



2024 Curriculum Guide

Year 9

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Middle School Curriculum.

Ross McKinnon: Middle School Leader

The transition from Year 8 into Year 9 provides students with exciting and new experiences in their learning journey at Eltham High School. The Year 9 curriculum allows students to choose many of the subjects that make up their course of study across the year. The focus of the Year 9 curriculum is on providing students with a breadth of learning experiences across both compulsory subjects, and elective units of study. We aim to provide a broad range of learning opportunities through which students will discover their interests, skills and passions. These experiences will enable students to make informed choices as they continue their learning journey in Middle School at Eltham High School and beyond.

In Year 9 students enter their final year in the Middle School, a year that prepares them for their transition to Senior School whilst maintaining the support structures they experienced in Year 8. Each Year 9 core class is assigned a Coordinator who will provide support and guidance to students in their chosen educational pathway. Our focus continues to be on building and maintaining strong partnerships that support students and families on their learning journey at Eltham High School.

Eltham High School values student choice, and the Year 9 curriculum presents a wide range of opportunities for students to embrace their creative pursuits and achieve academic excellence. In situations where a student's selection is not balanced across Key Learning Areas, a course counselling conversation with Middle School Coordinators will occur to ensure the student's course will best support their future pathway.



2024 Curriculum Structure Information.

Loren Clarke: Curriculum, Data, Assessment and Reporting Leader

From the start of 2024 Eltham High School will implement a number of curriculum and timetabling changes in response to our continued focus on creating the best possible environment to support student learning, and in response to the Victorian Government Schools Agreement.

The below changes are designed to improve engagement and learning for all students, and to create greater opportunities to connect learning and student wellbeing.

From 2024 the school will move to a 5 period structure, and retain our 10 day timetable cycle. Each period will run for 59 minutes. The school day will be organised as outlined in the table below. In light of the new 5 period structure all subjects across Years 7-12 will either run as 4 period or 8 period subjects. The start/finish times and exact times for each period are outlined below:

School Day Structure
Involve/Tutorial: 8:52-9:04
Period 1: 9:06-10:05
Period 2: 10:07-11:06
Recess: 11:06-11:26
Period 3: 11:26-12:25
Period 4: 12:27-1:26
Lunch: 1:26-2:11
Period 5: 2:11-3:10

All students in Years 7-10 will also undertake a 12 minute morning Involve or Tutorial session prior to the start of Period 1 on Tuesday to Friday each week. They will also undertake one 59 minute period of Involve or Tutorial across the fortnight. This time is designed to enhance connections between students, provide essential information regarding the school day, and to engage students in learning regarding wellbeing, study habits, and cross curricular skills.

Year 11 and 12 students will continue to have a Tutorial session once a fortnight. In addition their timetable will also continue to include assessment and seminar sessions.

Learning Unit Guidelines.

Requirements of Subject Selection

Whilst every Year 9 student's course is unique, all courses consist of both Year 9 core and elective subjects.

English, Mathematics, Science, History, Geography & Economics, Involve and Physical Education & Personal Development form the core subjects and can be seen represented in the table below. Students must select elective subjects to complete the remainder of their course. This has been represented in the table below.

When building a Year 9 course students will need to meet the following requirements. Please note that students will not be able to determine which semester they undertake particular electives.

- All students must choose at least one subject from the Art KLA and one from the Technology KLA.
- All students are required to choose at least one Cornerstone subject from the Critical Inquiry KLA.
- If a student chooses to study a language (Indonesian or French) they are required to undertake that subject in Semester 1 and Semester 2.
- In the cells labelled '8 or 4 + 4' students can choose either 1 x 8 period subject or 2 x 4 period subjects.

Please note: in the table below each 'cycle' is two weeks, or a total of 50 periods.

Periods Per Cycle	Semester 1	Semester 2
8	English	English
8	Mathematics	Mathematics
8	History	Geography & Economics
4 + 1 (4 core + 1 extension)	Science	Science
4	Physical Education & Personal Development	Cornerstone Elective
8 or	Elective (4)	Elective (4)
4 + 4	Elective (4)	Elective (4)
8 or	Elective (4)	Elective (4)
4 + 4	Elective (4)	Elective (4)
1	Involve	Involve

Involve.

Nadia Devlin: Student Agency and Growth Leader

All students in Year 9 participate in Involve as part of their daily program at Eltham High School. Students undertake both morning Involve sessions on four days each week, and a fortnightly Involve class within their timetable. Both the morning and fortnightly curriculum are designed to promote and enhance connectedness to school and the broader community, essential literacy and numeracy skills, and address student wellbeing and academic achievements as they progress through the school.

Students in Year 9 explore topics related to building understanding of self, critical-thinking and teamwork, developing academic and social goals, and building understanding of local and global communities.

The Involve program also allows students the opportunity to begin developing their pathway into Senior School, undertaking skills related to careers and Work Experience.



Subjects.

