economy and its resources, the world of work and business, and Australia's political and legal systems. Major concepts developed include:

- Civics and social organisation
- Citizenship
- Economic management and decision making
- Employment
- Enterprise
- Business and financial organisation
- Globalisation

The knowledge and skills acquired through commerce units will be relevant in students' future lives as well as in the VCE studies of Economics, Legal Studies, Accounting and Business Management.

Students will be given a course outline when they commence a Commerce Unit. This will set out the course content in more detail than the following guide.

ASSESSMENT: Assessment tasks can include:

- Glossary of Terms
- Assignments/worksheets
- Tests
- Homework
- Work book/Folio
- Semester Examination (4 point units)

Some units have other assessment tasks and these are noted in the unit description.

CO 201S	Introduction to Commerce	CO 411S	Job or Jobless
CO 202S	Active Citizenship	CO 413s	Current Economic Issues
CO 205S	Personal Finance Life Skills	CO 421S	Survival Skills For Consumers
CO 225S	Protection for the Consumer		

CO201S Introduction to Commerce

Aims: Students are to gain an understanding of basic economic concepts principles and models. They will achieve an appreciation of their role as producers, workers and consumers in a local, national and global economy. Specifically, students will develop an understanding of the nature of scarcity, opportunity cost, and resource allocation.

Content:

- Students investigate how the interaction between buyers and sellers influences prices.
- What are the opportunity costs and trade-offs involved due to scarcity in resource allocation
- What stages of production are involved to convert goods and services from primary resources to finished products
- What policies/initiatives are used by government to encourage/sustain economic activity
- What is the role of government at local, state and federal levels

Assessment:

- Case Study Analysis
- Media Analysis
- Research Investigation

CO202S Active Citizenship

Aims: To explore how politics effects our life and the basis democratic values and principles. To understand why we need laws and the rights and responsibilities as citizens.

Content:

- What are Democratic values and laws?
- Why did Australia become a Federation?
- What are the different forms of Government in Australia?
- What is the role of Non Govt. organisations?
- How can individuals contribute to an organisation?

Assessment

- Annotated Visual display
- Tests
- Research Task

CO205S Personal Finance Life Skills

Aims: To develop an understanding of personal financial skills for life as a consumer in the 21st. century.

Content:

- What is a budget?
- What is an account and what types of account are there?
- What terms and concepts are needed to understand the course material?
- What is E commerce?
- What is marketing and how does it influence the consumer?
- How does the consumer apply for a bank account?
- How can the internet be used effectively to obtain service products such as insurance?
- How can the internet be used to help plan a career?
- How do changes in the environment affect the consumer?

Assessment:

- Personal Budget Activity
- Consequences Game
- Dealership Activity
- Life Activity

CO225S Protection for the Consumer

Aims: This unit is aimed at helping students to develop personal financial literacy skills and an understanding of the importance of being an informed consumer. Looks at a variety of forms of protection available to consumers such as assessing insurance requirements in a variety of important consumer fields.

Content:

- What is insurance?
- Why is insurance important?
- What are the various types of insurance effecting consumers? (Car, House & contents, WorkCover, Health, Life, Super)
- Where are how to obtain consumer protection?
- How do we apply for insurance?
- How can the internet be used to access internet products?
- What career options are there in the insurance industry?

Assessment:

- Case study Analysis
- Investigation of a safe workplace
- Research Assignment

CO411S Job or Jobless

Aims: To introduce students to the necessary skills and concepts required to become an active and positive member of the workforce.

Content:

- An examination of the need to work.
- Investigating career choices.
- The skills and steps required to gain entry into the workforce. Eg. Resumes, interview techniques etc.
- The changing nature of work.
- Key issues eg. Workcover, Unions, Equal Opportunity etc.

CO413S - CURRENT ECONOMIC ISSUES

Aim: To introduce students to a wide range of economic issues which are important to the Australian economy today.

Content:

- An introduction to basic economic concepts – scarcity, opportunity costs, values, resources, economic theories, international trade
- A range of current economic issues and the impact of each on the growth and well being of the Australian economy

Recommended Preparation: This unit would be useful preparation for students intending to study Year 11 Economics

Assessment: As listed in the introduction above.

CO421S Survival Skills for Consumers

Aims: To extend consumer knowledge from introductory commerce units

Content:

- A detailed study of the consumer in society
- Credit
- Money management
- Influences on the consumer- advertising, packaging, labelling

- Types of selling
- Collecting information for a purchase.
- Protection for consumers

Assessment:

- Research tasks
- Case Studies

(b) GEOGRAPHY

Introduction

In today's world of dwindling resources, vital issues such as the environment, conservation, population growth and recreation all need to be addressed. Geography can and does play a vital role in the understanding of these issues. It is concerned with location and distribution of various phenomena on the Earth and the study of the interaction between people and environment.

Geography should be seen as a six-year program in secondary school:

Year 7 – Introduction to the scope and skills of the subject, such as landscape studies and mapping skills.

Middle School – extension and consolidation of skills.

Senior School – analysis and interpretation of data and inter-relatedness of patterns of distribution.

What can be expected in Geography units?

Work will involve a broad variety of activities including class discussions, assignment work, film or video reviews, practical work, some field work, computer work and testing of geographical concepts taught in class.

GG 201S	Come on Aussie	GG 412S	Save Our World
GG 203S	Where in the World?	GG 432S	International Issues
GG 204S	Tourism	GG 433S	Global Places, Global Faces
GG 206S	Disasters	GG 434S	Introduction to GIS Software

GG201S Come on Aussie

Aims : To develop an understanding of Landforms, climate population and land use patterns in Australia and the local area.

Content:

- Characteristics (physical and human) of the different regions of Australia
- Settlement patterns
- Land uses in Australia
- Identify major physical features
- Processing of data and present summary of results
- To undertake fieldwork of a selected local region and report on the human activities that occur within it.
- Apply knowledge of mapping skills.
- Develop an appreciation of the living conditions and diversity of people including Indigenous communities.

Assessment:

Task 1: folio of practical exercises

- mapping, graphing,

Task 2: data analysis and interpretation

Task 3: Research report (landforms, region, resources)

GG203S Where in the World

Aims: This unit consolidates basic geographic skills and expands the mapping and graphing skills to enable students to interpret visual and statistical data. This unit also increases awareness of places in the world.

Content:

- Use Geographic skills and tools for investigation
- Investigate characteristics of Asia/Pacific region
- Patterns, distributions and occurrence of major physical features.
- Application of scale, grid references, legend and direction on various maps.
- Observe mapping conventions.
- Collect and process data.

Assessment:

Task 1- Mapping Folio

Task 2 - Tests

Task 3 – Where in the world project

GG204S Tourism

Aims : For students to understand the importance of tourism and evaluate the positive and negative consequences of many tourist related activities.

Content:

- Students investigate the sustainability of Tourism in Asia Pacific.
- Students evaluate existing management policies for tourism.
- Students design their own management policies.
- Compare and contrast existing tourist destinations.
- Effects of human or natural disaster on tourism.
- Investigate exploitation of indigenous cultures.
- Antarctic Tourism.

Assessment

Task 1- Data analysis and interpretation.

Task 2- Role Play on the development of a tourist resort within an environmentally sensitive region.

Task 3- Research Project on a Tourist Destination.

GG206S Disasters

Aims : To develop and understanding of the causes of disasters. how humans can predict, manage and minimise the impacts of disasters.

Content:

- Students extend their knowledge of physical phenomena and the processes that produce them.
- Students design policies and evaluate existing policies for managing the impact of disasters.
- Identify patterns of distribution and inter-relationships with human activities.
- Students use maps and data as sources of spatial information.

Assessment:

Task 1- Map disasters in the Asia Pacific region over a defined period

Task 2- Case study on the impacts of a disaster in Australia and the Asia /Pacific region.

Task 3- Disaster awareness and management kit.

GG412S - SAVE OUR WORLD

Aims: To develop student awareness and understanding of our earth's resources and human impact upon them, and to predict and explore future management strategies.

Content:

- What is a resource?
- Changes over time – resources in the past, present and future
- Resource management
- Land degradation
- Forest destruction
- Saving the water
- Energy use and abuse

Recommended Preparation: Nil

Assessment:

- Tests/exam
- Practical exercises (including mapping and statistical interpretation and analysis)
- Video reports
- Research project(s)
- Debate and group presentation
- Classwork/homework

GG432S International Issues

Aims: To create an awareness and understanding of current pertinent international issues. Focusing on a range of environmental and social issues with a variety of scales eg. refugees, trade, endangered species, Okavango Delta, terrorism, eco-tourism and international aid.

Content:

What is an international issue?

Range of scales of issues.

Understanding issues through analysis of Social, Historical, Environmental, Economic and Political factors.

How conflicts are resolved.

The role of the United Nations, NGOs and governments.

Assessment:

Task 1 - Essays

Task 2 - Group research task

Task 3 - Debate

GG433S Global Places, Global Faces

Aims: Students will study a range of physical and human environments to develop their geospatial skills eg. advanced cartography, cross sections profiles, graphing techniques.

Content:

- Develop an ability to interpret mapping and graphing material.
- Develop an understanding of Spatial Concepts.
- Develop interpretive skills.
- Improve global awareness.

Assessment

Task 1 - Mapping portfolio

Task 2 - Research Assignment

Task 3 - Tests

GG434S Introduction to GIS Software

Aims: To introduce students to using ArcGIS 9 Desktop edition mapping software. Students explore current geographic issues using GIS software to create and interpret maps and data. Students will enhance their ability to take charge of their own learning, sort data, make decisions, come to a consensus and to produce a map that will answer their questions.

