

MUTUAL RESPECT

PERSISTENCE

RESILIENCE

# Year 9

2018



Warrnambool  
COLLEGE

# PROSPECTUS

# At Warrnambool College

## **Our students:**

**Are empowered to be global citizens who are equipped with relevant skills for the 21<sup>st</sup> century.**

**Are caring and confident.**

**Accept that mistakes are normal but with resilience, view this is an opportunity for learning.**

**Communicate effectively by thinking creatively and critically.**

**Are independent learners who also work effectively in a team.**

**Transfer their learning to solve problems beyond the school gates.**

## Expectations of Year 9

It is the expectation that all staff, students and others involved in the program will operate within this set of values.

- Communicate respectfully
- Co-operate in good faith
- Aim for consensus decision making
- Confront problems respectfully
- Give no put-downs
- Accept where others are at
  - Suspend judgements
- Adopt a sense of responsibility for the group and within the group
- Respect confidentiality

Semester 1 focuses on student health and wellbeing education and Australian history. Emphasis is placed on establishing close learning partnerships and relationships between students, parents, teachers and the local community. The curriculum is designed to relate to the students: through experience, authenticity and emotional connection.

The year 9 camp in Term 3 aims to build on the values of the program and build resilience and collaborative skills in the students. It also links to Indigenous histories, perspectives and cultures that have been studied.

### Integrated Approach to PhoenIX in Semester 1

The program is designed around developing a sense of place for students and inquiry based skills. The following outlines the units studied.

#### **Healthy Relationships**

- Physical identity and gender identity
- Respectful Relationships
- Emotional development
- Drug education

- Sexual identity and education
- Mental health

### **Rights and Freedoms** (*emphasis on Indigenous education*)

- Connection to land
- Civil & Land Rights
- Segregation
- Assimilation
- Reconciliation

### Intensive Approach to PhoenIX in Semester 2

The Semester 2 program prepares students for Year 10 and the rigors of VCE with PhoenIX breaking into separate core learning areas of English and Humanities. Humanities topics Work and Work Futures as well as World War One; English texts are The Dead I Know and UP. Assessment of all subjects is comprehensive and ongoing; reports will provide information on the students' performance:

- in the classroom
- in completing the set tasks
- in the various skills relevant to the subject
- Common Assessment Tasks and Learning Tasks

### Work and Work Futures

- Work Environment
- Resume
- Application
- Job Advertisements
- Mock Job Interviews.

### World War One

- Causes and effects
- Significant ideas, individuals places and events
- Gallipoli

## **Pathway Policy**

### **Rationale**

At Warrnambool College we believe that student learning is an individual pathway, supported via a whole school approach. This includes teachers, parents and the wider community working together to ensure that all students apply themselves to achieve the best possible outcome.

We believe that students have the right to choose their individual pathway and as a school we provide students with that opportunity by providing the support and guidance to achieve this. To this end students need to demonstrate that a **consistent effort** has been applied across all subjects in the areas of class work, Common Assessment Tasks, Attitude and Effort, behaviour and maintaining an appropriate level of attendance.

This effort will be evidenced via feedback from Compass records and summative assessments from subject teachers who have been working individually with each student. In turn teachers will provide appropriate learning experiences to support student improvement. There is an expectation that students will seek support if they are unable to manage the tasks. It is the classroom teacher's responsibility to contact the parent/guardian of any student who is at risk of receiving a "Not Satisfactory" in that subject and thus not progressing.

Attitude and Effort scores of 70% and above will be used to determine the continuation and/or selection of students for following programs:

- Continued inclusion in SEAL (years 7 - 10)
- Sporting Pathway Program (years 7 – 10)
- 10Plus
- International trip participation
- School and House leadership
- Certain elective and/or VCE subjects

### **Students in Years 7 – 10:**

In these year levels students' academic progress and Attitude and Effort will be closely monitored at regular intervals in each subject, with particular emphasis placed on literacy and numeracy, as they are the building blocks for development across all learning areas. Referencing will be via, but not limited to, the following means:

- Chronicle entries and Learning Tasks
- Regular progress reports

Teachers will allocate a level of performance in the following categories outlined in reports:

- Attitude and Effort toward learning
- Academic Performance

A student who does not meet the expected standards of Attitude and Effort toward learning in a particular subject will work with their subject and/or tutorial teacher to put strategies in place for success. Students who continue to not meet these standards across a range of subjects will be required to undertake a consultation process with their parent / guardian and House Leader to consider the best course of action leading into the following semester / year.