Arts	9	Health and Physical Education	36
Architectural Design	<u>10</u>	Physical Education and Personal Development	<u>37</u>
Art	<u>11</u>	Competitive Team Games	<u>38</u>
Drama: Performance	<u>12</u>	Dance	<u>39</u>
Drama: Playmaking	<u>13</u>	Fitness and Training	<u>40</u>
Drawing	<u>14</u>	Health and Human Science	<u>41</u>
Lights, Camera, Action	<u>15</u>	Healthy Body and Mind	<u>42</u>
Music	<u>16</u>	Intensive Basketball	<u>43</u>
Music Performance Workshop	<u>17</u>	Intensive Volleyball	<u>44</u>
Painting	<u>18</u>	Outdoor Education	<u>45</u>
Photography	<u>19</u>	Recreational Activities	<u>46</u>
Printmaking	<u>20</u>	Humanities	47
Visual Communication Design	<u>21</u>	History	<u>48</u>
Critical Inquiry	22	Geography and Economics	<u>49</u>
History of Our Land	<u>23</u>	America and the New World	<u>50</u>
Ideas That Changed the World	<u>24</u>	Big History	<u>51</u>
Philosophy and Pop Culture	<u>25</u>	Business Management	<u>52</u>
Social Media Decoded	<u>26</u>	Changing Places	<u>53</u>
STEAM Expansion	<u>27</u>	Dollars and Sense	<u>54</u>
Strong Women, Big Ideas	<u>28</u>	Queer History	<u>55</u>
The Digital World	<u>29</u>	Racism and Justice	<u>56</u>
What is Art?	<u>30</u>	Languages	57
English	31	French	<u>58</u>
English	<u>32</u>	French Culture & Cinema	<u>59</u>
Building English Confidence	<u>33</u>	Indonesian	<u>60</u>
English Enrichment	<u>34</u>	Mathematics	61
Stories, Screens, and Stages	<u>35</u>	Mathematics	<u>62</u>
		Mathematics Investigations	<u>63</u>
		Problem Solving for Fun	<u>64</u>

Subjects.

Science	65	Technology	73
Science	66	CAD Design: Computer Assisted Drawing	74
Biotechnology	67	Design Bake Decorate	75
Earth and Stars	68	Electronics	76
Forensics	69	Fashion and Textiles	77
Science and Technology	70	Food for Life	78
The Evolution of Life: From Surf to Turf	71	Game Design	79
Unique and Unusual Mind	72	Product Design – Contemporary Jewellery	80
		Product Design – Metal	81
		Product Design – Product Designing and Making	82
		Product Design - Wood	83
		Web Design	84

Arts.

Welcome to the Arts, where students can hone their skills in creativity, critical thinking, communication, collaboration and problem solving through a broad range of engaging subject offerings.

The Arts offer unique learning opportunities that foster highly desirable skills for the 21st century. Research identifies creativity as a key skill for more than 80% of future jobs. Alongside creativity, critical thinking, problem solving, collaboration and communication have been identified as preferred skills for young people to acquire for future employment- skills which are developed and refined through the Arts curriculums.

By engaging in the Arts, students critically reflect on the world around them, using personal and cultural lenses to consider differing viewpoints. They interpret and communicate their ideas through visual and performance-based responses. Furthermore, the Arts provides skills for life-long learning promoting growth, wellbeing, innovation and adaptability in its students.

The Arts KLA comprises two main areas of creative pursuit:

The Performing Arts encompassing Drama, Theatre Studies and Music.

The Visual Arts involving subjects related to Art, Media, Photography and Visual Communication Design.

All students must select a minimum of one elective from the Arts KLA as part of their year 9 course, however it is possible for students to select multiple Arts electives. Arts course offerings are structured around:

8 period electives: suitable for students who are interested, enjoy or are curious about the subject. They will build their skills, techniques and knowledge in their chosen elective. These are also our **potential pathway electives** and will build key skills, knowledge and language that equips students for further studies at year 10 or VCE.

Students can elect to study: Art, Media (Lights, Camera Action), Music, Photography, Drama-Playmaking and VCD.

4 period electives: a combination of **taster** or **skill focused** subjects that provide students with an opportunity to develop and refine their skills and knowledge in specific areas of the Arts.

Students can elect to study: Architectural Design, Drawing, Drama-Performance, Music Performance Workshop, Painting or Printmaking.



Eltham H.S. students are unique in their ability to critically reflect on the world around them and respond creatively. They convey their distinct ideas and perspectives through visual and performative responses. It is because of this that the school has established a highly regarded reputation in the Arts. The school resides in an area that is a vibrant artistic community with a strong history of involvement in the Arts and a clear value in artistic endeavours. The Arts teachers at EHS are passionate about creativity and many are practicing artists and performers. It is because of these factors that our students demonstrate excellence in the Arts and are well represented in the Seasons of Excellence: the annual exhibitions showcasing the work of high performing students across the state; and that a significant percentage of our students go on to complete further studies in the Arts at tertiary level.

Creativity takes courage

– Henri Matisse

Architectural Design.

This subject encourages students to explore the visual language of architectural design. They will draw and design house plans, elevations and three dimensional representations. In doing so they will follow the design process whereby they will work to a brief, conduct research, generate ideas, develop solutions and present their designs in a range of formats. Students will also develop skills in freehand drawing.

As part of their studies in Architectural Design, students will investigate the work and practices of Australian and international architects, and investigate processes and practices used by architects when working with clients.

Subject Length:

1 Semester
4 periods

Areas of Study:

- Australian architecture
- Architectural drawing conventions
- 2-point perspective and planometric drawings
- Design process

Assessment:

- Folio of designs
- Research tasks

Pathways:

Studies in this area could lead to:

- VCE Visual Communication Design
- Career Pathways: include architect, interior designer, landscape designer, set designer, illustrator, graphic and website designer, art/design director, communications manager.

Subject Specific Information:

Students will require an A4 or A3 visual diary.

A subject levy to cover all materials and equipment needed for the making of architectural works applies in this subject.

Art.

This subject suits students who enjoy thinking and responding creatively across a range of art forms and who are considering further studies in visual art.

Through this subject students will have the opportunity to explore traditional and contemporary art making approaches. They will gain and improve skills in drawing, painting, printmaking and collage as well as sculpting and contemporary art methods.

Through practical and theoretical investigation students learn about the major art historical movements and art making techniques and styles. Students will be introduced to Australian and International Art history. This subject is designed for students to be introduced to and explore a wide range of ideas, artworks, styles and techniques.

