

# ELECTIVES HANDBOOK

YEAR 8, 9 & 10



EFFORT • RESPECT • KINDNESS



TRAFALGAR  
HIGH SCHOOL



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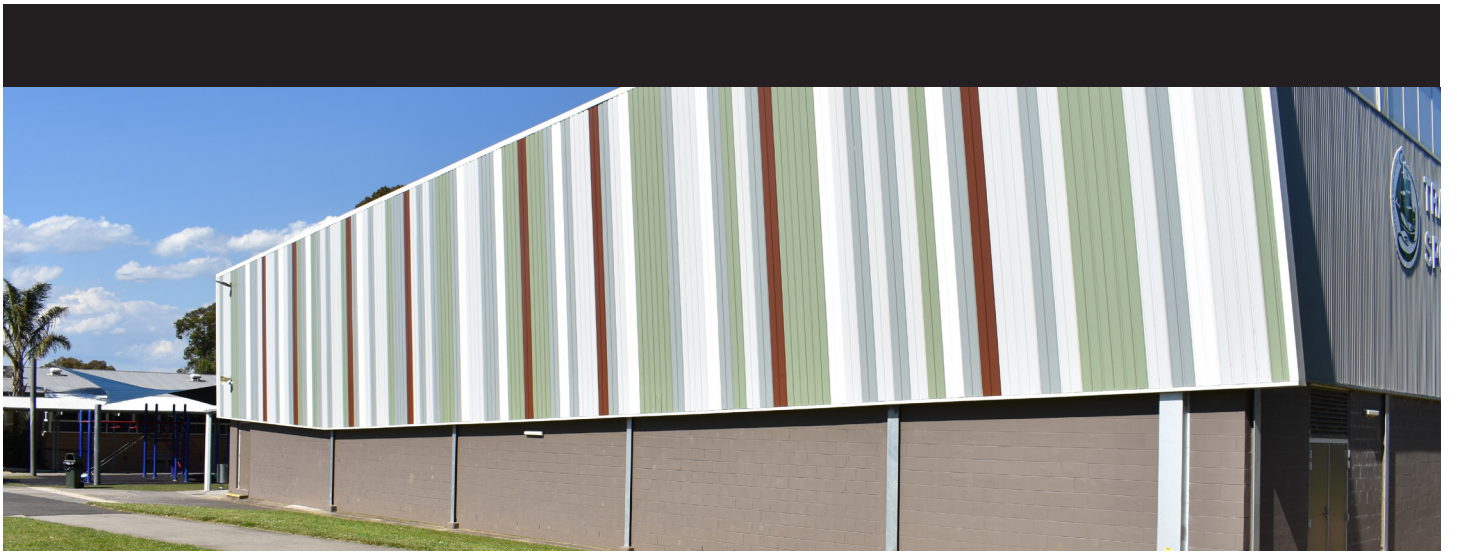


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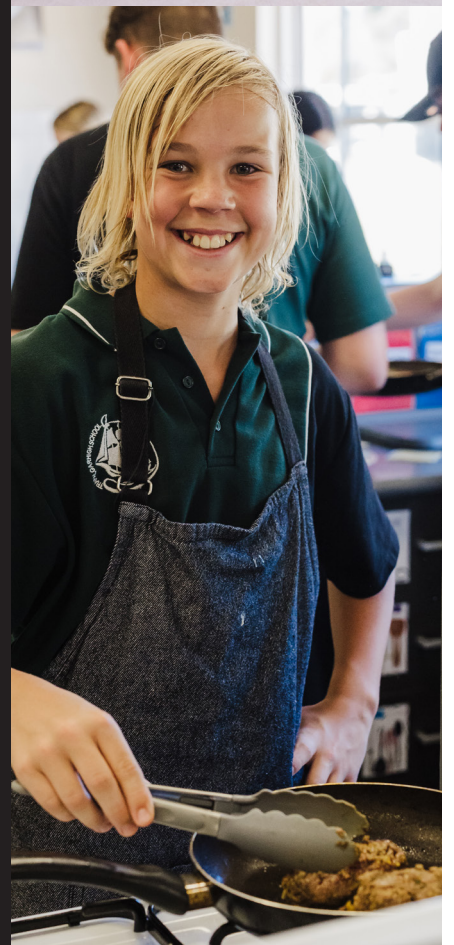
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# YEAR 8 - TECHNOLOGY

- Food Studies - Food for Me
- Information Communication and Technology (ICT)
- Product Design and Technology





# FOOD STUDIES - *FOOD FOR ME*

## **Unit Descriptor:**

Through practical and theoretical tasks, students will understand the importance of the Australian Guide to Healthy Eating and the essential nutrients required across the lifespan. Students will learn how to plan and make meals for breakfast, lunch and dinner. Students will develop their skills in following the design process to create solutions to problems. They will participate in weekly practical activities to develop their skills and confidence in various cooking methods and processes.

## **Assessment Evidence:**

- Maintain a workbook of notes, written and practical activities
- Complete research linked to all areas of food studies
- Complete written and practical design brief tasks
- Demonstrate an ability to work independently and in teams
- Model a variety of safe and hygienic food preparation skills
- Complete range of cooking activities within the class period

## **Materials Required:**

- A lunch box sized container
- An apron
- Lined notebook
- BYOD for digital based activities



# INFORMATION COMMUNICATION AND TECHNOLOGY (ICT)

## Computing, Coding and Robotics

### Unit Descriptor:

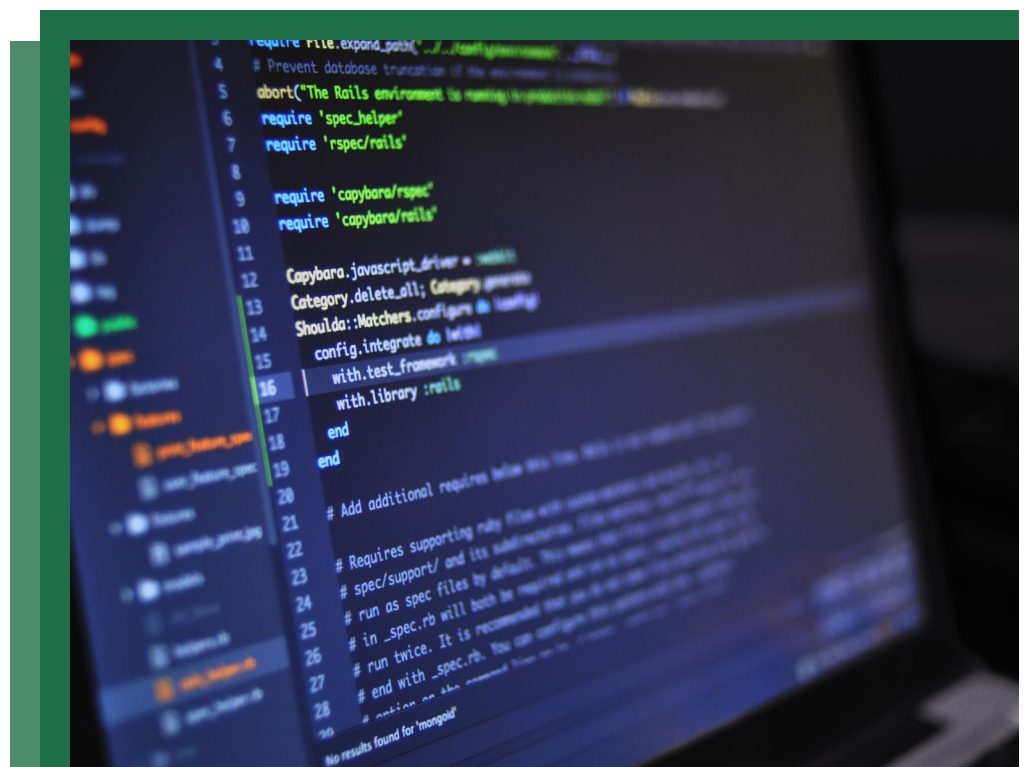
Students will learn about a variety of software including Excel and Publisher. In teams, students will also build and program robots. They will learn basic computing theoretical concepts.