This may include Individual Learning Plans, modified learning arrangements and replacement of up to two elective choices in middle years with an alternate program to best suit the needs of the student to enhance student learning and engagement. Students entering Year 11 for the following year will need to meet the

required Literacy and Numeracy levels to enter mainstream VCE. A student who does not meet this requirement may be required to undertake an alternate pathway or program to achieve the best possible outcome.

### **Students in Year 11 and 12:**

Students in Year 11 progressing towards Year 12 will have their Attitude and Effort towards learning closely monitored and reported on throughout the school year. This will include progress reports, Chronicle entries and Learning Task evaluation.

A student who receives an N in two or more units or an N in an English unit in VCE or MiVCE will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best course of action leading into the following year.

Students who achieve less than six semester based 1-2 units in VCE or MiVCE (The minimum required to successfully undertake Year 12) will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best structure for the following year/s. This will most probably include undertaking a three-year senior program or exploring TAFE options. Members of the Later Years team will be consulted with to ensure a significant pathway is established.

Students undertaking unit 3 & 4 subjects who do not meet the minimum average requirement of 70% in Attitude and Effort, will engage in ongoing discussions around suitable senior VCE pathways including undertaking an 'unscored' VCE.

### **TWO STEP CONSULTATION PROCESS FOR ALL STUDENTS YEARS 7 -12**

**Step One:** Students with unsatisfactory progress in Attitude and Effort (below 50% in two or more subjects) towards learning in two or more subjects will be flagged by their House Leader. Parents and key stakeholders will be informed of the situation and reminded of the pathway policy. Where appropriate a parent, student, and Tutorial Teacher will undertake a Student Support Group meeting (SSG) and if required support from the Learning Needs Coordinator. Ways of moving forward will be discussed and appropriate plans put in place to support student learning and engagement. Students may be placed on an Individual Learning Plan (ILP) to support student learning and engagement.

**Step Two:** Students who have been flagged for a second time will undertake an SSG meeting with their Parent/Guardian, House Leader or Tutorial Teacher and where appropriate, support from the Learning Needs Coordinator. Student's pathway / subject choices will be altered in accordance with the policy to support student learning and engagement.

## CORE AND SEMESTER ELECTIVES FOR YEAR 9 STUDENTS

Key Learning Area	Year 9	P.P.W		
<b>CORE</b>	English / Humanities / Health/Careers as Phoenix	<b>6</b>		
	Science	<b>3</b>		
	Mathematics	<b>3</b>		
<b>ELECTIVES</b>				
<b>General</b>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• English Assistance</li> <li>• Creative Writing</li> <li>• Dollars and Sense</li> <li>• Wonderlust</li> <li>• Math Assistance</li> <li>• Math Extension</li> <li>• <b>French – Year long elective choice</b></li> <li>• <b>Indonesian – Year long elective choice</b></li> </ul>	<b>2</b>		
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***Year 9 LANGUAGES is a prerequisite for Year 10 and VCE LANGUAGES***

**Students must choose a minimum number of electives from each of the learning areas:**

- |                        |             |
|------------------------|-------------|
| 1 x Technology         | 1 x Art     |
| 2 x Physical Education | 1 x General |

**SPP students CANNOT choose a PE as SPP is a yearlong Physical Education subject; but MUST choose a minimum number of electives from each of the learning areas:**

- |                |         |
|----------------|---------|
| 1 x Technology | 1 x Art |
| 1 x General    |         |

**Go Girls can be taken as either a semester length subject or a yearlong subject. Students cannot undertake more than 3 electives from a single area.**

## CURRICULUM STRUCTURE FOR YEARS 9

**Year 9 students complete:**

### **P H O E N I X** PROGRAM FOR HIGHER OUTCOMES IN THE EDUCATION OF YEAR

**6 x 70 minute periods/ week of Phoen1X: (English, Humanities & Health)**  
**3 x 70 minutes per week of Maths**  
**3 x 70 minutes per week of Science**