Content:

Students will undertake a series of electronic lessons on topics such as Plate Tectonics, climate, population issues, water and wealth. At the same time, they will build their proficiency in using GIS software.

(c) HISTORY

Introduction

In order to put ourselves and society into some perspective, we must study the past. Only by understanding the past can we come to grips with today's world and the world of the future. This faculty offers a wide range of units covering many countries and topics as well as an in-depth look at our own culture and society. Not only will the student broaden his/her knowledge of the world and his/her society, but also will develop a wide range of skills such as locating and selecting relevant information; expressing information; note taking; comprehending and evaluating different resource materials; formulating and testing hypotheses and essay writing.

HS 204S	Medieval History	HS 401S	Civil Wars and Independence
HS 206S	Soothsayers and Surgeons	HS 421S	From Dreamtime to Federation
HS 208S	History Mysteries	HS 422S	Black is Beautiful (Aboriginal History)
HS 232S	I am Spartacus – Exploring Ancient Rome	HS 423S	Home and Away (Post World War 2 Immigration)
HS 233S	Medieval Japan – Children of the Sun		

HS204S Medieval History

Aims: Students develop knowledge and understanding about medieval societies and their role in providing the foundations of modern society.

Content: After an introduction on the fall of the Roman Empire and the nature of historical evidence, students cover topics concerning social, intellectual, economic and political developments in the period 500 – 1500 AD. Emphasis is placed not only on knowledge of these areas but also on the skills required to study History effectively.

Assessment:

- Research assignments
- Powerpoint Presentations
- Models, posters and oral presentations

HS206S Soothsayers and Surgeons

Aims: To introduce students to the major religions and belief systems of the world, and to examine the way beliefs and rituals have impacted medical practices. To provide an insight to the development of medicine and medical thinking.

Content:

- What forms of celebration and rituals are evident in the key religions?
- What role does religion play in medical treatment?
- What types of medicinal treatment were evident in ancient societies and how does it differ from today?
- Explore the difference between secular and non-sacred organizations.

Assessment:

- Research assignments
- Powerpoint Presentations
- Models, posters and oral presentations

HS208S History Mysteries

Aims: Students develop knowledge and understanding about the incomplete and sometimes inaccurate nature of historical evidence as exemplified through the study of a number of famous ancient and medieval mysteries. This enhances students' knowledge and use of historical concepts such as time, change and continuity, and cause and effect, and develops a broad historical map.

Content:

- Who was Oetzi the Iceman, and how did he die?
- Who built Stonehenge, when, and why?
- Did the city of Troy and the Trojan horse really exist?
- Does the Bayeux Tapestry tell the truth about the Battle of Hastings?
- Was Richard III guilty or innocent of murder?
- Was Joan of Arc a witch or a martyr?
- What happened to the Mary Rose?
- What happened in the plague village of Eyam?

Assessment:

- Research assignments
- Powerpoint Presentations
- Models, posters and oral presentations

HS232S I am Spartacus – Exploring Ancient Rome

Aims:

- Develop a knowledge and understanding of key aspects of the Roman Civilization
- Draw connections between Australia and Ancient Rome using elements such as culture, civics and citizenship, technology, education, society (architecture, baths, entertainment), military
- Further developing research and historical inquiry skills.

Content:

How did the Romans become good Empire builders? Exploration of military, leadership, weapons, expansion of culture
How is the legacy of the Romans important to today's society and structure?

What was daily life like for the Romans?

Examine the film "Gladiator" and evaluate it as a useful source of historical evidence

Comparison of Roman beliefs to other ancient civilizations and another different belief system

Evaluating existing primary source materials as a means of drawing conclusions about Roman society

Analyse the roles of key individuals in Roman society

Assessment:

- Research assignments
- Powerpoint Presentations
- Models, posters and oral presentations

HS233S Medieval Japan- Children of the Sun

Aims

- Develop a knowledge and understanding of key aspects of Medieval Japanese society.
- Draw connections between Australia and Medieval Japan using elements such as culture, civics and citizenship, technology, education, society, and architecture.
- Further developing research and historical inquiry skills

Content:

- What are the origins of Medieval Japan? Where did the people come from? How did they get there?
- How was Medieval Japanese society organised?
- What role did religion play in medieval society? Compare with another medieval society.
- Why were castles built? What made people think they were necessary?
- What was life like for all people in all levels of medieval society?
- What impact did myths and legends have on medieval Japanese society?
- What were the customs, values and status of the Samurai?
- What is the link between religion and artistic expression in medieval Japan?
- What role has medieval Japan had in the shaping of modern Japan?

Assessment:

- Research assignments
- Powerpoint Presentations
- Models, posters and oral presentations

HS401S - CIVIL WARS AND INDEPENDENCE

Aim: To gain an understanding of the clashes of ideology that lead to civil unrest. This unit focuses on the struggles for independence in a selection of countries chosen from Ireland, Vietnam, Rwanda and East Timor.

Content:

Ireland

- Gaelic culture
- British settlement
- The fight for independence
- A divided Ireland

Vietnam

- Traditional life and early history
- Colonisation and its effects
- Indochina and Geneva
- The emergence of communism and the Vietnam War
- Effects of the war and the refugee problem

Rwanda

- Traditional life
- Colonialism in Africa
- Racial Divisions
- Genocide
- United Nations

East Timor

- Traditional life
- Colonialism
- Invasion
- Independence

Recommended Preparation: Nil.

Assessment:

- Class exercises
- Document studies
- Essay
- Research tasks
- Tests
- End of course exam

HS421S From Dreamtime to Federation

Aims: To discover the events that have shaped this nation from the arrival of the Aboriginal people over 40,000 years ago to the birth of a nation in 1901.

Content:

- Aboriginals
- Early European exploration
- Early Settlement
- Convicts
- Gold Rush
- Towards Federation

Assessment:

- Research Tasks
- Analytical Tasks
- Tests

HS422S Black is Beautiful (Aboriginal History)

Aims: To look at the history of the indigenous people of Australia and to examine how the past has shaped the way Aboriginal culture and heritage is viewed today. To compare the human rights of Aboriginals with the struggles of African Americans.

Content:

- Aboriginal History
- Land rights
- The Stolen Generation
- Living conditions
- Civil Rights protest

Assessment:

- Research Tasks
- Analytical Tasks
- Tests

HS423S Home and Away (Post World War 2 Immigration)

Aims: To examine the events that led to the Australian post war immigration boom. To look at how immigration has shaped modern Australia.

Content:

- The White Australia Policy
- The need for migration
- World War 2 refugees
- Selling migration
- Multiculturalism

Assessment:

- Research Tasks
- Analytical Tasks
- Tests

HS424S Night of the Notables (Significant Australians)

Aims: To examine the lives and achievements of great Australians and their lasting legacy to the nation.

Content:

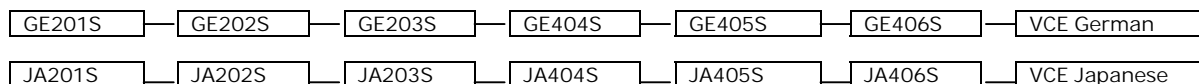
- Study the lives of great Australians such as – Weary Dunlop, Sir Donald Bradman, Fred Hollows, Howard Florey, Nancy Wake, Victor Chang, Dawn Fraser and Mary McKillop.
- Includes participation in a Night of the Notables event.

Assessment:

- Research Tasks
- Analytical Tasks
- Tests

L.O.T.E. LEARNING AREA - (LANGUAGES OTHER THAN ENGLISH)

GERMAN AND JAPANESE



MAINSTREAM L.O.T.E.

A language is by its very nature sequential. The serious student who hopes to study a language at VCE level will need to ensure that continuity of study is maintained particularly in the latter stages of the course.

To satisfy Middle School and to move to senior school, it is recommended that you study your chosen language and achieve satisfactory grades throughout Middle School.

NOTE: GE405S/406S should be regarded as vital preparation for the VCE L.O.T.E. German.
 Similarly JA405S/406S are vital preparation for VCE Japanese.

L.O.T.E. Unit No.

GE201S	Deutsch 1 Basic German A
GE202S	Deutsch 2 Basic German B
GE203S	Deutsch 3 Intermediate German A
GE404S	Deutsch 4 Intermediate German B
JA201S	Nihongo 1 Basic Japanese A
JA202S	Nihongo 2 Basic Japanese B
JA203S	Nihongo 3 Intermediate Japanese A
JA404S	Nihongo 4 Intermediate Japanese B

(a) GERMAN

GE201S DEUTSCH 1 - BASIC GERMAN A

Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar every day situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world, e.g. holiday and travel, food, time and dates, making arrangements. They are required to learn topic-related vocabulary and become familiar with the following grammar elements: nominative definite and indefinite articles, subject pronouns, personal pronouns, accusative articles, present tense of common verbs and the use of modal verbs. Some activities may involve the use of information technology resources for research and for the production of assignments.

Recommended Preparation: Year 7 German

Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work

GE202S DEUTSCH 2 - BASIC GERMAN B

Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar every day situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world, e.g. animals and pet care, celebrations, weather, making arrangements, German foods and food preferences. They are required to learn topic-related vocabulary and become familiar with the following grammar elements: using simple comparatives and superlatives, extension of modal verbs, strong and weak verbs, separable verbs, and accusative case articles. Some activities may involve the use of information technology resources for research and for the production of assignments.