Students will build key language and terminology required to analyse and interpret a range of artworks and consider their own creative practice.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Painting
- Drawing
- Printmaking
- 3D art forms
- Artists and artworks

Assessment:

- Folio of artworks responding to art forms
- Art journal
- Researching artists and artworks

Pathways:

Studies in this area could lead to:

- Further studies at Year 10 including Art, Art Now and Public Art.
- VCE Art Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will need to bring an A4 visual journal.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Drama: Performance.

This unit is designed for Year 9 students who are members of the Drama Ensemble. It supports these students to experience the creation of an ensemble performance working both within these periods and in a specific after school workshop. It is intended to extend to students the opportunities previously afforded by programs such as the Monash University Short play festival, which no longer operates, and artist in residencies. It further provides students the opportunity to engage with performance at an artistically challenging level, to experience the creation of an ensemble based on naturalistic Drama with the aim of public performance.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Drama Practices
- Present and Perform
- Respond and Interpret

Assessment:

- Analysis
- Workbook
- Performance

Pathways:

Studies in this area could lead to:

- VCE Theatre Studies
- Tertiary Education
- Career Pathways: including: acting, directing, writing, theatre design.

Subject Specific Information:

This subject includes an excursion cost to attend a professional play

Drama: Playmaking.

This unit is designed to engage Year 9 students in making a play suitable for a chosen audience. Students will be responsible for writing, directing, costumes, publicity, sound and lighting. They will experience all aspects of mounting a production, culminating in the performance of their piece. The unit is designed to give students an overview of the nature of theatre and the roles within a production. It will allow students to pursue their particular interests within the playmaking process and will include a unit on puppet making.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Drama Practices
- Present and Perform
- Respond and Interpret

Assessment:

- Visual Journal Documentation
- Artworks
- Written Art Analyses

Pathways:

Studies in this area could lead to:

- VCE Theatre Studies
- Tertiary Education
- Career Pathways: including: acting, directing, writing, theatre design.

Subject Specific Information:

This subject includes an excursion cost to attend a professional play.

Drawing.

This is a practical and theoretical art course with a focus on traditional and contemporary ways of drawing. Students will create artworks around a variety of themes and genres, such as portrait, figure drawing, still life, landscapes, and fantasy. They will also explore their own choice of subject matter. Students will develop skills in different methods of drawing, such as observational drawing, drawing from life and drawing from imagination. A diverse range of drawing materials, including graphite pencils, charcoal, coloured pencils, Copic markers, pastels, and ink will be trialled to create different aesthetics. Students analyse and interpret drawings and learn to ask questions that help to improve their own work and make sense of the aesthetics and ideas of others.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Drawing
- Artists and Artworks
- Techniques and Processes

Assessment:

- Visual Journal Documentation
- Artworks
- Written Art Analyses

Pathways:

Studies in this area could lead to:

- Year 10 Art
- VCE Art - Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will require an A4 Visual Arts Journal

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Lights, Camera, Action.

Come explore the world of moving pictures as we delve into the imaginations of some of the greats. From Alfred Hitchcock to Wes Anderson, students will dissect the film styles of some of the most prolific creators of all time.

Learning from the masters, students will explore storytelling, film making and content creation techniques as they develop key skills throughout the media production process.

Using technologies and a vast array of camera, lighting and sound equipment, students will practice storyboarding, script writing, filming and editing as they explore and refine their own personal style and produce media productions.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Media Production Exercises
- Film Analysis
- Film Production

Assessment:

- Production tasks
- Written analysis

Pathways:

Studies in this area could lead to:

- VCE Media
- Career Pathways: include advertising/marketing, journalist, digital media specialist, animator, film producer, director, production designer, content manager, social media influencer.

Subject Specific Information:

Students will require:

- A 32 GB SD card
- USB C or USB A to SD card adaptor

Music.

This elective is for musicians who want to take their playing, listening and composing to the next level through a combination of classroom aural and theory tasks and multiple solo/group performance contexts. Students spend the first term developing a solo performance, while participating in whole class large ensemble performances of contemporary and classical works. In the second term students form small ensembles and choose their own repertoire with guidance from instrumental and classroom teachers; they apply the ensemble skills they have learned to their own rehearsals and perform in an end of semester lunchtime concert. Students investigate their solo repertoire and band repertoire through listening, reflection and analysis, and continue work on the aural and theoretical skills that they will need in both Year 10 and VCE Music.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Music Theory and Aural
- Music Analysis
- Music Performance

Assessment:

- Performance
- Theory and Aural

Pathways:

Studies in this area could lead to:

- Year 10 Music
- VCE Music
- Career Pathways: include: musician, performer, composer, music teacher, song writer, record producer, music therapist, event manager.

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Music Performance Workshop.

This is a purely performance subject that gives musicians the opportunity to develop their own personal performance plan by which they will be assessed. Students will set their own performance goals as soloists and/or members of a group and will be supported in achieving their goals through structured rehearsal and regular performance. This subject is open to musicians of any style and focuses on personal improvement through meeting a series of challenges and achieving goals.

Subject Length:

1 Semester

4 periods

Areas of Study:

Music Practices

Music Performance

Assessment:

- Folio
- Performance

Pathways:

Studies in this area could lead to:

- Year 10 Music
- VCE Music
- Career Pathways: include: musician, performer, composer, music teacher, song writer, record producer, music therapist, event manager.

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Painting.

This is an art course with a focus on all things painting. It would suit students with a love of painting and those who wish to build their skills and techniques in this area. Students will explore and document the development of ideas, skills, techniques, and processes in an art journal and produce a folio of paintings that explore a range of painting mediums, subjects, and styles.

They will learn how to build their techniques using pastel, watercolour, gouache, acrylic, and oil paint while painting on different surfaces including canvas, wood and papers.