**Plus:**

**4 electives of 2 x 70 periods a week each, per semester**

**Total of 20 periods per week**

**Students will be expected to complete one Physical Education elective each semester and complete at least one unit from the General, Arts and Technology elective choices over the year.**

**Students in the Sporting Pathway Program will not be permitted to choose any PE electives but MUST select at least one unit from the General, Arts and Technology elective choices over the year.**

# YEAR 9 ELECTIVE UNITS

## ENGLISH ELECTIVES

### **JOUR**

### **JOURNALISM**

In Year 9 Journalism, students study the role, responsibility and techniques of the newspaper reporter. It is vital to understand the importance of newspapers. This course will help to make you a more discerning reader. It will allow you to spot a writer's bias, the shallow beat up, the weak headline and the badly written story. You will study journalistic styles of writing – hard news stories, feature articles and opinionative writing. You will examine the content of newspapers and produce a folio of your own work.

### **ENAS**

### **ENGLISH ASSISTANCE**

This elective is an opportunity for students who find English difficult. It aims to allow them to develop confidence as they refine their skills in preparation for the study of English beyond Year 9. The course will complement units of work undertaken in the English component of Year 9 by focussing specifically on skills required of all English students.

### **CRWR**

### **CREATIVE WRITING**

In Creative Writing, students experiment with various forms of artistic written expression. Poems, stories, anecdotes, songs, letters, reviews and memoirs are all explored. Students may work individually, in pairs, or small groups. The writing process is examined and students apply their knowledge of proofreading and editing to their own and others' work. Writing conferences make up a large component of the course where students and the teacher examine the written piece and explore its strengths and weaknesses. Students have the opportunity to use a range of software to flexibly and imaginatively publish texts. Assessment is based on quantity as well as quality of writing.

## MATHS ELECTIVES

### **MAAS**

### **MATHEMATICS ASSISTANCE**

This elective is an opportunity for students who find Maths difficult. It aims to allow them to develop confidence as they refine their skills in preparation for the study of Maths beyond Year 9. The course will complement units of work undertaken in the Maths component of Year 9 by focussing specifically on skills required of all Maths students.

### **MAEX**

### **MATHS EXTENSION**

The underlying principles of Mathematics study is that students will: - Develop mathematical knowledge and skills; Apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations; Use technology to support the learning of mathematics. These three types of mathematical activities form the basis of each unit of Mathematics. This elective can be taken as extension to the Year 9 Core Mathematics curriculum exploring concepts that will lead onto Year 10 Advanced General Mathematics. This unit will be helpful for students planning to study Year 10 Advanced General Mathematics in the following year.



## LANGUAGE ELECTIVES

### **A special note to parents and students:**

The advanced study of languages can increase job opportunities in such fields as international banking and industry, the diplomatic corps, international airlines and the tourist/travel/service industries. Many corporations actively seek employees who have studied a language; many tertiary institutions give bonus points to those students who succeed at a Language Other Than English at Year 12. At Year 9, it is assumed that students have satisfactorily completed their chosen language at Year 8 level.

### **FREN**

### **FRENCH**

French is one of the most widely spoken languages in the world, with 68 countries using French as a national language. French is the international language of cuisine, fashion, the arts and architecture. In addition, French is the language of diplomacy and international business, opening doors to a broad range of job opportunities. As one of only two global languages, French is the official language of the United Nations, The Olympic Committee and the International Red Cross. In year 9, students are motivated to expand their skills in conversation by making links between their French and English vocabulary. Words like café, déjà vu, Grand Prix, baguette, voyage, and chic are just a few of the 50% of English words that are derived from French. Continuing with French in year 9 opens up a world of possibilities, including the opportunity to participate in future Warrnambool College French study tours.

### **INDO**

### **INDONESIAN**

#### **Indonesia is important**

Indonesia is Australia's largest and nearest neighbour in the Asian region. It is becoming a regional economic and political powerhouse. In an increasingly connected world, it is crucial to engage with those of different cultural and religious backgrounds. Learning Indonesian is one of the best ways to equip yourself with the cross-cultural literacy to thrive in this Asian Century.