Recommended Preparation: GE201S

Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work

GE203S DEUTSCH 3 - INTERMEDIATE GERMAN A

Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar every day situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world, e.g. asking for and giving permission, persuasion, dining out, discussing sport in general and particular sports. They are required to learn topic-related vocabulary and extend their understanding of major grammatical structures e.g. perfect tenses, modal verbs, imperatives, accusative prepositions, coordinate and subordinate clauses, comparative and superlative forms. Some activities may involve the use of information technology resources for research and for the production of assignments.

Recommended Preparation: GE202S

Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work.

GE404S DEUTSCH 4 - INTERMEDIATE GERMAN B

Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar every day situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to the students' experiences and interests e.g. parts of the body and discussing health, the household and household chores. They are required to learn topic-related vocabulary and extend their understanding of major grammatical structures e.g. extension of perfect tense of common verbs, separable verbs, subordinate clauses, prepositions with accusative and dative cases, comparative and superlative forms. Students will also complete a range of research and German language activities using IT resources where possible.

Recommended Preparation: GE203S

Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work

(b) JAPANESE

JA201S NIHONGO 1 – BASIC JAPANESE A

Aims:

- To develop students ability to understand and use Japanese within the world of their experiences.
- To convey personal or factual information in writing and speaking.
- To heighten awareness of Japanese culture and lifestyle.
- To promote understanding and tolerance of other cultures.

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. hobbies, weekend activities and food. Students expand their grammatical knowledge in different verb forms and adjectives and become familiar with topic-related vocabulary. Students learn to exchange personal and simple, factual information in role-plays. Students undertake a cultural assignment which may involve the use of information technology resources.

Recommended Preparation: Year 7 Japanese

Assessment:

- General class work and participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese, a cultural assignment.

JA202S NIHONGO 2 – BASIC JAPANESE B**Aims:**

- To develop students ability to understand and use Japanese within the world of their experiences
- To convey personal or factual information in writing and speaking
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. sport, hobbies, places and transport. They learn to read and write katakana. Students learn to make arrangements and suggestions in role-plays. They expand their grammatical knowledge in verb tenses and use of adjectives and become familiar with topic-based vocabulary. They undertake a cultural assignment which may involve the use of information technology resources.

Recommended Preparation: JA201S

Assessment:

- General class work and participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- A cultural assignment

JA203S NIHONGO 3 - INTERMEDIATE JAPANESE A**Aims:**

- To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.
- To convey personal or factual information in writing and speaking
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

Content: In this unit students develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. family, occupations, description of people and locations. They expand their grammatical knowledge in use of adjectives to provide details and become familiar with topic-based vocabulary. They are required to learn the significance of particles. Students learn to provide reasons for preferences using adjectives when expressing simple opinions in role-plays. They undertake a cultural assignment which may involve the use of information technology resources.

Recommended Preparation: JA202S

Assessment:

- General class work
- Participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- A cultural assignment.

JA404S NIHONGO 4 – INTERMEDIATE JAPANESE B**Aims:**

- To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.
- To convey personal or factual information in writing and speaking
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

Content: In this unit students' develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. travel, seasons and weather. They expand their grammatical knowledge in the use of descriptive words and how to express wishes and preferences. They are required to be familiar with topic-based vocabulary. Students learn to present weather reports and use expressions and fillers to maintain the dialogues. A Power Point Project on various aspects of Japan encourages students to further develop their knowledge of Japanese culture and develop their research skills on areas that are interesting to them.

Recommended Preparation: JA203S

Assessment:

- General class work
- Participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- A cultural assignment.

ARTS LEARNING AREA

VISUAL ART AND VISUAL COMMUNICATION

Introduction: Within modern society, there is an increasing need to understand the visual image and express ideas creatively.

The Art units are designed to give students visual and creative awareness through experiences in the history of art and a diversity of practical mediums. Increasingly digital and computer based design and production is a component of most Art units.

It is important to note that many job opportunities arise directly from Art based activities and the student should consider this in the selection of Year 11 and 12 subjects in VCE.

Finance: Because of the complexity and variety of materials used in the Art department the levy available for funding only covers a small portion of the actual costs. The cost of extra materials used in courses has spiralled greatly over the last twelve months; therefore students doing unit courses will be required to contribute towards some of the cost by paying an art fee. This fee will cover the cost of materials and items taken home by the students such as paints, brushes, clay for ceramic articles, paper, extended drawing media and folios, etc. Exact amounts of unit fees are published on the back of each term's grid sheet.

Recommendations for selection of Arts Units:

1. Students in Year 8 should consider units of any introductory nature, e.g. 1-point units.
2. Most two points units have prerequisites of passes in any two 1-point units.
3. All students should choose units in terms of their interest and their desire to develop creative skills. These skills both practical and theoretical form the basis of the M/S Art units and can be used in directing a student towards Year 11, Year 12 and tertiary studies in this area.

The study of Art has been broken down into the following subdivisions:

PROGRAM

	Ceramics	Painting & Drawing	Photography & Print	Expressive Art	Art Studies	Visual Communication & Design.
Yr8 should select 3 of these units	AR102T	AR101T AR103T	AR104T	AR107T AR112T	AR108T AR110T	AR151T AR152T AR153T AR157T
Yr9 should select from these	AR222T	AR221T AR223T AR225T	AR224T	AR205T AR227T AR228T	AR232T	AR253T AR255T AR257T AR258T
Recommended for VCE →		AR414S (Yr10 Only)		AR419S		AR451S (Yr10 Only)

NB: Students wishing to develop expertise in any of the above areas should consider attempting more than one unit in that area.

General Information

Recommended Preparation: Students who wish to do any VCE Art units are required to obtain study a range of Art units during Middle School.

Assessment: All units will be assessed on a continual basis. All work, attitudes and progress will be included. Marks will be compiled and assessed for reports. Students are also required to complete assignment work and some practical work at home. Self-appraisal will also be incorporated in many units.

Folios: One only will be handed out for each unit. Students will be required to create and build up a folio of visual images and written ideas, from each unit.

Protective Clothing: It is advisable for students to supply and wear art shirts.

UNITS

\$AR101T	Illustrative Drawing	\$AR222T	Advanced Ceramics
\$AR102T	Ceramics	\$AR223T	Advanced Painting
\$AR103T	Painting	\$AR224T	Advanced Printmaking
\$AR104T	Printmaking	\$AR225T	Australian Art
\$AR107T	Architectural Art & Design	\$AR227T	Sculpture
\$AR108T	Artisans at Work	\$AR228T	Fashion and Design
\$AR110T	Australian Art	\$AR232T	Modern Art
\$AR151T	Graphics	\$AR253T	Product Promotion
\$AR152T	Graphic Techniques	\$AR255T	Graphic Productions
\$AR153T	Graphic Word Form	\$AR257T	Architectural & Environmental Design
\$AR157T	Environmental Design	\$AR258T	Product Design
\$AR221T	Advanced Drawing		

'T' indicates term length units.

AR101T ILLUSTRATIVE DRAWING (\$20)

Aims: To teach students to become observant and to develop means of visually representing objects that enriches literal form through an extensive range of drawing media.

Content: Students will produce a series of sketches and illustrate how best to create freehand drawings. The methods employed by illustration artists will be studied and incorporated into the work in progress. Digital technologies may be used to enhance folio work.

Recommended Preparation: Nil.

Assessment: Based upon a folio of drawings in various stages of completion, assignment work and self-evaluation.

AR102T CERAMICS (\$20)

Aims: To familiarise students with the properties of various clays, kilning techniques and basic construction with an introduction to under glazing and clear glazing.

Content: This will be an elementary course concentrating on developing knowledge of clay and basic skills, e.g. pinch, slab, draped, coil, plus glazing. The emphasis will be on practical skills. This course should be considered as a prerequisite to Level 2 Ceramics.

Recommended Preparation: Nil

Assessment: Will be made on well-crafted constructions, applied designs, creative ability, self-evaluation and assignment work.

AR103T PAINTING (\$20)

Aims: To develop an understanding and a degree of skill in a wide variety of painting and drawing media.

Content: Students will work in and out of doors exploring realistic, semi-abstract and abstract topics. These will include a wide variety of approaches, i.e. pen, pencil, charcoal, watercolour, acrylic, and digital scanning.

Recommended Preparation: Nil

Assessment: Based upon folio of drawings, paintings, assignment work and self-evaluation.

AR104T PRINTMAKING (\$20)

Aims: An introduction to printmaking as a tactile art that produces two-dimensional images.

Content: Practical work will cover block printing; three-colour lino cut printing, metal plate engraving. Assignment work will involve the uses of printing techniques and relevant artists.

Recommended Preparation: Nil

Assessment: Involvement in class, folio works produced, assignments and self-evaluation.

AR107T ARCHITECTURAL ART AND DESIGN (\$20)

Aims: To introduce various means by which drawings and designs are used within a city environment to create the various buildings and structures in which we live and work.

Content: Students will develop various drawing skills and learn how to develop various ways a city is designed. Historical studies will be made in terms of the world's most famous buildings.

Preparation: Nil

Assessment: A folio of drawings assignment work and self-evaluation.

AR108T ARTISANS AT WORK (\$20)

Aims: To introduce students to a variety of art and crafts from around the world and create artworks using recycled everyday items to create innovative art.