Students will research and respond to artists from different historical and contemporary contexts to build their understanding of different approaches to painting. Inspired by the work of these artists students will build their skills in portraiture, still life, and abstract painting and their knowledge of different art styles.

Subject Length:

1 Semester

4 periods

Areas of Study:

Music Practices

Music Performance

Assessment:

- Folio of paintings
- Visual Diary
- Researching artists and artworks

Pathways:

Studies in visual art subjects can lead to:

- Further studies at Year 10 including Art, Art Now and Public Art.

Subject Specific Information:

Students will need to bring an A4 visual diary to this class.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Photography.

This subject supports students to explore a variety of image making techniques and learn about the history and development of photographic processes. The course covers black and white darkroom techniques including Pinhole cameras and Photograms. Students are also introduced to the DSLR camera and begin to use Photoshop to manipulate their images. Students submit a range of practical work with accompanying theory exercises focusing on the analysis and interpretation of artworks. They learn about the elements and principles of art and how to identify and interpret their application. There is also plenty of scope for students to follow their own passions for subjects and styles.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Analogue photography
- Digital photography
- Darkroom processes
- Digital editing processes

Assessment:

- Folio of photography
- Written analysis

Pathways:

Studies in this area could lead to:

- VCE Art Making and Exhibiting
- VCE Art Creative Practice
- Career Pathways: including: freelance photography, media, marketing and social media, photojournalism, studio/portrait photographer, commercial/industrial photographer, image designer, studio assistant, digital image technician.

Subject Specific Information:

DSLR cameras may be borrowed through the EHS library.

Students will need a large capacity USB for saving and transferring photography files and a USB-USB-C adapter for their device.

A subject levy to cover all materials and equipment needed in the production of photographs applies in this subject.

Printmaking.

Through this subject students will explore and experiment with different forms of printmaking including etching, collagraph, lino printing, mono printing, and screen printing to build their skills and techniques. They will respond to a range of subjects including still life, portraiture, landscape, and imaginative themes and explore printing on different surfaces including fabric, canvas, and a range of papers.

Students will maintain a visual journal that explores their ideas and records their practice and processes. They will research the work of printmakers from different cultural and historical contexts to build their understanding of approaches to art making. Using their research as inspiration for their own creative practice students will make visual responses to the artist's works.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Artists and Artworks
- Processes and techniques
- Etching
- Relief Printing
- Mono Printing
- Screen Printing

Assessment:

- Folio of prints
- Visual Journal
- Research and analysis

Pathways:

Studies in this area could lead to:

- Further studies at Year 10 including Art, Art Now and Public Art
- VCE Art Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will need to bring an A4 visual journal.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Visual Communication Design.

Through this subject students will develop a visual language to communicate messages, information, and ideas. They will follow the design process to generate ideas and solutions to design tasks.

Students will develop skills in freehand, technical, and digital drawing as well as image-generation methods such as digital photography, printmaking, and collage to visualise ideas and concepts with a range of media such as pencils, markers, paint, and digital imaging. Students research both Australian and international designers and the role of visual communications in different cultural contexts.

Information and ideas will be communicated in a range of presentation formats which may include: symbols, packages, diagrams, illustrations, and concept designs.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Illustration and technical drawing
- Digital Design
- Product Design

Assessment:

- Visual diary
- Folio of design responses

Pathways:

Studies in this area could lead to:

- Year 10 VCD
- Units 1-4 VCE VCD
- Further studies in architecture, advertising, marketing, landscape design, communication design, industrial design, illustrator, print media, game design, digital design

Subject Specific Information:

Students will need to bring an A3 Visual diary to this class.

A subject levy to cover all materials and equipment needed for the making of design products applies in this subject.

Critical Inquiry.

Critical Inquiry at Year 9 provides an opportunity for students to engage in interdisciplinary focused units of study that expose students to contemporary issues, ways of thinking and ways of working. This is achieved through the range of Cornerstone subjects offered at this year level. These subjects are designed to continue to develop a range of important skills and capabilities for success in their learning as they move towards Senior School. These include strong planning and time management skills, the ability to communicate and collaborate, critical thinking skills and the ability to reflect on their own progress. All cornerstone subjects:

- Utilise the EHS Inquiry Model
- Develop critical thinking skills
- Encourage students to engage with big ideas and issues
- Each student must select one Cornerstone to study

These subjects are designed to allow students to engage with fundamental or 'cornerstone' ideas and concepts that will provide an important foundation and support for many areas of study that they will encounter in Senior School. Having an understanding of major movements in Art, History, Science, Technology and Culture will allow students to create a context for subjects they will encounter in later years of their schooling at Eltham High School.

Cornerstone subjects are not limited to a particular discipline or learning area but instead cut across and make connections between and across learning areas. These subjects are designed to be an engaging, challenging and provocative element of Year 9 students' courses, allowing them to explore an area of individual interest in an authentic way.

A major component of all Cornerstone subjects is an extended, individual project, task, investigation or inquiry. This project enables students to respond to the significant ideas they encounter in the course as well as providing the context for the skills for learning that are an important component of the subject.

Please note students must select one Cornerstone subject as part of their course.



**The important thing is not to stop questioning.
Curiosity has its own reason for existing**

-Albert Einstein

History of Our Land.

This subject explores the history of environmental action. It supports students to investigate the environmental movement, starting with an examination of how indigenous people reacted, and continue to react, when their land is stolen and degraded. The historical timeline then explores the development of the National Parks movement and the first environmental protest actions in Australia and around the world. Students will explore these issues through a wide range of resources, accounts, and media and will engage in independent research as well as collaborative work and group discussion.

Subject Length:

1 Semester

4 periods

Areas of Study:

- National Parks
- Indigenous Perspectives
- Greenwashing

Assessment:

- Research Presentation
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Outdoor and Environmental Studies
- Year 10 Geography Plus
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Ideas that Changed the World.