Learning Indonesian opens up a vast archipelago of some of the friendliest, fun-loving, and most hospitable people you will ever meet. With only a basic level of Indonesian, you can easily take yourself off the beaten track and find yourself motor biking across Java's mountains and volcanoes, chilling in Bali's rice paddies and beaches, exploring Jakarta or Jogjakarta, diving some of the most beautiful spots in the world at Raja Ampat and the Banda islands, or exploring the local wildlife with the komodo dragons in Lombok and the orangutans in Kalimantan.

In year 9 students leave behind their compulsory language study and begin to develop their language skills from simple sentences and vocabulary to more complex forms of communication. The course encourages conversational Indonesian and has a strong focus on speaking. Students are expected to develop written links with students in our sister schools, SMAN 3 and Olifant, Yogyakarta. These links will be important when students are given the opportunity in the senior years to visit the school as part of the schools Indonesian trip.

## **ARTS ELECTIVES**

### **ARTO**

The focus of this Semester elective is to develop the Visual Art students' skills and techniques in a range of art forms including: drawing, painting, printmaking and digital art. Year 7 Art places a strong emphasis on drawing as a means of idea conception and the students will produce a folio of artwork as well as maintain a record of their design processes and creative thinking through reflective annotation. Year 9 Art students will investigate the work of a number of traditional and contemporary artists with the aim of gaining a greater understanding of artistic processes, practices, techniques, styles, influences, subject matter, themes and ideas. The study of the artists will influence the student's personal style and artwork. In 9 Visual Arts the students design and deliver incredible work using a broad variety of media and have the opportunity to showcase their work at the at the College.

### **ART**

### **ART3**

The course structure is balanced to ensure that students are provided with the broad foundation needed to develop their own artistic voices in a range in visual forms. 3D Art develops problem-solving skills that incorporate aspects of design, practical art techniques, and personal expression. Students generate ideas and investigate working in 3D Art methods of construction, modelling, printmaking, carving, and 3D drawing. Art materials include paper, wire, clay, foam, wood, paint and cane enabling students to trial and develop a range of skills and technical applications.

Students will create a folio of 3D art works and maintain a visual diary as a record of design processes and appropriate language. Students are encouraged to present and exhibit their completed artworks throughout the College.

Skills and experiences gained in 3D Art provide a sound basis for further involvement in Year 10 electives and on to VCE Art Units..

### **3D ART**

### **POTT**

This course offers the students the opportunity to create 3D Sculptures using oil based, ceramic & polymer based clays as they convert Cartoon Character Designs on storyboards into stop-motion puppet animations as well as 2D Digital puppets created using Vector Graphics on iPad & on PC (Adobe-Character Animate). The students will work 'in role' as special effect & animation artists working to Design briefs. A Digital Folio will be maintained to record their following the Design process in development of their skills & ideas. Storyboard narrative, digital filming & editing as well as script-writing skills are all useful across the year 10 Visual Art, Design & Media subjects. Modelling & Animation will use as its foundation the ancient art of ceramic clay hand building techniques (pinch pots, coiling and slab) & further explore the artistic possibilities of modelling medium across traditional & digital media. Students will be required to keep a Digital Folio in which to record their explorations, develop and collect inspiration, document their skill-building & storyboard & cartoon character sketches and pictures and problem-solving and design skills.

### **MODELLING AND ANIMATION**

### **DRAM**

Drama for Performance allows students to prepare pieces of drama and theatre for a range of audiences. Students will be required to take on areas of responsibility in a class production team to realise a performance for a specific audience. The focus of this elective is on script work and/or process Drama where students devise their own piece of theatre. Expressive skills and Elements of Drama will be introduced in this elective. This course will provide an introduction to Theatre Styles in year 10 and Units 1 and 2 VCE Theatre Studies and Drama.

### **DRAMA FOR PERFORMANCE**

**GRDE****GRAPHIC DESIGN**

Graphic Design is the designing presentation of information and ideas using drawings, photographs, digital images, fine art materials and technical illustrations. Students learn how to express their ideas visually using freehand, instrumental, and computer generated design techniques to produce a folio of visual solutions to a variety of design problems. Students use their own interests as a basis for the presentation of symbols, illustrations, posters, signs, 3D products, packages and advertisements.