Content: This course will focus on developing artworks ranging in size and method of construction with an emphasis upon careful selection and inventive combination of materials.

Recommended Preparation: Nil

Assessment: Based on the artworks, their concept and design, participation in class activities and assignment work. Self-appraisal will also be incorporated.

AR110T AUSTRALIAN ART (\$20)

Aims: To examine in detail the rich imagery and symbolism of Australian art and culture through a wide range of traditional and contemporary techniques.

Content: Examination of how stippling, chevrons, herringbone and crisscross-hatched patterns that enliven the designs of Aboriginal artists. Exploration of the visual effects produced by symmetry and which dominate totemic motifs. A study of contemporary Australian artists of non-indigenous artists and their methodology will be examined.

Recommended Preparation: Nil

Assessment: Students must submit a workbook containing historical reference notes and drawing exercises, and assignment work. A major practical work is to be completed as part of the students' folio.

AR221T ADVANCED DRAWING (\$25)

Aims: To improve the student's perceptive skills and powers of observation in terms of drawing images from the real world.

Content: A series of drawing exercises focusing on observation skills and using charcoal, graphite, chalky pastels, coloured pencil, pen, ink and oil pastels.

Themes covered will include drawing the human figure, animals, faces and nature studies and techniques that enhance visual illusion.

Recommended Preparation: Pass in AR101 and/or AR103.

Assessment: Based on application of techniques, completed folio work and assignments. Self-appraisal will also be incorporated.

AR222T ADVANCED CERAMICS (\$25)

Aims: To extend on the skills and techniques developed in AR102.

Content: To develop the students' observation skills in constructing realistic figurative ceramic artworks. Students will also be investigating slip casting, mould making, surface techniques and installations.

Recommended Preparation: Pass in AR102 Ceramics.

Assessment: Students will be assessed on a collection of completed ceramic artworks, design development, self-evaluation and reflection as well as a written component.

AR223T ADVANCED PAINTING (\$25)

Aims: To further develop the students' experience and knowledge of painting through traditional and contemporary techniques in acrylic and oil paint.

Content: Exploration of the elements of composition and different painting techniques (e.g. consideration of shape/space/colour/balance). Students compose realistic and semi-abstract themes using oil and acrylic paint and some pencil renderings. Digital manipulation and scanning of imagery may be incorporated into the folio.

Recommended Preparation: A pass in AR103.

Assessment: Based on work produced and classroom working method. Self-appraisal will also be incorporated.

AR224T ADVANCED PRINTMAKING (\$25)

Aims: To master printmaking techniques introduced in AR104 and to develop as individual printmakers.

Content: More sophisticated methods of printmaking especially in lino block printing and metal plate engraving and etching. Designs to be more student-centred. Assignments will be based on films of master craftsmen and a gallery excursion. Digital scanning and projection will be used in developing the folio.

Recommended Preparation: AR104 or any two 1-point units.

Assessment: On individual design and craftsmanship of work presented in a folio and assignments. Self-appraisal will also be incorporated.

AR225T AUSTRALIAN ART (\$25)

Aims: To introduce various means by which drawings and designs are used to convey our own national identity.

Content: Students will develop various drawing and painting skills and learn how to develop various ways Australian images can be developed and created. Historical studies will be made in terms of some of Australia's most famous creative art works.

Preparation: AR103 or AR110

Assessment: A folio of drawings and assignment work. Self-appraisal will also be incorporated.

AR227T SCULPTURE (\$25)

Aims: To introduce various means by which sculptures can be made by students.

Content: Students will develop various 3D works of art and learn ways 3D images can be developed and created. Historical studies will be made in terms of some of the world's most famous creative art works.

Preparation: AR103

Assessment: A folio of drawings, 3D works and assignment work. Self-appraisal will also be incorporated.

AR228T STYLE AND DESIGN (\$25)

Aims: To develop students' awareness of the purpose and function of design and how it creates a particular style reflecting the spirit of its time.

Content: A folio of drawings and paintings will be produced. Themes will be based upon design trends throughout history.

Recommended Preparation: Passes in two 1-point units.

Assessment: Assessment of folio of drawings and paintings. Some written work based on gallery excursion, and evaluation of design work and class assignments.

AR232T MODERN ART (\$25)

Aims: To introduce students to the styles and ideas of 20th and 21st centuries art via videos, exhibitions of contemporary art and texts.

Contents: Each student will select a theme and endeavour to interpret the image(s) in a number of different ways, e.g. as a self-portrait could relate to realism, fauvism, conceptualism or surrealism. A variety of contemporary techniques will be developed.

Recommended Preparation: A pass in AR103 and/or AR101.

Assessment: Based on folio containing research sketches, colour exploration sheets, finished art works and assignment work. Self-appraisal will also be incorporated.

VISUAL COMMUNICATION

AR151T GRAPHICS (\$20)

Aims: To provide students with a wide range of basic graphic representations giving emphasis to communication of information.

Content: Areas covered will include freehand and instrumental drawing, isometric representation, illustration and rendering.

Recommended Preparation: Nil.

Assessment: All sketch designs, self-appraisal and finished drawings

AR152T GRAPHIC TECHNIQUES (\$20)

Aims: This unit will focus on drawing production systems and rendering to enhance form.

Content: After reviewing elements of AR151, additional graphic representation forms will be studied including perspective drawing, explanatory diagram drawing and illustration and rendering of a 'moving' graphic form.

Recommended Preparation: Nil.

Assessment: All finished drawings and self appraisal

AR153T GRAPHIC WORD FORM (\$20)

Aims: To broaden students' skills and understanding of typography for effective communication.

Content: Students will investigate calligraphic handwriting, learn the principles of layout and design, solve visual problems and illustrate word form designs using manual and computer aided graphics incorporating latest software and hardware.

Recommended Preparation: Nil.

Assessment: Students must complete a self-appraisal and submit all finished work.

AR157T ENVIRONMENTAL DESIGN (\$20)

Aims: To increase students' awareness of the 'built' world, from both the inside and outside.

Content: Areas covered will include basic two-dimensional plans and elevation views, three-dimensional projection to create a simple dwelling, rendering with mixed media and perspective drawing to show a group of structures.

Recommended Preparation: Nil.

Assessment: Preliminary sketches, research, self-appraisal and all finished work.

AR253T PRODUCT PROMOTION (\$25)

Aims: To introduce students to the type of work produced by professional graphic communicators in the field of advertising.

Content: Students must initially establish the audience likely to receive their communication and then direct their work accordingly. A marketing message, surface graphics for a package design and an advertisement suitable for reproduction in magazines will be produced. Manual and electronic production including digital photography, image scanning and latest computer software will be used.

Recommended Preparation: Pass in any other visual communication unit.

Assessment: Based on all work submitted including research and development sketches and self-appraisal.

AR255T GRAPHIC PRODUCTIONS (\$25)

Aims: To assist students to demonstrate their understanding of the elements of environmental design.

Content: Responding to a client brief; areas covered will include interior design with scaled layout plans, furniture and appliance suitability with consideration of ergonomics and architectural drafting conventions. Planometric and perspective drawing systems will be used to complete tasks.

Recommended Preparation: Pass in another visual communication unit.

Assessment: Preliminary sketches, research, self-appraisal and all completed finished work.

AR257T ARCHITECTURAL & ENVIRONMENTAL DESIGN (\$25)

Aims: To encourage students to examine the issues that must be considered by architects and interior designers.

Content: Areas covered will include; the creation of a client profile, concept and scaled drawings for room layouts and site analysis including solar orientation considerations. Orthogonal and perspective drawing will be used to show alternatives for expression of design options at all stages of development.

Recommended Preparation: Pass in any two visual communication units

Assessment: Preliminary sketches, research, self-appraisal and all completed design work.

AR258T PRODUCT DESIGN (\$25)

Aims: To increase students' awareness of functional and aesthetic considerations inherent in everyday consumer products.

Content: Freehand sketches and instrumental drawings will be developed from a selected item, for example, a mobile phone, C.D. player, camera. Then a prototype for an improved product will be devised. Techniques to be incorporated include annotated and explanatory diagrams, marker rendering using professional 'Copic' markers and directional lighting rendering using mixed media.

Recommended Preparation: Passes in any two visual communication units.

Assessment: All developmental sketches, exercises, research, self-appraisal and concept drawings.

MUSIC

Introduction: Music is widely recognised as a powerful influence throughout all cultures. It's an almost instinctive means of creative expression, and as such soothes, excites, amuses, angers, saddens, and even lulls us into buying things. Music reaches into the fundamental areas of personal, social and cultural identification, communication, and emotional functioning. If education encourages the growth of the complete individual as an integral part of their community, then music is vital to it.

The Year 8 and 9 Music Course has been designed for students to discover and explore areas of musical interest, and also to allow the sequential development of core skills at different levels. All units of study give the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

UNITS IN MUSIC

MU201S	Making Music	MU401S1	Understanding Music
MU202S	Exploring Music	MU402S1	Perfecting Music

VCE MUSIC

Brentwood offers VCE Music Performance for Units 1 and 2 and VCE Solo Music Performance for Units 3 and 4. To be eligible to study Music Units 1 and 2, students must be receiving instrumental tuition. Students wishing to study VCE music should complete as many music units as possible, and in particular MU202 Exploring Music and MU402 Perfecting Music (in Year 10)..