### Assessment Evidence:

- Students will complete a series of tasks relating to Excel
- Students will complete a series of tasks relating to Publisher, finishing with them designing and developing an infographic of their choice
- In groups students will complete a set of learning tasks culminating in them designing, assembling, coding, and controlling a robot
- Students will complete assigned theory tasks

### Materials Required:

- 8GB USB
- A4 Display Folder
- Headphones
- BYOD for digital based activities





# PRODUCT DESIGN AND TECHNOLOGY

## Engineering Principles and Rocket Cars

### **Unit Descriptor:**

Students are introduced to more advanced levels of product design and the product design factors that influence them. The major factor we are looking at in Year 8 is the term "Function".

### **Project 1:**

We will initially look at making and testing engineering principals like Acoustic Resonance. This project we will make an acoustic speaker for your Mobile Phone. It includes testing and group work initially to making your own Mobile Phone acoustic Speaker

### **Project 2:**

Then we are going to make the fastest project in Trafalgar High School history a "Rocket Car". Students will learn how to make an aerodynamic and functional working rocket car and race each other down a 20-meter track. They can travel to speeds in excess of 80km and hour.

This incorporates not just engineering principals but also Aesthetic attributes as well. There are design prizes for fastest and of course most Aesthetically pleasing Rocket Car. Your Rocket Car must also incorporate different building methods like woodwork, plastics, metal, and 3D printing.





# PRODUCT DESIGN AND TECHNOLOGY

## **Assessment Evidence:**

- A series of workbooks that shows evidence of completing a range of planning, design, and technical drawing
- Demonstrate an understanding of safety and the correct use of stationary, hand and power tools
- Complete written research tasks
- Demonstrate an ability to work independently and in teams
- Complete all tasks within the allocated time periods
- Completion of products to a standard

## **Materials Required:**

- HB Pencils x 4
- Rubber
- Sharpener
- Coloured Pencils
- Sharpie
- 8GB USB
- BYOD for digital based activities

# YEAR 8 - THE ARTS

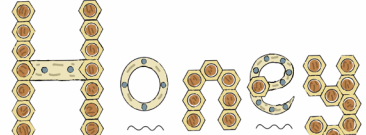
- Drama
- Music
- Photography
- Visual Arts
- Visual Communication Design

You're 



SWEET









# DRAMA

## **Unit Descriptor:**

The underlying goal in Drama, is to encourage students to develop their interpersonal skills and communication skills along with their creativity and problem solving skills. Students participate in activities based on the idea of roles and characters in different contexts. Expressive and performance skills are used in characterisation and role development. Dramatic elements and conventions of staging and performing work as well as improvisation and scripted work are integral to course content. Students practice and refine their use of voice and movement in performance to communicate with audiences as they perform devised and scripted drama. They will make deliberate choices when shaping their narratives and designs and they will evaluate how the elements of drama, convey meaning. Teamwork, self confidence and trust building are areas students will explore as they learn to support positive group dynamics. Activities include improvisation, role play, mask making, script writing and a wide range of 'focus' activities and games.

## **Assessment Evidence:**

- Create roles and characters in various contexts
- Participation and contribution in course content and associated set tasks
- Provide and respond to constructive feedback – both verbal and written
- Maintain focus and characters through solo and ensemble performance
- Engage with audiences by performing a devised and scripted drama
- Devise, rehearse and perform practical pieces of work

## **Materials Required:**

- BYOD for digital based activities





# MUSIC

## Unit Descriptors:

In this unit, students will have a major focus on practical music making and the development of their instrumental skills. Students will learn theoretical concepts relating to practical music making such as; chord building, scales with 2 flats through to 2 sharps (as per VCE Study Design), piano, guitar and bass tablature, drum notation and the basics of traditional written music notation.

Students will develop their instrumental/vocal competency, as the expectation is that they will be playing instruments/singing and participating in a mixture of solo and group work each lesson. Students should be willing to learn a selection of chords on guitar and piano, as well as notes on a bass guitar and basic drum patterns and try to work towards developing these skills further. Students will be expected to learn, rehearse and perform (either for a small audience or at minimum, the teacher) a minimum of 3 works for the semester.

Students will maintain a workbook with class notes, chord diagrams, song charts and theory related to the various musical concepts introduced throughout the semester. Students will explore various styles of music and continue the development of their instrumental skills. Students will learn about basic music production, recording and performance and develop the skills required to set up relevant classroom audio equipment, used for rehearsal and live performance.

## Assessment Evidence:

- Instrumental and technical skill development on the student's chosen instrument
- Musical competence on their chosen instrument/vocals demonstrated through a combination of solo and or group work each week
- The development of music theory knowledge and the ability to implement it practically on their instrument of choice
- Group and/or solo performance assessments
- Written pre and post tests focusing on aural and written musical knowledge



# MUSIC

## **Materials Required:**

- Exercise book
- Binder and display book
- Pens and highlighters
- Preferred – access to an instrument at home to practice on e.g. guitar, bass, piano or keyboard, drum kit or whatever instrument the student is learning etc
- BYOD for digital based activities

## **Additional Expenses/Opportunities:**

- Extra-curricular instrumental music/vocal lessons if students opt-in, please refer to THS Music Tuition Form at the front office or on the school website under "Curriculum" – "Music"
- There is also the potential for suitably competent and interested groups of music students to attend a recording session at Studio 52, every second year, for the Kool Skools Recording Project, as part of the Trafalgar High School annual CD/recording program
- Annual Battle of the Bands competitions offered through external education programs that Trafalgar High School participates in e.g. RockFest or the SEVR Battle of the Bands competitions
- Regular monthly Open Mic Nights held at Trafalgar High School





# PHOTOGRAPHY

## Unit Descriptors:

In this unit, students are introduced to the methods and principles of black and white photography, as well as digital photography. Students explore a variety of photographers, practices and styles - for example; Pinhole Cameras; Digital Imagery, and; Photograms. Students analyse and interpret a range of images from different cultures, times and places broadening their knowledge and understanding of photography. Students apply, practice, and further develop their photographic skills and document their individual studio process.