Design language is developed through annotation of their own ideas and analysis of illustrators and designers working within the industry. Graphic Design develops each student's ability to interpret a design brief, apply research skills and problem solving techniques to their own designs and understand visual messages created by others. Computer Aided Design (C.A.D.) has become an integral component of this dynamic design course. When combined with traditional design techniques students now have the opportunity to use industry standard software as a means of manipulating images, creating ideas, and presenting designs to a very high standard. Adobe Photoshop and Illustrator are combined with colour laser printing facilities.

Career paths linked to this area include: Architecture, Graphic Design, Industrial Design, Building and Printing Trades, Interior Design, Marketing, Web Design and Computer Graphics.

The subject is the perfect preparation for Year 10 Architecture/Graphic Design and VCE Visual Communication and Design.

**MEST****MEDIA STUDIES**

Media allows students to learn more about how the media is made. Is a practical based study of radio, TV and film/video where students will investigate the media and make media products. Students have access to a range of equipment that will allow them to produce outstanding work.

Students will further develop organisation, teamwork, creative and technical skills in media and can use this course as an introduction to Media Studies in Year 10 and VCE.

**MUSI****MUSIC**

Year Nine Music enables students who play a musical instrument (of any standard) the opportunity to develop performance skills in a group situation. The course incorporates a number of areas of study such as song writing using technology, setting up and balancing PA systems and understanding music theory. The study enables students to tailor their learning to their needs and standard, balanced with set work designed to develop essential skills in the reading, writing and performance of music form a range of genres. A basic ability to read music is desired but not required and a willingness to listen and respond to a variety of different music and develop theoretical skills is essential.

**PHOT****PHOTOGRAPHY**

This course presents an introduction to the practice and principles of digital photography. Students explore a range of techniques in the area of Digital imaging working principally with Adobe Photoshop. This covers image capturing, manipulation, digital enhancement, and image presentation.

Areas of Study include:

- Digital Camera operation – auto settings, manual control, aperture priority, shutter priority.
- Composition, Subject Location, Light and Shadows.
- Creative Applications using Photoshop layers, filters and exposure adjustment.
- Printing and presentation techniques, including image resolution and file management.

Students also investigate the unique features of photo images chosen from different historical, cultural, and technological perspectives.

The study of photography will assist any student who is considering further study in the visual arts. Career possibilities include; sports photography, photojournalism, forensic photography, wedding and portrait photography, travel landscape photography, advertising and graphic design photography.

## **HUMANITIES ELECTIVES**

### **DOSE**

### **DOLLARS AND SENSE**

Are you 'Money Smart'? Dollars and Sense is a new elective offering students an introduction to level 9 civics and citizenship, economics and business, financial literacy, critical and creative thinking, ethical capacity. Students will be exposed to learning around 'Becoming Money Smart', 'The Media and Me' (including being 'smart' on social media), and the Australian economy. A number of different assessment activities will be used throughout the semester. Proposed assessments include learning tasks to show competency in base level financial planning activities including budgeting, credit applications (risk and responsibilities) and life skills (renting accommodation, vehicle purchases, bank accounts, etc) and criteria for making sound financial decisions.

### **WAND**

### **WANDERLUST**

*Wanderlust (noun): a very strong desire to travel.* This new elective offers students an introduction to level 9 geography, history, critical and creative thinking, intercultural capacity, and ethical capacity. Students will be exposed to the skills required for VCE success in these subject areas. Geography will focus on Environmental Change and Management with assessment including mapping, data collection and interpretation, mini research, analysis, essential questions and key geographical concepts. History will focus on the Globalising World (popular culture, political crisis and the Environment movement) with assessment include the use of primary source evidence, identifying continuity and change, analysing cause and consequence, taking a historical perspective, and understanding the ethical dimension of historical interpretations.

## **TECHNOLOGY ELECTIVES**

### **SPLI**

Are you interested in the world around you? Do you have a passion for food? This subject will provide you with the opportunity to identify and learn about various cultural and social influences on our lives through the kitchen. Various cooking techniques and international ingredients will be used to produce an array of dishes. Students will gain an understanding of life in other countries of the world and the factors that influence their decision-making.

Through working in a safe and hygienic manner, students will gain useful practical skills and knowledge and apply problem-solving techniques in the course of their work. These skills are skills that can be applied to life, work or further studies in the VCE.