INSTRUMENTAL MUSIC

Learning a musical instrument provides students with opportunities to develop skills in performing as a team member within an ensemble, and as a soloist. These skills are known to contribute significantly towards the refinement of social and self awareness, communication, creative thinking and analysis, and the abilities to learn and achieve.

Lessons are held during class time on a weekly rotating timetable. A limited number of instruments are available for hire at a fee of \$160 per year. Students are awarded one point per semester for their participation in the Instrumental Music program including performance in the school band, orchestra or choir and other ensembles. These students are still required to study at least two Middle School units. Instrumental students are expected to complete MU201 Making Music or MU202 Exploring Music during Year 8, and MU401 Understanding Music or MU402 Perfecting Music in Year 10.

MU201S Making Music

Aims: Intended to be offered to students in years 8 and/or 9 as a first semester unit of study, but possible to offered in second semester as well. This general unit of study re-establishes and consolidates the concepts studied in Year 7 Music.

Content: It covers to a basic extent the composition, performance, and analysis of Music, as well as some level of investigation into the influences of history and culture on Music. Students have the opportunity to develop skills in making music through reading, writing, and listening using both digital and conventional technologies to organise and generate sound in a meaningful way.

Recommended previous or concurrent units of study: None, but a prior passing grade in Year 7 Music could increase a student's chance of achieving a successful outcome.

Assessment:

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)
- Classroom Performance
- Classwork (Participation and Group-work)

MU202S Exploring Music

Aims: Intended to be offered to students in years 8 and/or 9 as a second semester unit of study, but possible to offered in first semester as well. This unit of study reinforces, consolidates, and extends on the concepts studied in Year 7 Music, as well as introducing some further ideas about texture and polyphony.

Content: It covers to a reasonable extent the composition, performance, and analysis of Music, as well as a considerable level of investigation into the influences of history and culture on Music. Students have the opportunity to develop skills in exploring music through reading, writing, and listening using both digital and conventional technologies to organise and generate sound in a meaningful way.

Recommended previous or concurrent units of study: A prior overall grade of C or higher for Year 7 Music. Participation in the Instrumental Music Program.

Assessment:

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)
- Classroom Performance
- Classwork (Participation and Group-work)

MU401S Understanding Music

Aims: Intended to be offered to students in year 10 as a first semester unit of study, but possible to offered in second semester as well. This unit of study revisits, consolidates, and extends on the concepts studied in MU201 Making Music and MU202 Exploring Music, as well as introducing some further ideas about polyphony, form, and harmony, with a focus on style and computer music.

Content: It covers the composition, performance, and analysis of Music, as well as the influences of history and culture on Music. Students have the opportunity to refine skills in music through reading, writing, and listening using both digital and conventional technologies to organise and generate sound in a meaningful and artistically expressive way.

Recommended previous or concurrent units of study: A prior passing grade in MU201 Making Music or MU202 Exploring Music.

Assessment:

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)
- Classroom Performance
- Classwork (Participation and Group-work)

MU402S Perfecting Music

Aims: Intended to be offered to students in year 10 as a second semester unit of study, but possible to offered in first semester as well. This unit of study functions as preparation for VCE Music Performance, and revisits, consolidates, and extends on the concepts studied in MU401 Understanding Music, with a focus on performance.

Content: Students study at a specialist level that covers advanced written comprehension and aural recognition techniques, are required to perform as soloists on an instrument, and create, analyse and evaluate music to a high standard.

Recommended previous or concurrent units of study: A prior passing grade in MU202 Exploring Music or a prior overall grade of C or higher for MU201 Making Music. Participation in the Instrumental Music Program. Prior success in MU401 Understanding Music could increase a student's rate of progress by slightly reducing the level of challenge.

Assessment:

- Assignment(s) (Composition and/or Research)
- Test(s) (Reading and Writing Music, and Listening)
- Classroom Performance
- Classwork (Participation and Group-work)

DRAMA

COURSE STRUCTURE

DR111T	Introduction to Drama	DR114T	Theatre Studies and Development
DR112T	Performance Production	DR223T	Advanced Drama
DR113T	Theatre Design and Production	DR224T	Advanced Performance Production

'T' indicates term length units.

DR111T INTRODUCTION TO DRAMA

Aims: Development of imagination, creativity, self-expression, initiative, co-operativeness, awareness and appreciation of self and others, verbal and physical communication and enjoyment.

Content:

- Relaxation and concentration exercises.
- Self reflection skills
- Role play and improvisation.
- Character Development
- Specific purpose games.
- Theatrical performances may arise, depending on interest and skill development of the group.
- Excursion – theatre visit. (dependent on numbers)

Recommended Preparation: Nil

Assessment:

- Class exercises
- Class participation and development
- Specific performances
- Written assignments
- Journal

DR112T PERFORMANCE PRODUCTION

Aims: this unit aims to introduce students to aspects of performance and play construction and follows on with some of the skills and expectations developed in DR111.

Content:

- Reflection activities
- Further approaches to character and improvisation
- Approaches to text
- Theatre traditions and performance styles
- Neutral Mask
- Play production and acting skills

Recommended Preparation: DR111

Assessment:

- Written assignments
- Class participation and development
- Specific performances
- Class exercises
- Journal

DR113T THEATRE DESIGN AND PRODUCTION

Aims: This unit will involve students in some aspects of the stage and screen. Students will be developing their drawing and building skills so as to produce a series of designs, which could be used for a play/film story.

Content: Students will produce:

- Drawings
- Puppets
- Scale models
- Design project management

Recommended Preparation: One art unit.

Assessment:

- Class involvement
- Class Activities
- Design brief

Charge: To cover cost of materials used in models, there will be a nominal fee payable for this unit. This will be advised prior to the unit being offered. This unit will not be offered in Semester 1.

DR114T THEATRE STUDIES AND DEVELOPMENT

Aims: This unit aims to introduce students to the art of theatre performance and development. It is designed to encourage confidence and success in performing, to facilitate good communication and group work skills and to combine other elements of performance with improvisation and character development. This unit looks at the history of theatre development to modern day trends.

Content:

- Improvisation
- Team work
- Mime and physical theatre
- Voice work and characterisation
- Theatre traditions
- Historical theatre styles
- Self reflection skills

Recommended Preparation: DR111 or DR112

Assessment:

- Class participation and development
- Class exercises
- Specific performances
- Written assignments
- Journal

DR223T ADVANCED DRAMA

Aims: Further development of skills learned in DR111, DR112 and DR114, plus an awareness of the techniques required to read a set script with understanding and truth of characterisation. It also aims to develop students skills in script analysis and exploration.

Content: In addition to content of DR111, DR112, DR114:

- Development of improvisation and role play towards more polished performances
- Voice production
- Script and characterisation study
- Reflection exercises

Recommended Preparation: DR111, DR1112 or DR114.

Assessment:

- Development and participation
- Monologue
- Performance Groups
- Improvisation and character
- Written assignments
- Journal

DR224T ADVANCED PERFORMANCE PRODUCTION

Aims: This unit aims to refine students' skills learnt in previous drama units with a focus on advanced skill development and the ability to create polished solo and group performances.

Content:

- Advanced improvisation and character
- Group orientated goal setting
- Advanced script work
- Voice and body characterisation
- Observation skills

Recommended Preparation: DR114 OR DR223

Assessment:

- Students' willingness to be involved in class activities
- Monologue
- Group performances
- Co-operation and group work
- Individual development of improvisation and characterisation skills
- Written assignments
- Journal

Media

COURSE STRUCTURE

ME111T	Animation	ME216T	Lights, Camera, Action
ME205T	The Moving Image	ME217T	Applied Film Arts

'T' indicates term length units.

ME111T ANIMATION (\$20)

Aims: To introduce various means by which films can animate various drawing techniques and digital computerization of the drawn form.

Content: The design and development of a sequential animated essay. The design of a storyboard for a simple film sequence. The development of a series of cartoon characters and their translation to the digital moving or still image.

Preparation: Nil

Assessment: A film project developed and a series of drawn and written pieces and self-evaluation.

ME205T THE MOVING IMAGE (\$25)

Aims: To introduce various means by which stories can be made and developed through film and visual methods using video camera and computing technologies to create a film in analogue and digital format.

Content: Students will develop various film making skills and learn how to develop various ways these products can be edited and marketed. Pre-production skills such as story boarding and script writing will be examined. A film will be studied as the basis for theory and technical research.

Preparation: Nil

Assessment: A film project developed and a series of drawn and written pieces. Self-appraisal will also be incorporated.

ME216T LIGHTS, CAMERA, ACTION (\$25)

Aims: This unit aims to explore a series of short film texts and investigate the constructs of genre, roles and social influences, which affect the messages the text conveys. This unit also provides students with an introduction to media in VCE, the opportunity to practice screen-acting techniques and to create their own short film.

Content: Students will study:

- Short films
- Media themes
- Film construction
- Story boards
- Camera techniques
- Screen acting skills

Students will work collaboratively in teams and with the teacher to form an agreed focus for the film they produce.

Recommended Preparation: Nil

Assessment:

- Film analysis
- Film preparation
- Film product

ME217T APPLIED FILM ARTS (\$25)

Aims: This unit introduces students to the visual elements of film including framing, effects, sound, lighting and camera work. Students will come in contact with a variety of film techniques.

Content: Students will study:

- Film production and story elements
- Film techniques
- Camera skills

Excursions may be included – to the ABC T.V. studios or the new Melbourne Film Studios.

Recommended Preparation: Students interested in working in film/T.V., in a behind the scene capacity should consider this unit.