In this course students will focus on some of the ideas that changed our understanding of the world, and the theory underpinning them. This subject will allow students to investigate key concepts and ideas linked to evolution and the disciplines of Biology, Chemistry, Physics, and Mathematics. As well as exploring the theory of evolution, it will also look at the evolution of ideas and knowledge over time.

By exploring these key shifts, students will not only develop an appreciation of the history of science but also of some of the controversy and conflict that has surrounded these changes also. Students will consider change over time and how new knowledge has been accepted and/or rejected in our society.

In particular, students will consider the importance of evidence-based decisions and ethics in quest for new knowledge and development. As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest.

Subject Length:

1 Semester

4 periods

Areas of Study:

- The Renaissance
- Luddites
- Darwin
- Hiroshima

Assessment:

- Research Report
- Written Response
- Research Inquiry

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Philosophy and Pop Culture.

This subject is designed to give students an opportunity to consider and evaluate key philosophical questions in the context of pop culture. It will explore critically engaging philosophical questions including:

- What does it mean to be morally 'right' or 'wrong'?
- Do we have free will? What is reality?
- What is happiness? Is there value in beauty and art?

Students will read, watch and/or listen to different examples of pop culture (short stories, comics, film, television, or music) to see how others dealt with these questions. Students will develop important philosophical and analytical skills through examining possible scenarios when taking a philosophical position in an argument to its logical conclusion.

Students will study and consider how writers, film-makers, TV show-runners, musicians, comedians, and comic book artists have explored these questions and compare them to their own opinions and perspectives. Students will explore these issues through a wide range of resources, accounts, and media and will engage in independent research as well as collaborative work and group discussion.

Subject Length:

1 Semester
4 periods

Areas of Study:

- Ethics
- Metaphysics
- Value Theory
- Epistemology

Assessment:

- Journal
- Multimedia Presentation
- Report

Pathways:

Studies in this area could lead to:

- Year 10 Philosophy
- Year 10 Exploring Big Ideas
- Year 10 Media
- VCE Extended Investigation

Social Media Decoded.

Have you ever wondered why the pull of TikTok is so strong? Why are we so drawn to influencers online? Why is Click Bait so successful? How some people become entrenched in conspiracy theories? Has media really reduced our attention spans?

In this subject students will explore the ways in which the media we consume affects us, and how they can be a robust, critical consumer of digital content.

In an age where most students are getting news, health information, political views and viewpoints on the world from social media, it is essential that students can sort fact from fiction. Media Literacy is designed to equip students with the skills to approach media they consume with a critical lens. In this subject, students will be supported to critique the source of information presented online and are educated in the ways that media platforms are designed to take advantage of the human condition. Students are challenged to consider not only the language used in various media sources, but the underlying mechanisms of platforms like TikTok, Mobile Games, 'Click Bait' News, advertising, and more.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Media Literacy
- The Language of Current Media
- The Evidence Backed Algorithm
- Ethics in Media Production

Assessment:

- Written Analysis
- Oral Presentation

Pathways:

Studies in this area could lead to:

- Year 10 Exploring Big Ideas
- Year 10 Data Analytics and Infographics
- VCE Extended Investigation

STEAM Expansion.

In STEAM Expansion students use the STEAM Design Process to solve an identified problem (that is safe and meaningful to them). Students use reflective folio journaling and collaboration to ideate, design, and test their solutions.

This course uses the STEAM Framework to explicitly teach skills and get students to practise them using through the development of their own project. This will include a range of cognitive, writing, speaking, and practical activities. Learning to create a Da Vinci Journal (folio) is a core experience throughout this course.

The focus of this course is engagement and completion of the problem-solving process through the journal and classroom activities rather than the overall completion and effectiveness of the developed product. This course explicitly teaches and assesses 21st Century Learning Skills.

Please note: this subject is not a cornerstone subject and cannot be selected as a compulsory Cornerstone at Year 9. It can be selected as any other elective.

Subject Length:

1 Semester
4 periods

Assessment:

- Journal
- Production

Areas of Study:

- 21st Century Skills
- Problem Solving
- Investigation and Innovation
- Journaling and Documentation

Pathways:

Studies in this area could lead to:

- Year 10 Science
- Year 10 Product Design: Wood/Metal/Fashion
- Year 10 Art
- Year 10 Electronic Systems and Engineering
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Strong Women, Big Ideas.

This course will examine some of the remarkable ideas promoted by women and how they have led to advancements for humankind in the areas of: social and political rights, science and technology, as well as art and culture. Students will also be asked to consider some of the barriers faced by women when promoting new ideas and how women have fought successfully to have new and radical ideas heard and accepted by their societies. As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest.

Whilst researching one movement, students will:

- Examine how women have successfully advocated to be heard.
- Establish the value of new ideas to humankind as a species.
- Examine how we determine whether a society is considered progressive or repressive.
- Analyse the social trends and anomalies regarding gender politics throughout history.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Social and political rights
- Science
- Technology
- Art
- Culture

Assessment:

- Oral Presentation
- Report
- Creative Response

Pathways:

Studies in this area could lead to:

- Year 10 Global Studies
- Year 10 History Plus
- Year 10 Philosophy
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

The Digital World.

Today, information and communication technologies are transforming the way we interact with one another in every facet of our lives. However the question remains: is this technology developing and changing faster than we can evaluate its effects on our society? Are the overall consequences of these changes negative, or do they provide more of us with an opportunity to engage in global collaborations and conversations than ever before? How does technology transform us and who will we become?

This subject is designed to allow students to explore a range of tech-based issues such as:

- Does internet-based collaboration create a global community that shares skills and resources?
- How has communication changed over time with the development of the world and technology?
- How will artificial intelligence be incorporated into society in the future and what are the moral implications?