### **CULTURE IN FOOD**

### **DEMA**

In Decorative Materials students will gain experience in the uses of various types of materials and processes within jewelry making. They will learn about the sources, properties and processing of the variety of materials used for their work. They will learn the basic techniques and skills used for Jewelry Making. These skills will be used alongside the design process to design and make decorative jewelry. There is great scope for the student to be creative, be inventive and produce a range of personal articles for themselves, or as gifts.

Students in this elective will gain useful practical and design skills and apply problem-solving techniques in the course of their work. These skills are the basis for a very rewarding and enjoyable hobby and there are also employment opportunities in this field.

### **DECORATIVE MATERIALS**

### **FOSS**

The ability to produce food safely, hygienically and in an appealing manner is a life skill that can be applied by the student both today and into their future. In this elective, students will establish a range of skills that will support their ability to achieve this. The focus will be on processes - knife techniques, cooking methods, food presentation and plating skills – and emerging technologies, with ethical considerations. Other skills covered will be the ability to apply the design process in an independent manner and to document the ideas required in achieving this.

Students will develop the logical and sequential thinking required when following a recipe, in a timely manner, with a wide range of foods with more complicated and demanding methods to improve their skills.

Students will gain useful practical skills and knowledge and apply problem-solving techniques in the course of their work. These skills can be applied to life, work or further studies in the VCE and in some tertiary courses.

### **FOOD STUDIES 9**

### **CATE**

What am I eating? Why eat this food? These are basic questions that many ask about the foods we eat. This unit of study will work towards the answers to these questions. During the semester, students will explore key foods and through reflection, develop an understanding of, which they will then apply in practical situations. The ethics behind of our food supply, and where our food comes from will be part of this exploration. All of this will journey towards the knowledge and skill set to develop food solutions for healthy eating.

Through working in a safe and hygienic manner, students will gain useful practical skills and knowledge and apply problem-solving techniques in the course of their work. These skills are skills that can be applied to life, work or further studies in the VCE and in some tertiary courses.

### **FOOD AND ME**

### **CMGM**

Students are introduced to the theory and practice of computer game design and production which is a creative endeavour limited only by imagination. They will learn how to design, program, and review a series of computer games of different types such as maze games, platform games, scrolling shooter games, strategy games and arcade type games such as Pong, Pac Man, Space Invaders and Breakout. The games are created in the program Game Maker using a 'drag and drop' process but students can also extend their programming

### **COMPUTER GAMING**

skills into coding by learning Game Maker Language (GML). Students will also use online resources to learn the fundamentals of Javascript coding of shape, motion, variables and loops.

Students studying this unit will gain skills in computer problem solving, programming and design. It is also an excellent background for any student who may wish to study computer game design or computer related subjects at a tertiary level.

## **ELEC**

## **ELECTRONICS**

In year 9 Electronics students will build their skills and knowledge in the areas of electronics and reinforce concepts covered in years 7 and 8. Based on a design problem, students will develop an understanding of electrical components, their function and how to incorporate them in a working electronic system that solves the design problem. Students will evaluate their finished product and the processes used during the project build.

This unit will be very helpful to anyone wishing to enter VCE Design and Technology studies in Wood, VCE Systems Engineering, TAFE vocational training courses and pre-Apprenticeship courses. This elective also provides students with skills for an interesting recreational pursuit and is a skill for life.

Practical assessment will take into consideration individual and group practices, safe and responsible use of tools and equipment, the students' ability to follow instructions and implement relevant techniques/skills required for the successful completion of all production work.

## **3D PRODUCT DESIGN**

This unit is based on the "Design process" using 21st century skills and techniques to design and produce a pinball machine. Students research different designs of pinball machines and how to use both the CNC machine and 3D printer to make machine components before producing their product. Electronics can also be incorporated into the machine design along with visual art design principles.

Further development of designing and knowledge at this level will benefit future Year 10 studies in a number of fields, including various Technology units and the ARTS. This elective also provides students with expertise for an interesting career pursuit and skills for life.

## **ROBO**

## **ROBOTICS**

Robotics is essentially computer operated design technology. In this course students aim to become proficient in both the design and production of efficient working models and in writing computer programs to operate them effectively. In choosing from a wide range of options including automatic doors, boom gates, conveyer belt systems, steerable and robot vehicles, elevators, tanks, washing machines, bar code scanners, juke boxes, vending machines, sewing machines and robot walkers, students have an opportunity to learn the mechanical possibilities and limitations of Lego Technic materials, construct operating models from specific design criteria, and show their creativity and ingenuity in trying to replicate the functions of actual machinery.