Assessment:

- Film presentation
- Film theory
- Film practice

MATERIALS (TEXTILES)

Textiles focuses on the use of fibres, yarns and fabrics through practical and theoretical work. It encourages creativity, provides knowledge and application of leisure time crafts, practical skills and enables students to make decisions as consumers and creators.

Textiles units

\$TX131T	Extreme Chapeaux	\$TX231S	Soft Toys
\$TX132T	Fabric Collage, Wall Hanging	TX238S	Night Moves with Boxer Shorts
\$TX133T	Novelty Crafts	\$TX242T	Patchwork
\$TX135T	Beginning Embroidery	\$TX244T	Kites and Photos
\$TX136T	Canvas Work	\$TX245T	Shoulder Bag or Backpack
\$TX137T	Footballers and Politicians in Trapunto	\$TX246T	Soft Sculpture - Angel
\$TX140T	Make Your Own Pants	\$TX247T	Design a Top

'T' indicates term length units.

'S' indicates semester length units.

TX131T EXTREME CHAPEAUX (\$4)

Aims: Students to learn how to make two hats. One in woven fabric and one in stretch fabric.

Content: Students will have a range of hat patterns to choose from and to make. The choices include ski hats, sun hats, deerstalkers, jester hats and many more. Students will choose and purchase their own fabrics from which to construct their hats plus learn to use other materials to add body to brims and crowns ranging from interfacing to ice cream containers. Design details can be added such as flowers, pompoms and bells. Students will learn about measurement, characteristics of fabrics etc.

Recommended Preparation: A good attitude to work. Students also need to supply their own pins, hand sewing needles, tape measure, scissors, and their own fabric for hat of choice. School supplies patterns.

Assessment:

- Product/s completed
- Design Portfolio
- Assignment - investigation

Cost: \$4.00

TX132T FABRIC COLLAGE, WALL HANGING (\$6)

Aims: To introduce students to making pictures with textiles.

Content: By using a combination of textile materials and appliqué paper students are required to design a wall hanging. This requires imagination and perseverance. Students may design their own patterns or school will supply some. Students may like to supply some of their own textile scraps.

Recommended Preparation: Nil.

Assessment:

- Completed Article
- Journal/Design Portfolio
- Log Book
- Assignment

Cost: \$6.00 to cover the cost of materials used including backing fabric.

TX133T NOVELTY CRAFTS (\$6)

Aims: To produce a large cushion in country style.

Content: Students will learn to draw up a suitable central design to be the focal point of the cushion. The backing fabric is to be tie-dyed and the design then is worked and attached with embroidery. The cushion is then quilted and framed in a contrasting fabric with buttonholes worked for closure.

Students will need to supply their own central ready-made padding insert.

Recommended Preparation: Nil.

Assessment:

- Completed Production
- Assignment
- Diary/Journal Portfolio

Cost: \$6.00 for basic materials students are to supply own contrasting fabric, cushion insert and desired fabric scraps and buttons.

TX135T BEGINNING EMBROIDERY (\$cost to be advised)

Aims: To teach students the art of cross-stitch embroidery using stranded cottons.

Content: Students will learn the basic embroidery stitches required for cross-stitch embroidery. They will learn how to read graphs and transform them into a textile production using Aida cloth and stranded cottons as well as how to calculate sizes and yardage. Framing and mounting of textile production will also be demonstrated.

Recommended Preparation: Nil.

Assessment:

- Completed Production
- Assignment

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX136T CANVAS WORK (\$cost to be advised)

Aims: To introduce students to canvas embroidery and to study one method in detail.

Content: Students will study the various types of canvas work, e.g. Tapestry, Florentine, Petit-Point, etc. From this, students will design and produce their own project.

Recommended Preparation: Nil

Assessment:

- Completion Production
- Assignment
- Diary/Journal

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX137T FOOTBALLERS AND POLITICIANS N TRAPUNTO (\$cost to be advised)

Aims: To make a product from caricature pictures of Politicians, Footballers or Self-Portraits into a three-dimensional enlarged piece of work to frame if desired on completion.

Content: Students will be responsible for sourcing their own picture to make a masterpiece from calico, stuffing and fabric paint. The students then must create their chosen character as a large model with hand and machine stitching and other embellishments to a standard suitable for framing if desired.

Recommended Preparation: Students are to supply their own pins, hand sewing needles and scissors.

Assessment:

- Completed Product
- Investigation
- Design Portfolio

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX140T MAKE YOUR OWN PANTS (\$4)

Aims: Students to make a pair of pants (either fashion or pyjama) with patch pockets.

Content: Students will learn correct fabric and pattern orientation and cutting techniques. They are to design and make a pattern for a pocket to be attached to their pants. School supplied pattern.

Recommended Preparation: Students are to supply their own fabric for the pants, pins and hand sewing needles.

Assessment:

- Completed Production
- Assignment
- Design Portfolio

Cost: \$4.00 Students to supply own fabric.

TX231S SOFT TOYS (\$20)

Aims: Term 1: Students have the choice of making a 30cm frog or 27cm rabbit.
Term 2: Students will make clothes for the frog or rabbit.

Content: Students will make a frog or rabbit from a school supplied pattern. They will also learn correct pattern and fabric layout in conjunction with the use of non-woven textiles and cutting and joining techniques. The second term will involve learning clothing construction technique to complete garments for the toys.

Recommended Preparation: Use of a sewing machine in a 1 point unit essential. To do Term 2 work, Term 1 must be completed first. Term 2 cannot be done in isolation.

Assessment:

- Completed Productions
- Assignments
- Design Portfolio

Cost: Term 1; \$10.00 to cover the cost of all materials.
Term 2; \$10.00 to cover the cost of all materials.

TX238S NIGHT MOVES WITH BOXER SHORTS (\$8)

Aims: Students in this unit will make a pair of boxer shorts and a robe or wrap.

Content: Students will learn to make a pair of boxer shorts using correct orientation of pattern on fabric. Attention to detail in the construction of a fly and elastic casing plus correct finishing procedures. The robe is to be made from a commercial pattern using own fabric. The school supplies patterns. These are perfect for camping or 'staying over' at a friend's house.

Recommended Preparation: Nil.

Assessment:

- Both Productions Completed
- Investigations (2)
- Design Journal.

TX242T PATCHWORK (\$cost to be advised)

Aims: Students are to design and draft their own patterns to complete a 4 block wall hanging.

Content: Students will learn how to design traditional trapezoid and contemporary designs, then how to enlarge the designs, make patterns and then transfer this into a textile medium. Accurate sewing will be taught as well as pressing, wadding insertion, backing, quilting, sashing and binding.

Recommended Preparation: Students are to supply their own top materials if they wish for an original design. They are also to supply their own wadding, backing fabric and binding fabrics plus pins and hand sewing needles.

Assessment:

- Completed Production
- Assignment
- Design Portfolio

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX244T KITES AND PHOTOS (\$cost to be advised)

Aims: To teach students about manufacturing, aerodynamics, lift, balance, stability, strength and possibly aerial photography.

Content: In this unit students will learn to make a kite using modern textiles. Flexible seam construction will be used. School supplied pattern and instructions. Students are to design their kite so that a disposable camera may be attached. Their challenge is to take photos while the kite is in flight.

Recommended Preparation: Students are to supply their own disposable cameras and any other materials needed to attach the camera to the kite and to make it take some photos. Plus sewing pins and hand sewing needles.

Assessment:

- Completed Production that functions correctly
- Assignment
- Design Portfolio

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX245T SHOULDER BAG OR BACKPACK (\$cost to be advised)

Aims: To learn the construction and measuring techniques needed in bag making.

Content: Students will learn to lay out patterns appropriately on grain of commercial fabric and learn the correct process for bag construction, zipper application, webbing, Velcro, and use of parachute buckles to complete the backpack.

Recommended Preparation: The use of a sewing machine in any 1 point unit.

Assessment:

- Completed production
- Assignment
- Design Portfolio

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX246T SOFT SCULPTURE – ANGEL (\$cost to be advised)

Aims: Students will learn how to make up a commercial pattern in the form of a soft sculptured angel.

Content: Students will make a soft sculptured angel from a stretch fabric learning how to lay out the fabric and pattern correctly. Cutting techniques for woven fabrics will be taught as will correct stretch and sewing stitches. Students are to design their angel's wings. This angel looks remarkably similar to a cabbage patch kid on bended knees and it also involves some fabric painting. The school supplies the pattern and students supply their own fabric for wings.

Recommended Preparation: Any 1 point unit in which a sewing machine was used.

Assessment:

- Completed production
- Assignment
- Design Portfolio

Cost: This unit will incur a cost, which will be advised before the unit is offered. This unit will not be offered in Semester 1.

TX247T DESIGN A TOP (\$3)

Aims: Students will use a commercial school supplied pattern to make up a top. The design features added must be the students own work.

Content: Students will learn how to sew stretch fabrics plus take measurements and alter the pattern if necessary. The laying out correctly of the pattern, correct cutting out of fabric plus joining and finishing techniques.

Recommended Preparation: Use of a sewing machine would be useful. Students are to supply own fabrics, pins and hand sewing needles.

Assessment:

- Completed Production
- Assignment
- Design Journal

Cost: \$3.00 plus students to supply own fabric, cords and zippers.

MATERIALS (WOOD)

Course Outline: Practical Arts offer valuable experiences to both complement academic studies and act as a basis for practical vocation.