## Assessment Evidence:

- A folio that shows evidence of the students studio process (including research, image planning and development, evaluations and reflections)
- Demonstrate an understanding of the photographic process and art elements and principles
- Complete a range of final images
- Complete a series of research, analytic and reflection tasks

## Materials Required:

- As per the booklist
- BYOD for digital based activities

# VISUAL ARTS

## Unit Descriptor:

In this unit, students make and respond to visual artworks. Students explore a variety of artists and art forms, practices and styles - for example; Street Art; Digital Art, and; Printmaking. Students analyse and interpret a range of artworks from different cultures, times and places broadening their knowledge and understanding of art. Students learn how artists' use materials and techniques to achieve their artistic intentions and research existing artworks as inspiration to develop, explore and express themes and ideas in their own art making. Students apply, practice and further develop their artistic skills and document their individual studio process.

## Assessment Evidence:

- A folio that shows evidence of the students studio process (including research, sketches, artistic development, evaluations and reflections)
- Demonstrate an understanding of the studio process and art elements and principles
- Complete a range of final artworks
- Complete a series of research, analytic and reflection tasks

## Materials Required:

- As per the booklist
- BYOD for digital based activities





# VISUAL COMMUNICATION DESIGN

## Unit Descriptors:

In this unit, students will have a major focus on practical music making and the development of Visual Communication Design provides students with the opportunity to produce unique, imaginative and creative responses through a range of design projects. Students develop practical skills in drawing, both two- and three-dimensional, as well as using digital programs such as Adobe Photoshop and Illustrator. Students will explore a variety of media and materials when developing their design outcomes in the areas of Architecture, Typography and Logos, and Product Design. Students will learn about past and present designers, design styles and the design elements and principles.

## Assessment Evidence:

- A folio that shows evidence of the design process (including research, designs, development and evaluations relevant to the design brief)
- Demonstrate an understanding of the design process and design elements and principles
- Complete written analysis of visual communications
- Complete a range of two- and three-dimensional visual communications

## Materials Required:

- As per the booklist
- BYOD for digital based activities



# YEAR 9 - LANGUAGE

- Bahasa Indonesia





# BAHASA INDONESIA

## **Unit Descriptor:**

This unit will enable students to extend their understanding of Indonesia's language and culture. Students will undertake a range of listening, speaking, reading and writing activities, with a focus on understanding both written and spoken texts and expressing themselves in Indonesian. Studying Indonesian improves communication skills, confidence, cognitive developments, literacy and general knowledge. The study of Indonesian language will integrate ICT, media and food to enhance students' language and application opportunities.

## Topics:

- Weather report video
- Fashion show
- Eating out
- Cooking

## **Assessment Evidence:**

- Communicating in Indonesian (Speaking Assessments)
- Understanding Indonesian Language (Chapter Tests)
- Intercultural knowledge and awareness
- Vocabulary retention (Vocabulary Tests)



# BAHASA INDONESIA

## **Materials Required:**

- Education Perfect Licence
- BYOD for digital based activities
- A4 workbook
- Pens and coloured pencils
- Headphones/earbuds for listening activities

## **Additional Expenses:**

There will be an Indonesian Food Excursion. Students will be required cover the cost of train transport and lunch at an Indonesian restaurant.



# YEAR 9 - PHYSICAL EDUCATION

- Sports Analysis
- Sports Investigation





# SPORTS ANALYSIS

## Unit Descriptor:

This mainly practical unit provides students the opportunity to participate in team sports, minor games, and recreational activities. Team sports such as Basketball, Soccer and Netball will be included as well as a variety of other invasion and net/court sports depending on weather and access to facilities. Students will explore principles of skill learning and games analysis to enhance their understanding of key concepts and complete theoretical tasks designed to display their knowledge of these areas. Students will be required to take part in a SEPEP (Sport Education In Physical Education Program) unit where the roles such as umpire, coach, scorer and equipment managers will be fulfilled by students within the team. The SEPEP unit will cover several invasion and net/court sports.

## Assessment Evidence:

- Active & Positive participation during all practical activities such as team games, SEPEP unit and minor games
- Skill level in Invasion & Net Court sports
- Being organised for learning: being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly: using equipment safely
- Demonstrates effort: participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Competition of folio - laboratory tasks (skill & games analysis)
- Research task (or rules /knowledge test)

## Materials Required:

- A4 workbook
- BYOD for digital based activities
- Sports Uniform which includes black shorts and red t-shirt.
- Appropriate footwear
- Hat and Sun cream

# SPORTS INVESTIGATION

## Unit Descriptor:

This mainly practical unit provides students the opportunity to participate in team sports, minor games, and recreational activities. Students will have the opportunity to perform and refine specialised movement skills in challenging movement situations to improve their performance. There will be a focus on the mechanics of the body and issues associated with sport. Basketball, Soccer and Netball will be included as well as a variety of other invasion sports such as other football codes depending on weather and access to facilities. Students will be required to take part in a SEPEP (Sport Education In Physical Education Program) unit where the roles such as umpire, coach, scorer and equipment managers will be fulfilled by students within the team. The SEPEP unit will cover several team sports. Students will explore biomechanical principles to enhance their understanding of key concepts and complete theoretical tasks designed to display their knowledge of this. They will also cover issues associated within sport in society.

## Assessment Evidence:

- Active & Positive participation during all practical activities such as team games, SEPEP unit and minor games
- Skill level in Invasion & Net Court sports
- Being organised for learning: being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly: using equipment safely
- Demonstrates effort: participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Competition of folio - laboratory tasks (skill & games analysis)
- Research task (or rules /knowledge test)

## Materials Required:

- A4 workbook
- BYOD for digital based activities
- Sports Uniform which includes black shorts and red t-shirt.
- Appropriate footwear
- Hat and Sun cream





# YEAR 9 - TECHNOLOGY

- Food Studies - International Cooking, Taste Australia, Taste the Globe
- Food Studies - Make, Bake and Decorate
- Information Communication and Technology (ICT)
- Product Design and Technology





# FOOD STUDIES - *INTERNATIONAL COOKING, TASTE AUSTRALIA, TASTE THE GLOBE*

## **Unit Descriptor:**

Through practical and theoretical tasks, students will explore the cuisine of a range of countries. They will investigate and explain how climate, geography, economy and traditions have influenced foods and flavours in Australia and across the globe. They will further develop their skills in following the design process to create solutions to problems. Students will participate in weekly practical activities to develop their skills and confidence in various cooking methods and processes.

## **Assessment Evidence:**

- Maintain a workbook of notes, written and practical activities
- Complete research linked to all areas of food studies
- Complete written and practical design brief tasks
- Demonstrate an ability to work independently and in teams
- Model a variety of safe and hygienic food preparation skills
- Complete range of cooking activities within the class period

## **Materials Required:**

- A lunch box sized container
- An apron
- Lined notebook
- BYOD for digital based activities



# FOOD STUDIES - MAKE, BAKE AND DECORATE

## **Unit Descriptor:**

Through practical and theoretical tasks, students will develop their skills and knowledge related baking breads, cakes, pastries and biscuit products. They will also consider the how such foods can be modified to suit different dietary needs. Students will learn techniques in cake decorating and food presentation. Weekly practical activities will build student skills and confidence in the kitchen by covering a range of cooking methods and processes. Students will follow the design process to create solutions to client design briefs.