In this elective, students will develop their problem solving techniques, organisational and design skills in working as part of a team, and gain an understanding of how computers control the functions of many types of machinery. They will develop their written and communication skills by presenting evaluation reports of the models and programs they produce.

## **WOOD**

## **PRODUCT DESIGN WOOD - 9**

This unit is based on the "Technology process" where students complete their research and design through class assignments, while construction and evaluation are addressed via the completion of a range of products incorporating 2 different materials over the semester.

Students are introduced to the safe use of a range of power tools while hand tool skills are further developed through a greater emphasis on accuracy and the production of a quality finish.

Further development of proficiency and knowledge at this level will benefit Year 10 studies in this field as well as help students prepare for entry into VCE Design and Technology studies and vocational training. This elective also provides students with expertise for an interesting recreational pursuit and is a skill for life.

**ENCH****ENGINEERING CHALLENGES**

Students will complete a range of challenges similar to those presented to engineers in Industry. Students will develop problem-solving skills while they model, test and evaluate solutions to the given briefs. Students will be encouraged to consider cost, aesthetics, social, cultural and environmental issues where appropriate. Students will learn about life in Industry, production techniques and properties of materials whilst having hands-on experience of a variety of design and make activities.

Areas of study linked to a range of problem solving practical activities include:

- Renewable energy sources including wind and solar
- Transport design including flight, occupant impact protection, aerodynamics and rocket power.
- Structures and forces including the use of triangulation.

**INDE****INTERNET DESIGN**

This unit will suit students with an interest in developing and extending their computer skills. Students will be given the opportunity to learn about Web site construction through a variety of different tools, both through visual editors (Adobe Dreamweaver and Wordpress) and HTML/CSS coding. Students will also learn graphic / multimedia skills constructing web graphics and animations, using Adobe Photoshop and Animate.

Students will apply the above programs and skills to situations that will allow for individual creativity and the creation of a digital portfolio of their work.

**FABR****FABRICS 101**

Over the semester students will learn about the basics in sewing, such as using a sewing machine and both hand and machine stitching. Fabrics will be researched with knit and woven materials being used in the production of clothing items. As the ability to read and understand a pattern is a key to sewing, students will look at the variety of symbols and decipher the instructions given.

The steps of the design process will be applied by the students to create potentially individual, one off items of basic clothing. This can be the start to more complex projects.

Skills and knowledge gained during this unit can be the start to a great hobby or compliment a passion for fashion.

## **PHYSICAL EDUCATION ELECTIVES**

### **ENPE**

### **PEAK FITNESS**

Students participate in a range of activities designed to develop a basic knowledge and understanding of strategies and methods used to improve and sustain general and high levels of fitness for various sports. Students will be able to analyse and assess their own fitness levels and make modifications to improve endurance, power, strength, speed, agility and flexibility fitness components for their chosen sport/s.

Examples of fitness related activities will include traditional methods such as aerobic based training: long distance running, bike riding, swimming, as well as alternative and innovative methods like circuits, weight training, interval training, aerobic classes, boxing etc. Students will also gain a theoretical knowledge of how to create and modify a training program to improve or maintain fitness levels whilst also outlining various recovery techniques including stretching, nutrition, icing and contrast water therapy.

### **GOGI**

### **GO GIRLS – Get Active!!**

Go Girls is a class where girls can participate in practical activities outside of school that will enable them to implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. Activities such as Springers, Local Gyms, Fitness at Lake Pertobe and online options.

Students will also participate in a one period a week health class which has the overview of women's health issues. They can identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices. Also, they will investigate how empathy and ethical decision-making contribute to respectful relationships within our community.

### **MGAM**

### **MAJOR GAMES**

Major Games is a Year 9 elective that aims to build on the skills developed throughout junior levels of PE. The premise of the game is to look at the structure of sporting competitions and delve into how the themes of Fair play, Teamwork, Cooperation and Coaching can be linked with the fundamental motor skills developed in Junior PE.

Students will be given the opportunity to choose four major games to complete a 5-week unit on each. Each unit will have a final assessment based on the student's ability to complete a peer teach and a self-assessment of their skills and participation in the unit.