It has been found that the range of practical experience and abilities varies widely. In response to this all Practical Arts units are designed to give each student work projects which are suited to his or her particular needs and abilities. This allows each student to progress fully in each unit.

Finance: As student projects vary widely in size and cost, students are required to contribute on a "user pays system", to a portion of materials used.

Selection of Units: Students will progress through the woodwork units at their own pace. In consultation with the woodwork teacher students may either undertake a unit worth one or two points per term.

Assessment is based on VELS

WW150/151	Introductory Technology Woodwork
WW 252/253	Intermediate Technology Woodwork

WW150/151T INTRODUCTORY TECHNOLOGY WOODWORK (\$20)

Aims: The aim is to produce a clock or shelving unit based on the student's own design. The project may be a simple object or a fairly sophisticated design within set guidelines. The guidelines will ensure that the students develop skills and knowledge. Students will be encouraged to incorporate materials other than wood into their designs and to develop a high skill level in working with hand tools, portable power tools and classroom equipment within a safe environment.

Content: Development of a design brief through drawings and material selection. Students will use techniques in construction, use the lathe, tools, other equipment and finish their project with an appropriate sealer. Evaluation of the finished product will be made against design brief.

Recommended Preparation: No preparation required.

Assessment: Students will be assessed on the presentation and standard of the work completed. This will incorporate the four learning outcomes: Investigation, Design, Production and Evaluation.

Costs: Minimum \$20.00

WW252/WW253T INTERMEDIATE TECHNOLOGY WOODWORK (\$40)

Aims: To develop skills already studied and through assignments of increasing challenge become capable of using more complicated forms of construction with emphasis on dexterity control and planning skills (such as dowel and housing joints). The aim is to produce a storage unit, pedestal table or a coffee table largely based on the student's own design and input and have experience in using the wood turning lathe.

Content: Development of a design brief based on the investigation of a problem regarding storage of certain items. Constructing a model from the following selection: lathe work, framed construction – appropriate timber selection, marking-out components, assembly techniques, use of hand and power tools, finishing techniques. Evaluation of finished product against design brief.

Recommended Preparation: This term length unit gives time for development of a more comprehensive range of skills, and projects with greater emphasis on finishing techniques.

Assessment: Students will be assessed on the presentation and standard of the work completed. This will incorporate the four learning outcomes: Investigation, Design, Production and Evaluation.

Cost: Minimum \$40.00.

PHYSICAL EDUCATION, HEALTH & FOOD TECHNOLOGY LEARNING AREA

PHYSICAL EDUCATION

Introduction: The aim of the Physical Education Faculty is to provide an opportunity for students to experience a wide variety of movement experiences by teaching skills associated with a variety of sports and recreational activities. By doing so students should be able to make a judgement and choice about which sport/recreational area they would like to involve themselves in on a lifetime basis.

Students are required to complete at least one semester of Physical Education in Year 8 and Year 9.

Emphasis will be placed on skill acquisition/experience in Year 8 and the application/extension of these skills in Years 9. It is important that students accept not only the practical side of Physical Education but also the theory behind skill acquisition, fitness strategy and rule application. Sportsmanship is valued.

Students are encouraged to explore the variety of units offered for Years 8 and 9 with the aim of developing a wider range of skills and improving their personal fitness. Students should strive to achieve a reasonable standard in three skill areas.

Physical Education is a VCE study. This allows a student continuity in the study of Physical Education from Years 7-12.

Students are expected to develop their fitness, skill acquisition and strategic application. To participate in practical lessons students must wear full Brentwood sports uniform. This uniform consists of:

- Brentwood navy polo shirt
- Brentwood navy shorts/track pants
- Brentwood jacket/rugby polo
- Brentwood navy cap

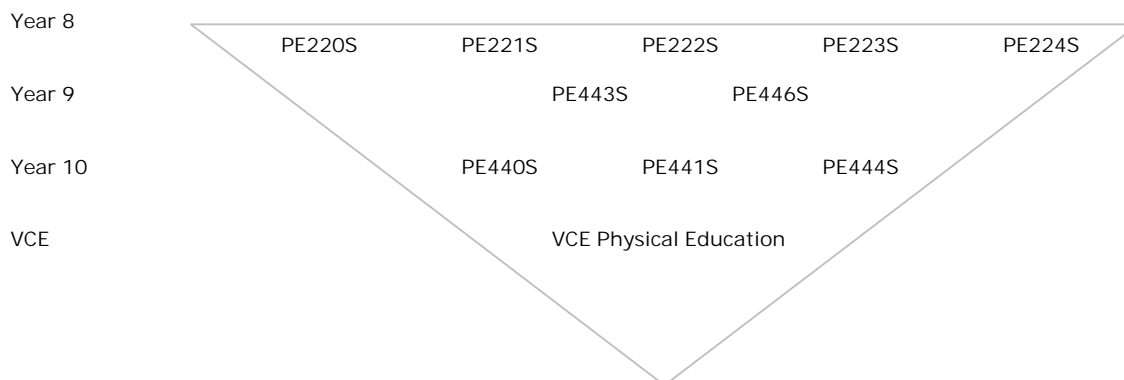
All items can be purchased from the Uniform Shop, which is open each Wednesday of the school term from 12pm until 4:30pm, down in the Hall.

Assessment: Students will be assessed on the following items:

- participation and fitness;
- ability to acquire new skills;
- application of strategies in game situations; and
- written task (s)

UNITS IN PHYSICAL EDUCATION

\$PE220S	Junior Physical Education	PE224S	World Football Codes
PE221S	Middle Physical Education	\$PE443S	Hitting and Striking Sports
\$PE222S	Creative Movement	PE446S	Handball Sports
PE223S	Summer and Winter Sports		



PE220S JUNIOR PHYSICAL EDUCATION (\$34)

Aims: Junior Physical Education provides students with an opportunity to participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills. Additionally, this unit aims to develop students understanding of fitness.

Content: A selection will be made from the following: Australian Rules Football, soccer, tennis, badminton, squash, volleyball, netball, basketball, softball, cricket, athletics and swimming. For each sport studied, students will engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges.

Students explore views about fitness and suggest what fitness might mean to various groups in society. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They are introduced to the components of performance-related fitness, and learn how to analyse and evaluate sports and activities from this perspective.

Recommended Preparation: Nil

Assessment: As listed in the introduction on the previous page.

Cost: \$34.00

PE221S MIDDLE PHYSICAL EDUCATION

Aims: Middle Physical Education provides students with a wide range of sporting and recreational activities. Students will apply rules, create strategies and participate in game situations. Students will reflect on their performance and evaluate the relative success of strategies used. Additionally, this unit aims to develop students understanding of the benefits of participating in physical activity.

Content: A wide range of areas may be covered from the following; soccer, touch rugby, tennis, badminton, table tennis, volleyball, netball, basketball, European Handball, softball, lacrosse, hockey, athletics and gymnastics. For each sport studied, students will engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges.

This unit develop students understanding of the physical, mental, social and emotional benefits of participation in physical activity, and examine factors which influence such participation. They explore the relationship between their physical activity and nutrition in order to understand how they can maintain physical health. They investigate and address positive and negative motivational factors that influence the value they place on participating in physical activity.

Recommended Preparation: Nil

Assessment: As listed in the introduction on the previous page.

PE222S CREATIVE MOVEMENT (\$30)

Aims: To develop confidence in movement in areas of balance, rhythm, choreography, aerobics, timing, gymnastics, cheerleading and dance styles.

Students will apply knowledge and learned techniques to create routines in the above movement areas. Students will teach, evaluate, and perform routines to their peers.

Content: This unit will cover aerobics, social and creative dance, gymnastics. Students will learn how to:

- Choreograph movement routines
- Understand rhythm, phrasing, and timing
- Distinguish between various aerobic formats (beginner, low impact, high impact, circuit training, sculpting, tai box)
- Dance in various styles (social, folk, creative, modern)
- Control and coordinate movements on a variety of gymnastics apparatus.

Recommended Preparation: Nil

Assessment: As listed in the introduction on the previous page.

Cost: \$30.00

PE223S SUMMER & WINTER SPORTS

Aims: To provide an introduction to the rules and fundamental motor skills in a variety of summer and winter sports.

This unit should provide students with the opportunity to apply rules, create strategies and reflect on their performance during game situations.

Content: This unit will cover the basic rules and skills in the major summer and winter sports. Summer sports include: cricket, tennis, softball, volleyball and athletics. Winter sports include: Australian Rules Football, soccer, netball, basketball, badminton, table tennis and hockey.

Recommended Preparation: Nil

Assessment: As listed in the introduction on the previous page.

PE224S WORLD FOOTBALL CODES

Aims: To introduce Year 8 and 9 students to world football codes. The unit will provide students with basic skills and a working knowledge of the rules. Students will be expected to apply rules and creative strategies into game situations. Game situations will then be analysed and evaluated as to the relative successes of strategies used.

Content: Students will be given the opportunity to learn basic rules, participate in skill progression drills and develop strategies in the following sports: Australian Rules Football, indoor and outdoor soccer, touch football, gridiron and Gaelic Football.

Recommended Preparation: Nil

Assessment: As listed in the introduction on the previous page.

PE443S HITTING AND STRIKING SPORTS (\$34)

Aims: To provide an introduction to the rules and fundamental motor skills of sports that involve hitting and striking.

This unit should provide students with the opportunity to apply rules, create strategies and reflect on their performance during game situations.