Students will engage with the key issues, questions and ideas in the course through developing, inquiring into, and responding to their own individual research question.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Communication
- Artificial Intelligence
- Virtual Reality
- Cryptocurrency

Assessment:

- Multi-Module Unit
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Electronic Systems and Engineering
- Year 10 CAD (Computer Aided Design)
- Year 10 Software Development
- Year 10 Data Analytics and Infographics
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

What is Art?.

This unit is designed as an introduction to some major ideas and assumptions that inform the study and practice of Visual and Performing Arts. It raises a number of answers to the questions “What is Art?” and “What is the value of Art?”.

This subject will support students who are moving towards a wide range of Pathways: in Senior School both within and outside the Arts Key Learning Area. The key questions will be explored through looking at underground art, political art, major movements in art, and how art and artists have been represented in differing ways over time.

These ideas will be explored in a range of ways with a strong focus on engaging with major art, artists, and controversies involving art throughout history. It will challenge students to investigate and respond to these questions in a range of ways with a special focus on a major artistic project or research inquiry which all students will design and complete over the duration of the subject.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Polemic Art
- The Worth of Art
- Separating Art from Artist

Assessment:

- Research Report
- Art Analysis
- Creative Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Art
- Year 10 Art Now
- Year 10 Public Art
- Year 10 Drawing and Painting
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

English.

The study of English empowers students to read, write, speak and listen in different contexts. English at Eltham High School prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.



English.

In English, students will be exposed to the world of literature, as they read and view a variety of texts, with a particular focus on introducing new literary forms and features and including poetry from Edgar Allen Poe, Judith Wright, and W.H Auden. Students develop their own literary pieces as they respond both critically and creatively to what they have read.

Students will undertake a film study of *Hunt for the Wilderpeople* (dir. Taika Waititi) analysing how meaning is created through film techniques and tropes of genre. They also complete a study of William Shakespeare's *Romeo and Juliet*, considering how the time, place and cultural context in which texts are created and set inform readers' understanding of the ideas and concerns presented in them.

To develop their awareness of the way language is used to influence audiences, students will also examine the way arguments are developed in print and digital media, by reading and viewing a range of texts covering topical issues from the Australia media. They apply these skills to create their own point of view text.

They continue to develop their literacy skills in the areas of spelling, punctuation and grammar, as well as using evidence to support their analytical, creative and persuasive pieces.

Subject Length:

1 year

8 periods

Areas of Study:

- Reading and Viewing
- Writing
- Speaking and Listening

Assessment:

- Creative Response with Reflective Commentary
- Text Response Essay
- Analysis of Argument and Language Essay
- Oral Presentation

Pathways:

Studies in core English at Year 9 will continue to support students as they develop their reading, writing and speaking skills as they transition to further English studies at Year 10 and VCE.

Building English Confidence.

This subject is designed for students looking for support in English. It caters to those who need to build on the foundational skills required to experience success in English. Group activities and resources provide students with a supportive environment to develop their knowledge of key literacy skills, including:

- Spelling
- Grammar
- Punctuation
- Paragraphing

Students will work to consolidate their skills in the areas of reading and viewing, speaking and listening, with a particular focus given to student's writing. Practical activities will enable students to improve the quality of their English work, but also their writing across all subject areas.

Subject Length:

1 Semester
4 periods

Areas of Study:

- Reading and Viewing
- Writing

Assessment:

- Reading Journal
- Writing Journal – Personal and Creative

Pathways:

Studies in this area will support students as they complete core English at Years 9 and 10.

Students who undertake this subject are strongly encouraged to select English Writing Skills as a Year 10 elective the following year.

English Enrichment.

This subject is designed for students looking to extend themselves in English. It offers passionate readers and writers the opportunity to develop sophisticated language skills and a nuanced knowledge of literature, from classic to contemporary works.

Students are challenged to explore ideas and language through the close reading of various text types such as novels, plays, poetry, and short stories. In response to these, they produce both analytical and creative writing.

Students will develop a critical understanding of literary features and forms, and practice unpacking and analysing these. Students experience seeing the world through the author's eyes, by considering the ways in which writing reflects authors' values, and the social and cultural context they lived in

Subject Length:

1 Semester
4 periods

Areas of Study:

- Reading and Viewing
- Writing

Assessment:

- Poetry Analysis
- Creative Response with Reflective Commentary

Pathways:

Students who undertake this subject are strongly encouraged to select Literature or English Language as a Year 10 elective the following year.

Stories, Screens, and Stages.

This subject is designed for students interested in exploring a variety of text types from a diverse range of authors, some of whom may have had a vastly different experience to their own. Students will be challenged to develop their empathy and expand their worldview through a range of text types including short stories, memoir, poetry and film. These texts will examine the experiences of people from a wide range of backgrounds, and seek to amplify a range of marginalised voices.

This is a multimodal subject combining literacy and creativity skills. Students will undertake studies with consideration of texts through the ages. Students will be challenged to research, plan, create, revise and review texts that showcase their creative skill as well as ability to manipulate text for different modes with consideration of process and design. Students will be required to work in pairs and groups, developing students' ability to compromise and articulate themselves with like-minded peers.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Reading and Viewing
- Speaking and Listening
- Writing

Assessment:

- Research Essay
- Group Presentation
- Script Creation

Pathways:

Students who undertake this subject are strongly encouraged to select Literature or English Language as a Year 10 elective the following year.

Health and Physical Education.

In Year 9 all students participate in the core subject of Physical Education and Personal Development. Over the course of the semester, students undertake a program focused on promoting lifelong health, physical activity, and overall well-being. Students engage in a range of topics including physical education, health education and outdoor education.