## **Assessment Evidence:**

- Maintain a workbook of notes, written and practical activities
- Complete research linked to all areas of food studies
- Complete written and practical design brief tasks
- Demonstrate an ability to work independently and in teams
- Model a variety of safe and hygienic food preparation skills
- Complete range of cooking activities within the class period

## **Materials Required:**

- A lunch box sized container
- An apron
- Lined notebook
- BYOD for digital based activities

# INFORMATION COMMUNICATION AND TECHNOLOGY (ICT)

## Unit Descriptor:

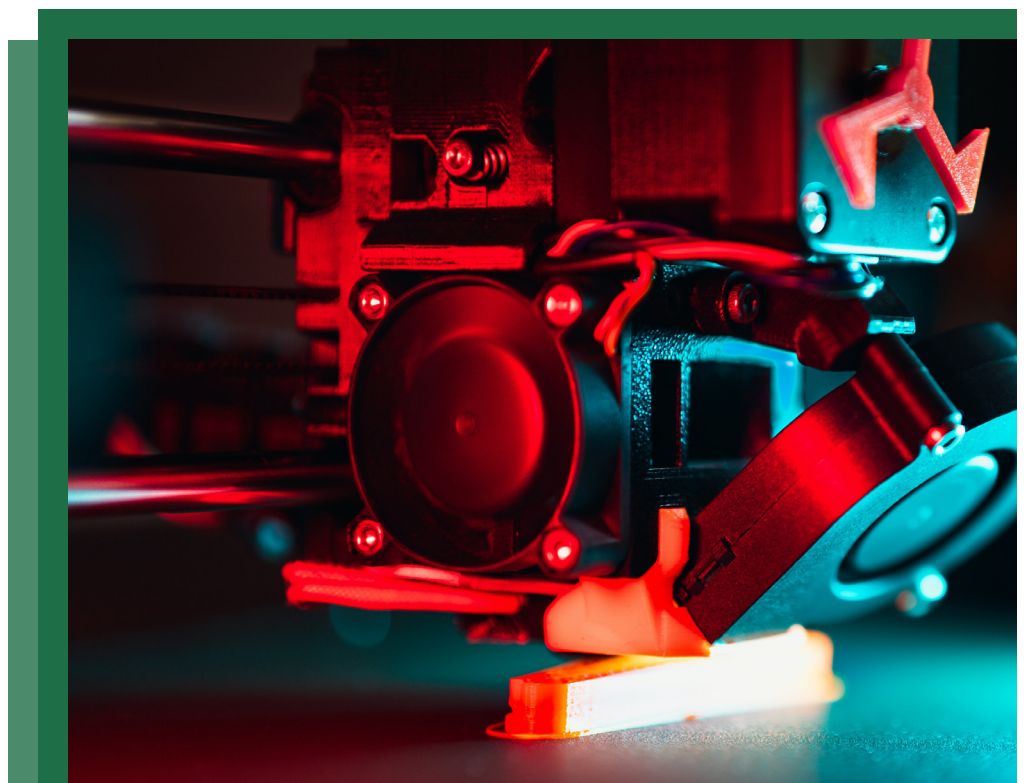
In this unit students will create 3D models and also learn Photoshop. In teams, students will also build and program robots. They will be exposed to theoretical concepts and emerging technologies.

## Assessment Evidence:

- Students use Tinkercad to create 3D models, most of which will be printed
- Students will complete a set of Photoshop tasks. Finally, using those skills, they will create a poster of their own choice
- In groups students will complete a set of learning tasks culminating in them designing, assembling, coding, and controlling a robot
- Students will complete assigned theory tasks
- Students will choose an emerging technology and create a presentation based on it

## Materials Required:

- 8GB USB
- A4 Display Folder
- Headphones
- BYOD for digital based activities







# PRODUCT DESIGN AND TECHNOLOGY

## Bluetooth Speaker & 3D Printed Mobile Phone Cover

### **Unit Descriptor:**

This year we are looking at incorporating different materials and incorporating system design into one major project. Students will be making a series of design projects based around a mobile phone.

### **Project 1:**

The first is to make a 3D Printed rubberised protective cover for their personal mobile phone.

### **Project 2:**

The second project is to incorporate specific design elements from that protective cover to a mobile phone charging station.

### **Project 3:**

Then the third stage is to make a Bluetooth Speaker that can connect to their mobile phone.

There needs to be a cohesive design style for all 3 products created. The main objective is also to make the internal electronic components that make the blue tooth speaker function. Students must incorporate 3D Printing, CNC (Computer Numerical Cutting) and hand and stationary power tools. There is also an additional component that the following materials must be throughout in some form Wood, Plastics and 3D printing. Opportunities for students to extend themselves in written and practical activities.



# PRODUCT DESIGN AND TECHNOLOGY

## **Assessment Evidence:**

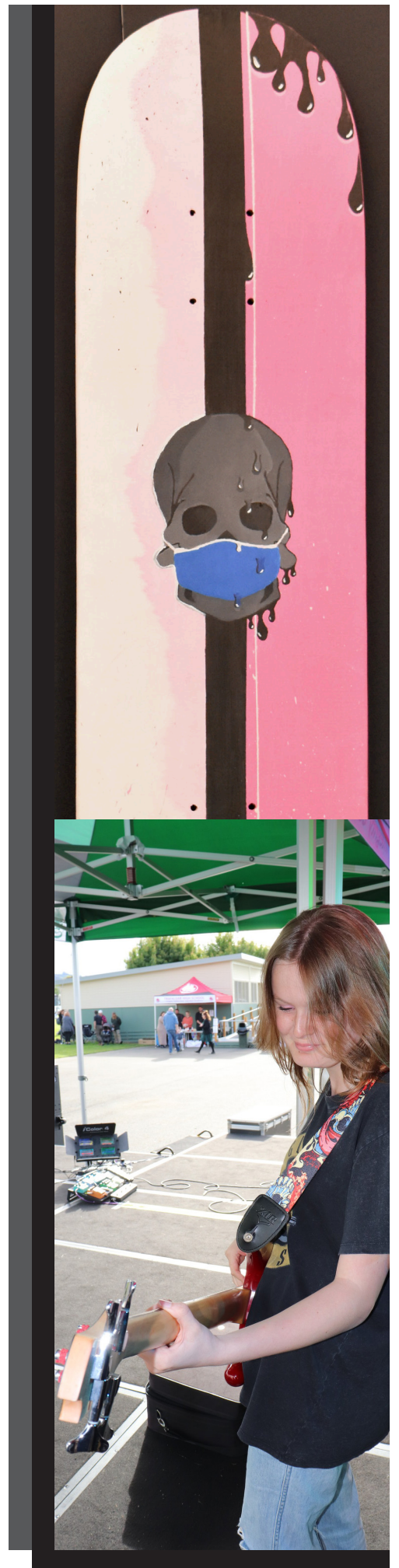
- A series of workbooks that shows evidence of completing a range of planning, design and technical drawing
- Demonstrate an understanding of safety and the correct use of stationary, hand and power tools
- Learning how to use the 3D programs like Tinkercad
- Complete written research tasks
- Demonstrate an ability to work independently and in teams
- Complete all tasks within the allocated time periods
- Completion of products to a standard