Content: This unit will cover the core skills, rules and tactics involved in hockey, cricket, golf, softball, lacrosse, tennis, squash, table tennis, badminton and volleyball.

Recommended Preparation: Any 2 point Physical Education unit.

Assessment: As listed in the Physical Education introduction.

Cost: \$34.00

PE446S HANDBALL SPORTS

Aims: To provide students with an extensive knowledge of the rules, skills and strategies employed in a variety of handball sports. On completion of this unit students should also be able to identify and evaluate a range of coaching practices that lead to enhanced sports performance.

Content: This unit is a combination of theoretical and practical applications.

The theoretical areas of study in this unit include; Roles of Coaching, Styles of Coaching, Characteristics of a Respected Coach, Skills of a Respected Coach and Sports Psychology.

The practical areas of study in this unit will focus on a wide range of ball sports such as: touch rugby, netball, basketball, volleyball, European Handball and speedball.

Recommended Preparation: Any 2 point Physical Education unit.

Assessment: As listed in the Physical Education introduction.

HEALTH

Introduction: Health provides students with skills, knowledge & attitudes to make healthy lifestyle decisions.

Assessment: Students will be assessed on the following items:

- classroom engagement;
- oral presentation (s);
- written task (s); and
- test (s).

HL200S	Eat Your Way To Health
HL202S	Health & Me
HL203S	Sex, Drugs & Rock'N'Roll

HL200S EAT YOUR WAY TO HEALTH

Aims: To assist students to understand the connection between health and the correct selection of food. This unit will encourage students to develop the skills, knowledge and attitudes to adopt healthier approaches to eating.

Content: Topics to be studied will include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Nutrients • Food models • Adolescent Eating Habits • Body Image | <ul style="list-style-type: none"> • Dietary related diseases • Eating Disorders • Dieting |
|--|---|

Recommended Preparation: Nil

Assessment: As listed in the introduction above.

HL202S HEALTH & ME

Aim: Health & Me aims to create an awareness of adolescent health. Students will develop an understanding of how health is managed in various countries, and they will also be able to identify various aspects of health.

Content:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Respect the individuality of others • Understand the need for empathy for others • Acknowledge and celebrate diversity of individuals • Relationships • Bullying and harassment | <ul style="list-style-type: none"> • Mental Illness • Interpersonal communication • Seeking help • Accessing health information, products and services • Your rights and responsibilities as a health consumer |
|---|---|

Recommended Preparation: Nil

Assessment: As listed in the introduction above.

HL203S SEX, DRUGS & ROCK'n' ROLL

Aims: This unit aims to identify the outcomes of risk-taking behaviour and enable students to make informed decisions.

Content: Topics to be studied will include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Adolescence changes and challenges • Risk Taking • Drugs | <ul style="list-style-type: none"> • Sexual Health & decision making • Road Safety • Minimising harm |
|--|---|

Recommended Preparation: Nil

Assessment: As listed in the introduction above.

FOOD TECHNOLOGY

Food Technology at all year levels offers a valuable education to students as well as the opportunity to apply concepts ranging from food and technology, nutrition, family and personal development areas of study. Students will experience practical and theoretical understanding of food preparation, decision-making and management skills for everyday living and well being. Food Technology courses enable students to undertake a diverse range of subjects and courses at Senior Levels, which lead to a broad range of challenging careers. Units are closely linked to VCE Technology Studies and T.A.F.E. requirements.

Recommended Preparation: This is listed solely for the benefit of student interest and ease of achievement.

FOOD TECHNOLOGY UNITS

\$FT101T	Eat in or Takeaway?
\$FT102T	Pastas, Rice and Pizzas
\$FT103T	Food for Special Occasions
\$FT108T	Food, Glorious Food

'T' indicates term length unit.

FT101T EAT IN OR TAKE-AWAY? (\$28)

Aims: To introduce students to the principles of nutrition as it applies directly to the development of the fast food industry. Widely used, prepared and take-away foods will be investigated and evaluated for cost, convenience and nutritional value and compared to similar home-made products.

Content: Students will prepare a range of popular take-away foods suitable for individual and/or family meals. These will vary according to season and interests of the student group.

Recommended Preparation: Nil

Assessment:

- Productions
- Investigation (s)
- Log Book
- Test (s)

FT102T PASTAS, RICE AND PIZZA (\$28)

Aims: To introduce students to the range of different foods made from a cereal base, which are a staple in the diet for many countries. The health benefits from such produce will be discussed.

Content: Students will work individually or in pairs to prepare a range of sauces, fillings, toppings and actual pasta. This will involve the use of time planning, skill development in the use of tools and equipment, safety and hygiene and classroom co-operative skills.

Recommended Preparation: Nil

Assessment:

- Productions
- Investigation (s)
- Log Book
- Test (s)

FT103T FOOD FOR SPECIAL OCCASIONS (\$28)

Aims: To enable students to prepare dishes appropriate for special occasions and entertaining with confidence.

Content: Students will gain the knowledge of fine dining, whether at home or an outside venue. Students will study situations where special consideration must be given to the preparation of meals. These may include birthday parties, BBQs, morning and afternoon teas, swimming pool snacks and Christmas dinner. The unit will include restaurant/menu terminology and the presentation of meals, correct beverages and table setting. Menu planning, ordering and budgeting will also be undertaken.

Recommended Preparations: Successful completion of any 1 point unit.

Assessment:

- Productions
- Investigation (s)
- Log Book
- Test (s)

FT108T FOOD, GLORIOUS FOOD (\$20)

Aims: To teach students about the need for using specific ingredients and products to obtain desirable outcomes by the testing of processes.

Content: Students will run a fictitious Bread Shop or Bakery known as 'Crusty's'. Each week a different bakery item is made using weights, accurate measurements and timing. Students supply their own variations and the resultant products are evaluated.

Recommended Preparation: Nil

Assessment:

- Productions
- Investigation (s)
- Log Book
- Test (s)

INFORMATION TECHNOLOGY

Introduction: The increasing emphasis on modern technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the work force.

Information Technology courses are offered in Years 11 and 12 for students who wish to build on the computing skills they have gained in Middle School.

MIDDLE SCHOOL UNITS

IT201	GENERAL INFORMATION TECHNOLOGY
IT202	GIFTED PROJECTS - enrolment by teacher recommendation only.
IT203	GIRLS COMPUTER CLUB

IT201 GENERAL INFORMATION TECHNOLOGY

Aims: To introduce students to a range of different software applications used to solve information problems and to develop knowledge of some of the issues faced in the use of IT.

Content: Students will develop skills using the software applications Word, Excel, Publisher, PowerPoint and FrontPage. Students will be required to develop skills to enable them to produce materials for print and electronic publication. Students will design and create Web pages and develop a basic understanding of HTML programming. Projects will be completed in conjunction with other areas of study.

Students will explore the effects of information technology developments on the lives of individuals, and justify, develop and modify solutions to meet specific audience needs, using a range of information technology skills, processes and equipment.

Recommended Preparation: Nil

Assessment:

- Assignments
- Folio
- Projects
- Tests

IT202 GIFTED PROJECTS

Aims: To give talented students the opportunity to participate in computer related projects of significance to the school community. To encourage the use of initiative, creativity and problem solving in the use of Information Technology.

Content: Students are guided in the development of advanced skills in Word, PowerPoint, Publisher, FrontPage, Paint Shop Pro and Inspiration. Students then go through a process of planning and decision-making, leading to the individual, or group-based, project of their choice. The project must be challenging, achievable and properly concluded. It must be of value to the College or community group (such as a Sports Club, Primary School class etc.).

Students will explore the effects of information technology developments on the lives of individuals, and justify, develop and modify solutions to meet specific audience needs, using a range of information technology skills, processes and equipment.

Recommended Preparation: Nil. Enrolment by teacher recommendation.

Assessment:

- A variety of program-specific set tasks
- Effective use of class time
- The completed project (includes an on-going diary)

IT203 Girls Computer Club

Aim: This unit will use the on-line course materials designed specifically for girls.

Content:

Students will analyse and develop solutions to information problems, both individually and in collaborative teams.

There is a wide range of software skills used within the unit. Assessment of those skills is built into each activity and is conducted while the students complete the activities.

Recommended Preparation : Nil

Assessment:

Assignments

Folio of completed tasks displaying development of skills

Software competencies

IT401 - ADVANCED INFORMATION TECHNOLOGY

Aim: To develop skills using information technology in order to design and implement solutions to information problems.

Content: Students will analyse problems and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment. Students will develop skills in the use of Macromedia Studio MX to manipulate images and to create animations and web pages.

Students will examine a range of emerging technologies and develop efficient techniques for the acquisition, analysis and display of information obtained from the Internet.

Recommended Preparation: IT201 or IT202 (not compulsory)

Assessment:

- Assignments
- Folio
- Projects
- Tests

IT402 - PROGRAMMING SKILLS & GAME MAKING

Aim: To develop students' abilities in designing and developing computer programs.

Content: Students learn how to design and create solutions to problems using several programming languages. Different programming constructs are investigated, as students are introduced to a range of techniques and methods for coding events in the VB programming, Gamemaker and Scratch environments. Students are required to design solutions using Pseudocode, and write programs which carry out specific tasks.

Recommended Preparation: IT201 or IT202 (not compulsory)

Assessment:

- | | |
|-------------------------------|-----|
| • Classwork Programming Tasks | 20% |
| • Project in VB | 30% |
| • Project in Gamemaker | 30% |
| • Scratch programming | 20% |