In addition to the core subject Physical Education and Personal Development, all students have the opportunity to participate in a range of Health and Physical Education electives including intensive sport classes such as volleyball and basketball; dance, recreational activities, fitness and training, outdoor education, competitive team games,

healthy body healthy mind, and health and human science.

All of the subjects offered at the Year 9 level are semester-based and cater to a wide range of interests, ensuring a diverse and engaging learning experience for every student.



Physical Education and Personal Development.

All students will participate in the core subject of Physical Education and Personal Development. Over the course of the semester, students will undertake a program which incorporates both health-based and physical-based education. The aim is to allow students to participate in learning activities that enable them to establish personal identity and to develop personal fitness, health, and wellbeing. Students will learn about strategies for supporting themselves and others to increase engagement in physical activity and how to live a healthy and active lifestyle. The emphasis is on identifying the benefits of physical activity, opportunities to develop personal fitness, conducting investigations into and developing knowledge of contemporary topics within sport, & investigating the use of substances such as alcohol, tobacco, and other drugs in order to promote students making informed decisions in relation to personal health issues.

Subject Length

1 Semester

4 periods

Areas of Study

- Alcohol and Drugs
- Sports Enhancement
- Fair Play
- Lifestyle Activities and Fitness
- Team Sports

Assessment:

- PowerPoint presentation
- Inquiry investigation
- Practical participation

Pathways:

Studies in this area could lead to:

- Year 10 Physical Education
- VCE Physical Education
- VCE Health and Human Development
- VCE Outdoor and Environmental Studies

Subject Specific Information:

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Competitive Team Games.

Students in this course will have the opportunity to participate in a variety of team sports, including basketball, indoor and outdoor soccer, baseball, volleyball, football, lacrosse, cricket, hockey, and more. Through these activities, students will develop both social and physical skills in a team-based environment that emphasises full participation and a fast-paced, engaging atmosphere.

Students will focus on identifying and implementing ways of improving the quality of performance through gameplay tactics and strategies in team games such as basketball, indoor and outdoor soccer, baseball, volleyball, football, lacrosse, cricket, hockey, and many more. Through these activities, students will develop both social and physical skills in a team-based environment that emphasises full participation and a fast-paced and engaging atmosphere.

Furthermore, students will gain experience in undertaking a variety of roles in these team games which gives each individual an opportunity to contribute towards team oriented goals. Students will be encouraged to demonstrate fair play, good sporting behaviours and conduct.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Game Strategies and Tactics
- Physical Conditioning
- Teamwork and Communication
- Game Analysis and Performance Evaluation
- Sportsmanship and Fair Play

Assessment:

- Practical participation
- Video performance analysis
- Peer evaluation

Pathways:

Studies in this area could lead to:

- Year 10 Sports Management
- Year 10 PE Pathways
- Year 10 Advanced Fitness and Training

Subject Specific Information:

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Dance.

This elective offers students the opportunity to enhance their dance skills through a combination of technique classes, research tasks, and practical assignments. Emphasis is placed on safe dance practice, technical skills, and performance skills. Students will be introduced to a wide variety of dance styles, providing them with exposure to different genres. They will also learn about the choreographic process and how to interpret a choreographer's expressive intention through the development of a class dance.

In addition to the technical aspects of dance, students will explore the "dance making" process, learning how to use body actions to create choreography and working collaboratively as part of a group. Assessment: tasks will include both research and choreographed performances, allowing students to demonstrate their understanding of the material covered in the class. This elective provides a valuable opportunity for students to develop their dance skills and explore their creativity in a supportive environment.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Styles of Dance
- Dance Technique
- Choreography
- Dance Fitness and Conditioning

Assessment:

- Dance Technique and Safe Dance Practice
- Dance Practical Component
- Dance Performance and Choreography
- Research Task on Dance Style and Cultural Dance

Pathways:

Studies in this area could lead to:

- Tertiary dance and performance studies

Subject Specific Information:

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Fitness and Training.

This subject has a practical and theory component and is designed to enable students to develop an understanding of the body systems and their role during exercise. It will provide students with a knowledge of sports specific fitness approaches, Assessment: procedures and training methods which can be implemented to develop these components.

Students will have the opportunity to customise an individual training program in order to improve their personal fitness goals. This subject is best suited to students who have a passion in the health and fitness area and in their own personal fitness levels. This subject also provides a strong pathway to studying Physical Education at the VCE level.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Human Anatomy
- Fitness Components
- Training Methods and Principles
- Creating Fitness Sessions
- Nutrition

Assessment:

- Tests
- Practical Participation
- Training Program Design

Pathways:

Studies in this area could lead to:

- Year 10 Advanced Fitness and Training
- Year 10 PE Pathways:
- VCE Physical Education

Subject Specific Information:

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Healthy Body and Mind.

This course provides students with the opportunity to participate in a range of physical activities through both incursions and excursions. The activities are designed to be inclusive, supportive, and non-threatening, allowing students to develop their physical skills and confidence in a safe environment. The activities offered include roller-skating, self-defense, racquet sports, fitness activities such as boxing and Zumba, and dance classes such as belly-dancing and hip-hop dancing. This elective will also focus on a mindfulness unit that includes a range of activities including yoga, meditation, pilates, and lifestyle practices designed to promote mental health and wellbeing.

By engaging in a diverse range of activities students will be exposed to different forms of physical activity and have the opportunity to discover new interests and skills. Throughout the course, students will also develop their teamwork, communication, and leadership skills, as well as their understanding of the importance of physical activity for overall health and wellbeing.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Exercise and Mental Health
- Nutrition and Mental Health
- Sleep and Rest
- Self-esteem
- Mindfulness and Meditation
- Sporting Icons
- Inclusivity in Sport

Assessment:

- Poster presentation
- Practical participation

Pathways:

Studies in this area could lead to:

- Year 10 Global Health and Wellbeing
- VCE Health and Human Development

Subject Specific Information:

Costs for this subject are managed by individual events over the course of the semester. The approximate costs for the semester are \$100, split between a variety of short day excursions and incursions. These activities are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2024.