## **Materials Required:**

- HB Pencils x 4
- Rubber
- Sharpener
- Coloured Pencils
- 8GB USB
- BYOD for digital based activities

# YEAR 9 - *THE ARTS*

- Creative Writing
- Drama and Theatre Studies
- Media Studies
- Music
- Photography
- Visual Arts - 2D Art
- Visual Arts - 3D Art
- Visual Communication Design





# CREATIVE WRITING

## Unit Descriptor:

Attention all writers! Students with creative flair and interesting ideas will flourish in this unit, where stories are discussed, dissected, planned, crafted, edited and shared. Students will develop skills in creating powerful narrative arcs, writing detailed and engaging environmental descriptions, shaping realistic characters and polishing their pieces, ready for writing competitions and publications. Students will also hear from professional writers and attend literary events

## Assessment Evidence:

- Inspiration journal, containing writing ideas and story excerpts
- Classroom workbook, showcasing technique development
- Improvement feedback to other students, in both verb and written forms
- One perfected creative piece per term

## Materials Required:

- As per the booklist
- BYOD for digital based activities





# DRAMA AND THEATRE STUDIES

## **Unit Descriptor:**

Students will participate in a range of activities designed to realise roles and characters in many different contexts. Expressive and performance skills will assist in characterisation and role development. Dramatic elements and conventions of staging and performing work as well as improvisation and scripted work will be an integral part of course content. Students will practise and refine their use of voice and movement in performance to communicate with audiences as they perform devised and scripted drama and theatrical studies pieces of work. They will make deliberate choices when shaping their narratives and designs and they will evaluate how the elements of drama, forms and performance styles convey meaning. Students will also have the opportunity to attend a professional performance in order to better understand the full potential of the theatre from page to stage.

## **Assessment Evidence:**

- Create roles and characters in various contexts
- Participation and contribution in course content and associated set tasks
- Submission of a folio that includes all handouts and student work
- Provide and respond to constructive feedback – both verbal and written
- Maintain focus and characters through solo and ensemble performance
- Engage with audiences by performing a devised and scripted drama
- Devise, rehearse and perform practical pieces of work

## **Materials Required:**

- A4 Drama journal
- BYOD for digital based activities

## **Additional Expenses:**

- Attendance at professional performances incur costs, is dependent upon availability, and not expected to exceed \$50

# MEDIA STUDIES

## Unit Descriptor:

In this Unit, students will learn about the processes involved in the creation of media texts such as films, TV shows, advertisements etc. Students will learn about the various skills needed to produce media texts and they will have the opportunity to create their own films and advertisements thereby building on the skills that they have learnt. Students also learn about the impact new media such as the internet and mobile phone technology has had on society and how these technologies influence our lives.

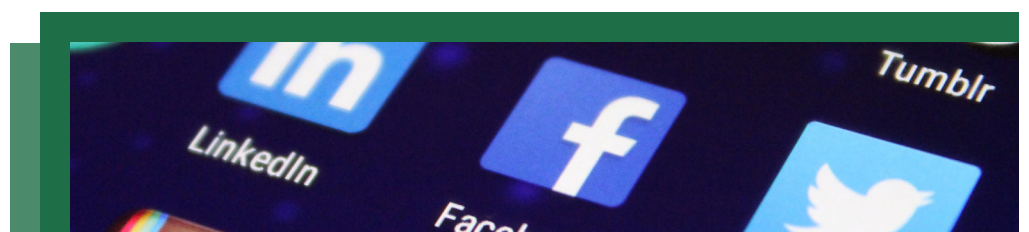
Students will explore the elements of photography. Students will learn a variety of techniques involved in taking good quality photographs. Students will take notes during class about the focal techniques, and they will produce a digital portfolio showcasing the development of their skills over the course of the semester.

## Assessment Evidence:

- Creation of a short film or advertisement
- Demonstrate an understanding of the various stages of media text creation
- Complete written research tasks
- Demonstrate an ability to work independently and in teams
- Complete all tasks within an allocated time period
- A completed digital photographic portfolio that shows evidence of a variety of techniques including composition, editing and contrasting colours
- Maintain notes about the techniques covered in class
- Demonstrate an understanding of the use of digital SLR cameras and how to manipulate the camera settings to achieve a desired outcome
- Demonstrate the ability to use computer software to edit photographs for a particular purpose
- Complete all tasks within an allocated time period

## Materials Required:

- One exercise book
- One storage device card of at least 8Gigabyte capacity
- BYOD for digital based activities







# MUSIC

## Unit Descriptor:

In this unit, students will have a major focus on practical music making and the development of their instrumental skills. Students will learn theoretical concepts relating to practical music making such as chord building, scales, guitar and bass tablature, drum notation and written musical notation. Students are expected to have some level of instrumental/vocal competency, as the expectation is that they will be playing instruments/singing and participating in a mixture of solo and group work each lesson. For example, a student might only be able to play a selection of chords on guitar or play basic drum patterns or play basic piano but if they are willing to learn and work towards developing these skills further, then this subject will be ideal. Students will maintain a journal recording notes, composition and lyrical ideas, chord diagrams, song charts and theory related to the various musical concepts introduced throughout the semester. Students will explore various styles of music and continue the development of their instrumental skills. Students will learn about music production, recording and performance and develop the skills required to set up audio equipment, record and produce a live performance.

## Assessment Evidence:

- Instrumental and technical skill development on the student's chosen instrument
- Musical Competence on their chosen instrument/vocals demonstrated through a combination of solo and group work
- The development of music theory knowledge and the ability to implement it practically on their instrument of choice
- Group and/or solo performance assessments and a written SAC focusing on aural and written musical knowledge



# MUSIC

## **Materials Required:**

- Exercise book
- Binder and display book
- Pens, highlighters, and glue stick
- Preferred instrument (if appropriate) e.g. personal guitar, bass, flute
- BYOD for digital based activities

## **Additional Expenses:**

- Extra-curricular instrumental music/vocal lessons if students opt-in, please refer to THS Music Tuition Form at the front office



# PHOTOGRAPHY

## **Unit Descriptor:**

In this unit, students will be exposed to the world of studio photography. Students will learn how to use high-quality cameras manually to produce photographs using various styles and techniques inspired by famous photographers. Students will learn how to use industry specific programs such as Adobe Photoshop and professional studio and lighting equipment and spaces. This elective is designed for students who enjoy working with cameras and can imagine themselves working in the Creative Arts industry in their future.