Sports to choose from will include: Football, Soccer, Hockey, Basketball, Netball, European Handball, Tennis, Cricket, Lacrosse, Badminton, Flag gridiron, Touch Football, Korfbal, Softball, Volleyball etc.

### **GROU**

### **THE GREAT OUTDOORS**

Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments.

Students will complete water safety and surf skills for one term and canoeing, climbing and golf for the other and incorporate swimming skills to work towards a pool bronze level, CPR and first aid training; plus camp skills and navigation.



**BSCC****BASKETBALL – COAST 2 COAST**

Throughout the duration of the subject, students will be exposed to peer coaching and teaching unit, TGFU (Teaching Games for Understanding) plus units emphasizing their coaching and teamwork abilities. Students will be taking a ‘hands on’ role in the organisation and participation of a sport. In this unit students would be responsible for refereeing, coaching, scoring, taking and interpreting stats as well as playing the game itself.

The major learning tasks for the unit focus on coaching and the skills that they have learnt throughout the semester. There is a focus in the subject that supports students to refine and apply strategies in the sport of basketball. Students learn to apply more specialised movement skills also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. The Coast 2 Coast curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration focusing on the sport of basketball.

This subject has been designed for students who enjoy playing basketball and want to develop their skills both on and off the court.

**PHED****PHYSICAL EDUCATION**

This unit is designed for students with a broad interest in sport and personal fitness. Students will participate in a range of physical activities consisting of traditional team sports, recreational activities and personal fitness. Students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in teams.

The Physical Education unit encourages students to improve their fitness and develop skills that enhance an attitude of self-confidence, and responsibility for personal physical health in future years.

## SPORTING PATHWAY PROGRAM (SPP)

Warrnambool College offers the only Sporting Pathway Program outside of the major cities in Victoria. This new initiative aims to use the passion of sport to engage and expand a student's learning opportunities at our school. This program involves partnerships with the Exercise and Health Science Faculty at Federation University – Ballarat campus, and a range of elite local coaches and qualified fitness instructors.

The program aims to develop the 'whole athlete' with a focus on applied science Strength and Conditioning Programs along with advanced fitness sessions using the latest advances in fitness styles, techniques and equipment. All students involved in the program will complete a minimum three sessions per week in the recently developed High Performance Centre which is fully equipped with the most up to date sports science equipment so that all students have the opportunity to use the same equipment that elite athletes such as AFL footballers, Hockeyroos players and A-League soccer players use as a part of their strength and conditioning programs.

Students will also undertake two sport specific training sessions per week. These sessions will be scheduled before and after school. All sport specific training sessions will be conducted by elite coaches who have been very successful, and in some cases represented their sport at the highest level. For most sports there will be a before and after school training session that students and families will need to make a commitment to.

### How is the course structured in Year 9 – 2018

	Phoenix	Maths	Science	General	Tech	Art	PE/Health
Normal Program	6 Periods	3 Periods	3 Periods	2 Periods	2 Periods	2 Periods	2 x2 Periods
Sporting Pathway Program	6 Periods	3 Periods	3 Periods	2 Periods	2 Periods	2 Periods	SPP

Year 9 students involved in the Sporting Pathway Program will not study the PE/Health elective subjects. These subjects are incorporated into the SPP curriculum and content.

What is involved in the four periods per week?

- One period for advanced fitness sessions – fully supervised by qualified personal fitness instructors.
- One period theory session with a focus on cyber safety, sports science topics such as nutrition, resilience building, mentoring skills and injury prevention and treatment. Students will also complete a reflective journal focusing on athlete wellness.
- Two periods for strength and conditioning program facilitated by Federation University Sport Science staff.
- *Two sport specific training sessions outside of school time*

All students will order a unique Sporting Pathways Program uniform that is compulsory for all training sessions and in class activities. The sports on offer will depend on student interest from Grade 6 and current Year 7-9 Warrnambool College students – there will be minimum numbers required to run particular sports.

There is a high accountability mechanism built into the program. All students must maintain a **70% or above 'Attitude and Effort' grade across all subjects** to access the full offerings of the Sporting Pathway Program. If a student drops below this expectation, then consequences will be discussed.