## **Assessment Evidence:**

- A folio that shows evidence of the students studio process (including research, image planning and development, evaluations and reflections)
- Demonstrate an understanding of the photographic process and art elements and principles
- Complete a range of final images
- Complete a series of research, analytic and reflection tasks

## **Materials Required:**

- As per the booklist
- BYOD for digital based activities



# VISUAL ARTS - 2D ART

## Unit Descriptor:

Visual Arts – 2D Art offers students a variety of 2D art practices and styles, for example Pop Art, Photography and Still Life/Life Drawing. Students explore a range of visual art forms and techniques as inspiration to develop, explore and express themes and ideas in their art making. Traditional and contemporary techniques and processes are explored, from drawing and painting skills to digital media and photography. Students analyse and interpret a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

## Assessment Evidence:

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations)
- Demonstrate an understanding of the art elements and principles
- Complete written analysis of art works
- Complete a series of 2D artworks

## Materials Required:

- As per the booklist
- BYOD for digital based activities





# VISUAL ARTS - 3D ART

## Unit Descriptor:

Visual Arts – 3D Art offers students a variety of 3D art practices and styles, for example Installation Art, Sculpture and Modeling. Students select and manipulate materials, techniques and technologies to express ideas, concepts and themes. Traditional and contemporary techniques and processes are explored, from carving and construction to digital media and photography. Students analyse and interpret a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

## Assessment Evidence:

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations)
- Demonstrate an understanding of the art elements and principles
- Complete written analysis of art works
- Complete a series of 3D artworks

## Materials Required:

- As per the booklist
- BYOD for digital based activities

# VISUAL COMMUNICATION DESIGN

## Unit Descriptor:

In Visual Communication Design students develop an understanding of the design process to create a range of visual communications including Comic Book Character or Skateboard Design, Stage Design and Product Design. Throughout this process students will explore a variety of media, materials and technologies, such as model making, two and three-dimensional drawing techniques, and digital applications Adobe Illustrator and Photoshop as well as Sketch Up for 3D printing. Students will learn about past and present designers, design styles and the design elements and principles.

## Assessment Evidence:

- A folio that shows evidence of the design process (including research, designs, development and evaluations relevant to the design brief)
- Demonstrate an understanding of the design process and design elements and principles
- Complete written analysis of visual communications
- Complete a range of two- and three-dimensional visual communications

## Materials Required:

- As per the booklist
- BYOD for digital based activities





# YEAR 10 - *HUMANITIES*

- Geography / Health - Wellbeing in a Globalising World
- History - Rights and Freedoms in a Globalising World







# GEOGRAPHY / HEALTH - WELLBEING IN A GLOBALISING WORLD

## Unit Descriptor:

This subject provides an introduction to both VCE Geography and VCE Health and Human Development. It will look at the role of individuals, organisations and governments in implementing programs for development and change. It will explore the health and wellbeing of individuals and countries across the globe. Students will delve into the role of climate change, global marketing, digital technology, conflict and mass migration and other factors in influencing health and wellbeing. This subject will also investigate and evaluate existing strategies for promoting global health and wellbeing as well as giving students the opportunity to develop their own ideas and strategies for promoting the health and wellbeing of those in need in a variety of countries.

## Topics include:

- What makes a good life? Is life the same everywhere?
- Human health and wellbeing – what is it and how is it measured?
- Geographic factors: social, political, technological, environmental and economic
- Development challenges
- Conflict and change

## Assessment Evidence:

- A structured task and a research project which results in a student-led solution/outcome to a local or global problem
- Maintain a workbook of notes, designs and evaluations relevant to the activities undertaken
- Research tasks including assignments and case studies
- Written response to structured questions
- Field work

## Materials Required:

- Jacaranda Geography Alive 10 (Humanities textbook)



# HISTORY - RIGHTS AND FREEDOMS IN A GLOBALISING WORLD

## Unit Descriptor:

In this unit students will investigate major global influences that have shaped Australian society during the twentieth century and continue to do so to this day.

The elective will cover the following topics:

- Popular Culture
- The Environment Movement
- Political Crisis
- Migration Experiences

## Assessment Evidence:

- A structured task (Film Review) and a Research Project

## Materials Required:

- Jacaranda History Alive 10 (Humanities textbook)

# YEAR 10 - LANGUAGE

- Bahasa Indonesia







# BAHASA INDONESIA

## Unit 1 & 2 full year

### Unit Descriptor:

In this unit, students will study two topics per term. These topics include: environment, food/etiquette, movies/characteristics, and art/music. In each topic, students complete a range of activities to develop their language skills in reading, writing, listening, speaking and viewing. Each unit allows students to build on language skills previously learnt to create fluent Indonesian speakers in a range of topics and scenarios in preparation for VCE Indonesian.

Student will also become leaders to help run the Indonesian Independence Day festival. This will include running activities, cooking, photography and advertising the event. This will enhance their leadership skills and also their knowledge of Indonesian culture. Please note Indonesian is a full year elective.

### Assessment Evidence:

- Communicating in a LOTE
- Intercultural knowledge and awareness
- Vocabulary Tests
- Chapter Tests

### Materials Required:

- As per the booklist

### Additional Expenses:

- One excursion during each term - Approximately \$20 per student



# YEAR 10 - PHYSICAL EDUCATION

- Health and Physical Education
- Outdoor Education
- Personal Training
- Sports Academy



# HEALTH AND PHYSICAL EDUCATION

## Unit Descriptor:

This subject primarily focuses on playing sport (2-3 lessons per week). There is also a theoretical component (usually 1 lesson per week, but sometimes 2).

The theoretical aspect is intended to give students a taste of VCE PE and VCE Health and Human Development.

This subject involves students participating in sports such as Basketball, Table Tennis, Ultimate Frisbee, Soccer, Volleyball and minor games. Students will demonstrate proficiency in the execution of manipulative and movement skills during complex activities during games. They will be assessed on their participation, social skills, skill execution and strategy.

In small groups, students will be required to plan and conduct a coaching session for their class as a major assessment.

For the theoretical component (once or twice per week), students will learn about the Musculo-skeletal system in the first Term. This includes muscles and bones names, as well as functions. There will be a test on this.

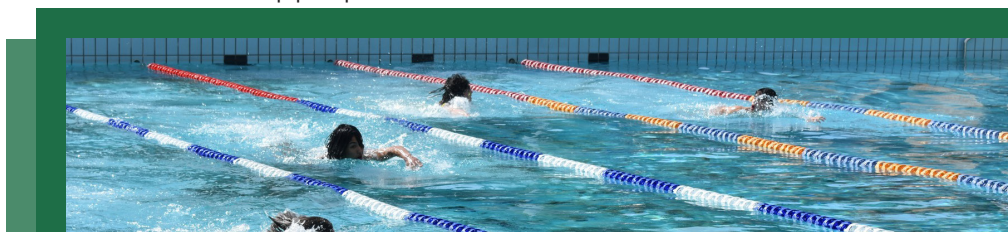
The theoretical topic for the second Term will be traffic safety and first aid. CPR will be a major component. There will be a written test on this.

## Assessment Evidence:

- Being organised for learning – this includes being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly – this includes using equipment safely
- Demonstrates Effort – participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Demonstrate improvement of sport specific skills
- SACs – Tests

## Materials Required:

- As per the booklist
- Sports Uniform which includes black shorts and red t-shirt
- A change of clothing should also include appropriate footwear, a hat and sun cream.





# OUTDOOR EDUCATION

## Unit Descriptor:

This unit will provide students with the appropriate knowledge and skills to safely participate in recreational activities in the outdoors, such as hiking. Students are encouraged to develop an understanding and appreciation for their local and surrounding environment. Students will participate in both theoretical and practical lessons during class. Outdoor Education strongly focuses on personal and social development whilst on outdoor camps. This subject is not about competitive sports (such as football) or motorised pursuits. This subject is designed to give students a taste of VCE Outdoor and Environmental Studies.

Theoretical and practical topics throughout the semester include:

- Camp stove operation
- Bushcraft
- First Aid
- Coastal environments
- Surfing knowledge and skills
- Hiking knowledge and skills
- Knot tying and indoor climbing skills
- Maps and navigation
- Indigenous Australian culture
- Environmental studies
- Sustainability



# OUTDOOR EDUCATION

## Assessment Evidence:

- Participation in each camp/excursion
- Application, reflection and analysis of their practical experiences - Journal Entries
- Written assignments on outdoor experiences and theoretical content in class

## Materials Required:

- As per the booklist

## Additional Expenses:

- Camps/Excursions
- Travel expenses ie Myki card to travel to Melbourne/Warragul
- Personal food on camps/excursions
- Outdoor equipment such as sleeping bag, torch & waterproof jacket
- The school has tents, stoves, fuel, backpack, sleeping mats, & waterproof jackets which students may loan.



# PERSONAL TRAINING

## Unit Descriptor:

This unit will focus on health and personal fitness utilising the School Fitness Centre. It will include a combination of theoretical and a practical approach.

Concepts covered include:

- Developing, performing and evaluation of a personal training program
- Developing knowledge of nutrition and recommendations for specific needs
- Participate in strength and conditioning training
- Technique analysis and feedback
- Injury prevention, management and rehabilitation
- Setting personal goals and evaluation
- Energy Systems

## Assessment Evidence:

- Practical Assessment – Participation & performance
- Theoretical Assessment – Personal training program reflection and program design

## Materials Required:

- As per the booklist





# SPORTS ACADEMY

## Unit Descriptor:

This unit is for those students who may enjoy exercise and wish to develop their knowledge of how their body adapts and performs skills. Concepts covered in the subject aim to provide an introduction into VCE PE covering an introduction to training the Muscular & Cardiovascular systems. Other topics included Skill Acquisition & Coaching styles and the Technique or Technological changes which have occurred in sporting activities.

## Assessment Evidence:

- Being organised for learning: this includes being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly: this includes using equipment safely
- Demonstrates effort: participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Demonstrate improvement of sport specific skills
- Laboratory Reports: Applying theoretical knowledge with practical class experience
- Tests: Knowledge of body systems. Stages of skill acquisition and coaching styles.
- Research task on the technological changes to a sporting activity

## Materials Required:

- As per the booklist
- Sports Uniform which includes black shorts and red t-shirt
- A change of clothing should also include appropriate footwear, a hat and sun cream

# YEAR 10 - TECHNOLOGY

- Food Studies
- Product Design and Technology
- Web Design and Robotics





# FOOD STUDIES

## Unit Descriptor:

Students will build on their prior knowledge from junior food technology classes. Students will develop practical skills, knowledge and understanding about healthy eating, as well as how to apply these skills in their everyday life. The opportunity to prepare and cook a wide range of ingredients and foods will be central to this study. In addition, students will be engaged in investigating, designing, producing, analysing and evaluating their work. Importantly, this course will prepare students for the VCE Food Studies Study Design.

## Assessment Evidence:

- Complete written design brief tasks
- Demonstrate an ability to work independently and in teams
- Model a variety of safe and hygienic food preparation skills
- Complete all tasks within a designated time period

## Materials Required:

- As per the booklist
- A lunch box sized container

## Additional Expenses:

- There will be a compulsory fee additional to fees for this subject, which will be approximately \$80







# PRODUCT DESIGN AND TECHNOLOGY

## **Unit Descriptor:**

Students will focus on the using diverse types of materials in Product Design & Technology depending on the task at hand these include Wood, Metal, Plastics. We will be looking initially into the use of complex woodworking joints and fastening techniques which provide strength and attractive appearance with projects more focused on a product. The major project this year will be a Cigar Box Guitar. The Cigar Box Guitar originated in the deep south of America in the 1800's. It derived from many people not having money to buy instruments and incorporates making something from extraordinarily little. People who have played these unique guitars has ranged from jazz musicians in New Orleans to Dave Grohl of Foo Fighters. The main body houses both acoustic elements and electric pickup to play from an amp. There is an opportunity for advanced students to make a full-size electric guitar this is dependent on skill level and payment for this project. The emphasis here is on careful and well investigated designs on the accuracy of the work and on the student's ability to work through the Product Design Process.



# PRODUCT DESIGN AND TECHNOLOGY

## **Assessment Evidence:**

- A Design Booklet that shows evidence of Investigating, Generating, Planning, Producing and Evaluating
- Demonstrate an understanding of safety and the correct use of stationery and hand/power tools
- Complete written Investigation tasks
- Demonstrate an ability to work independently and in groups
- Complete all tasks within the allocated time period
- Completion of a Product to a high standard

## **Materials Required:**

- As per the booklist

## **Additional Expenses:**

- A fee may incur if additional materials are required for projects that take place throughout the year

# WEB DESIGN AND ROBOTICS

## Unit Descriptor:

In this unit students will develop skills in the use of various software applications that assist in website creation. They will work collaboratively to plan, develop, test and evaluate an effective website. The students will also collaboratively use robotic kits to complete a series tasks involving assembling, coding and controlling robots. They then build, code and control a robot of their own design, creating a video to present all its capabilities and features.

## Assessment Evidence:

- Collaboratively produce a website, including stages of planning, developing, testing and evaluating
- Collaboratively build robots and video their finished product to present all its capabilities and features

## Materials Required:

- As per the booklist

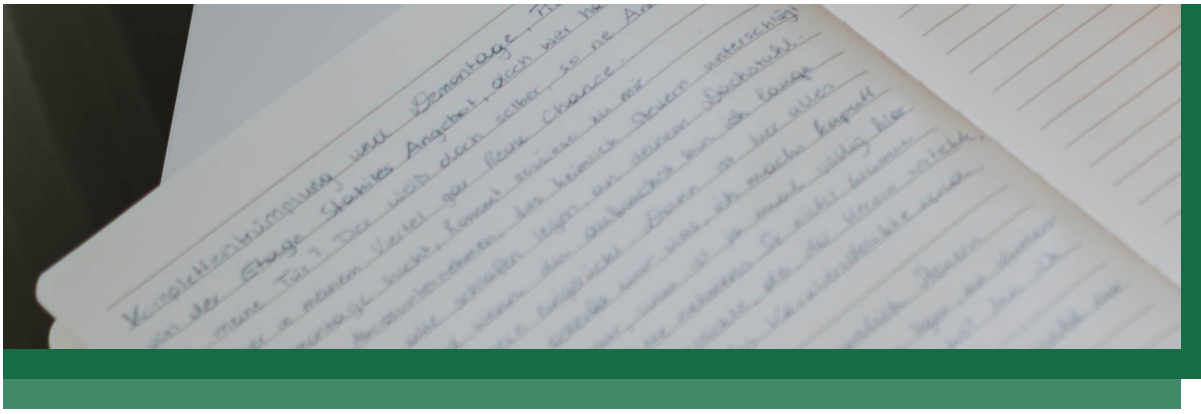


# YEAR 10 - *THE ARTS*

- Creative Writing
- Drama
- Media Studies
- Music
- Visual Arts
- Visual Communication Design







# CREATIVE WRITING

## Unit Descriptor:

Are you a natural story-teller? Do you love to immerse yourself in invented worlds full of adventure and excitement? Unleash your inner writer in this stimulating subject that explores fascinating settings, realistic characters, well-paced plots, sense-driven descriptions and rousing language. Whether you wish to enter writing competitions or improve your personal blog, this elective will provide you with the creative tools necessary to bring your imagination to life.

## Assessment Evidence:

- Students will complete creative writing tasks
- Students will complete creative writing tasks for specific audiences
- Students will complete creative writing responses to text

## Materials Required:

- As per the booklist

# DRAMA

## Unit Descriptor:

Drama enables students to express, explore and make meaning of personal, social and cultural worlds through narrative, role and situation. Students will learn to think, move, speak and act with confidence while making and staging performances for audiences.

Students will improvise with elements of drama and stagecraft to develop ideas and communicate meaning through a variety of performance styles. They will work collaboratively to rehearse and refine their expressive skills and actions in a range of forms and spaces.

They will also attend and respond to performances presented by professional practitioners. This allows students to make connections with their own work and to build their experience of how dramatic elements, styles, stagecraft etc, can be used and manipulated in performance.

## Assessment Evidence:

- Develop and sustain different roles and characters to realise dramatic intention
- Perform devised and scripted drama for an audience
- Select and use appropriate expressive skills to convey dramatic action and meaning
- Select and use elements of drama, narrative and structure in directing acting and applying stagecraft
- Attend a professional performance
- Discuss and analyse a performance by a professional practitioner
- Year 9 Drama as pre-requisite

## Materials Required:

- As per the booklist

## Additional Expenses:

- The attendance at professional performances can incur costs. These are dependent upon availability and not expected to exceed \$50.





# MEDIA STUDIES

## **Unit Descriptor:**

In this Unit, students will continue to learn about the processes involved in the creation of media texts such as films, TV shows, advertisements etc. This elective will offer extension studies for those students who have completed the year 9 elective. They will learn about the various skills needed to produce media texts and they will have the opportunity to create their own films and advertisements thereby building on the skills that they have learnt in year 9. Students also learn about the impact new media such as the internet and mobile phone technology has had on society and how these technologies influence our lives. This elective is suitable for students who will be enrolling in Media Studies for the first time as the content material will be adapted to suit the student's point of entry.

## **Assessment Evidence:**

- Demonstrate an understanding of the various stages of media text creation
- Complete written research tasks
- Demonstrate an ability to work independently and in teams
- Complete all tasks within an allocated time period

## **Materials Required:**

- As per the booklist

# MUSIC

## Unit Descriptor:

In this unit, students will learn to play various styles of music with a major focus on the practical aspect of music and the development of their instrumental skills. This includes vocal skill development. Students will explore composition and song writing. Students will learn theoretical concepts and apply this to their instrumental and ensemble work throughout the semester. Students will refine and further their understanding of musical styles, chords, scales, guitar and bass tablature. In addition, exploring drum notation, reading and writing of lead sheets and notation.

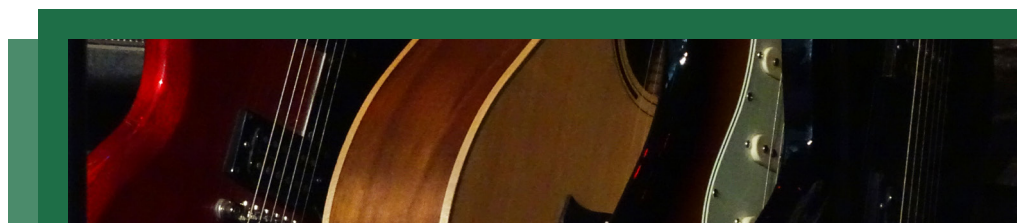
There is an expectation that students will have developed some skills in their chosen instrument (vocals included) as they will perform in both ensemble and solo instrumental works every lesson throughout the semester. Students will maintain a journal recording notes, ideas, chord diagrams, song charts and theory relating to the music introduced throughout the semester. A written piece of music (composition) will be developed, recorded and performed and a journal kept as part of their assessment.

## Assessment Evidence:

- Musical competence and development of instrumental skills on a chosen instrument (vocals included) demonstrated through band, solo performances and class work
- Understanding of theoretical concepts and an ability to implement them practically on their instrument
- In class and end of unit Musical performances
- A personal/group instrumental and/or vocal composition based on a particular genre/style of music and a written journal
- A personal/group instrumental and/or vocal composition
- Development of Music production skills
- Completed recording of student Music works either composed or covers, performed and produced by the students using appropriate technology

## Materials Required:

- As per the booklist
- Preferred instrument (if appropriate) e.g. personal guitar, bass, flute.







# VISUAL ARTS

## **Unit Descriptor:**

Visual Arts offers students a more independent and specialised approach, working in a variety of 2D and 3D art forms, for example drawing, painting, artist books and photography. Students explore a range of subject matter and materials, leading to the development of personal ideas and viewpoints based on the study and appreciation of a range of artistic styles. Traditional and contemporary techniques and processes are explored with to develop their own art practice. Students analyse and evaluate a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

## **Assessment Evidence:**

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations)
- Demonstrate an understanding of the art elements and principles
- Complete written analysis of art works
- Complete a series of 2D and 3D artworks

## **Materials Required:**

- As per the booklist

# VISUAL COMMUNICATION DESIGN

## Unit Descriptor:

In Visual Communication Design students develop an understanding of the three design fields; Environmental, Communication and Industrial Design. Students design briefs to explore and develop ideas incorporating a range of media, materials and drawing conventions that includes model making, two- and three-dimensional drawing techniques and digital applications such as Adobe Illustrator and Photoshop. Students will learn about past and present designers and design styles and the design elements and principles.

## Assessment Evidence:

- A folio that shows evidence of the design process (including research, designs, development and evaluations relevant to the design brief)
- Demonstrate an understanding of the design process and design elements and principles
- Complete written analysis of visual communications
- Complete a range of two- and three-dimensional visual communications

## Materials Required:

- As per the booklist





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