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Health and Human Science.

This subject provides a comprehensive exploration of health and disease, including the roles of body systems and their impact on individual and public health. Students will learn about a range of diseases at the individual, community and global level, and will explore current health issues such as obesity, diabetes, and mental illness, and their impact on society. Students will develop their understanding of key physiological aspects of health and disease, and gain knowledge in relation to public health strategies. This subject is designed to support students with a pathway of study involving Health at the Senior School level, as well as introduce concepts addressed in VCE Health and Human Development and Physical Education.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Body Systems
- Lifestyle Diseases
- Communicable Diseases
- Public Health

Assessment:

- Visual presentation
- Public health campaign
- Research paper

Pathways:

Studies in this area could lead to:

- Year 10 Global Health and Wellbeing
- Year 10 PE Pathways
- VCE Health and Human Development
- VCE Physical Education

Intensive Basketball.

This unit provides an opportunity for students to enhance their basketball knowledge and skills using a blend of theoretical and practical methods. Students will receive intensive training covering all aspects of the sport, including pre- and post-testing of skills, skill development, fitness training tailored to the requirements of basketball, tactics and game systems, refereeing, and coaching.

Students will design a program to enhance the movement performance of athletes in a specific age group, assess the fitness requirements of basketball, and create a fitness training program to improve the fitness of athletes. Additionally, they will analyse and execute individual and group tactics and team systems during games.

Students will develop their coaching skills by creating a lesson plan for the development of a particular skill, including coaching points, skill practices, and modified games. During the course, students will undergo specific referee training, which will provide them with the opportunity to complete a referee training course linked with the Eltham Wildcats Basketball Club.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Fitness Components
- Sport Specific Fitness
- Skill Acquisition
- Skill Analysis
- Game Analysis
- Game Tactics
- Rules and Regulations
- Refereeing

Assessment:

- Research task
- Performance analysis
- Practical participation

Pathways:

Studies in this area could lead to:

- Year 10 Advanced Fitness and Training
- VCE Physical Education

Subject Specific Information:

An approximate course cost of \$30 applies to this subject and covers external coaching sessions, referee training and equipment maintenance.

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Intensive Volleyball.

This unit provides an opportunity for students to enhance their volleyball knowledge and skills using a blend of theoretical and practical methods. Students will receive intensive training covering all aspects of the sport, including pre- and post-testing of skills, skill development, fitness training tailored to the requirements of volleyball, tactics and game systems, refereeing, and coaching. Students will design a program to enhance the movement performance of athletes in a specific age group, assess the fitness requirements of volleyball, and create a fitness training program to improve the fitness of Year 9 volleyball players. They will also analyse and execute individual and group tactics and team systems during games. Students will develop their coaching skills by coaching younger teams in the school and presenting skill-based lessons to their peers. During the course, students will complete a referee training program and assessment, culminating in achieving a "State B Grade" volleyball referee qualification.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Fitness Components
- Sport Specific Fitness
- Skill Acquisition
- Game Tactics
- Performance Analysis
- Skill Analysis
- Rules and Regulations
- Referring

Assessment:

- Practical participation
- Referee test
- Game analysis

Pathways:

Studies in this area could lead to:

- Advanced Fitness and Training

Subject Specific Information:

The cost for this subject is \$50. Costs for this subject go towards the Level 1 referee cost and equipment costs.

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Outdoor Education.

This Year 9 Outdoor Education course offers students the opportunity to investigate a variety of outdoor adventure activities and environments. Students will engage in a range of outdoor activities in both local and distant settings, fostering a deeper understanding and appreciation of the natural environment. The course focuses on developing skills such as camp craft, navigation, risk management, and trip planning, culminating in overnight camps. As an optional additional opportunity, students can gain their Bronze Duke of Edinburgh Award, an internationally recognized award aimed at developing leadership, teamwork, communication, resilience, and confidence. This elective serves as an excellent pathway for students who are interested in undertaking Outdoor and Environmental Studies at the VCE level as an enhancement in Year 10.

Full participation in outdoor experiences is expected from students who select to undertake this subject.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Outdoor Adventure Activities
- Safe Participation in the Outdoors
- Practical knowledge: Cooking, Tent Pitching and Leadership.
- Orienteering and Navigation
- Nutrition and Cooking with Lightweight Stoves.

Assessment:

- Research Task
- Visual Presentation

Pathways:

Studies in this area could lead to:

- Units 1 & 2 Outdoor and Environmental Studies
- Units 3 & 4 Outdoor and Environmental Studies

Subject Specific Information:

Costs for this subject are managed by individual events over the course of the semester. The approximate costs for the semester are \$350, split between a day experience and two overnight camps. These activities are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2024.

Recreational Activities.

Active participation in Year 9 Recreation offers students the opportunity to engage in various recreational activities, enhancing their skills and fitness levels. These activities are designed for both team and individual participation, requiring students to demonstrate effort and leadership skills. The program includes expert instruction, and the sessions are sequenced to enable students to improve their technique and tactics gradually. Additionally, the Common Assessment Task assesses the potential risks associated with recreational activities while ensuring inclusive access for all. To participate in the program, students must provide their consent and payment for the following activities: ice skating, ten-pin bowling, mini-golf, fencing, in-line skating, and lawn bowls. The program also offers several school-based activities.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Risk Analysis
- Alternate Recreational Activities
- Participation in Unfamiliar Contexts
- Supporting Peers
- Leadership

Assessment:

- Research Task
- Practical Participation

Pathways:

Studies in this area could lead to:

- Year 10 Physical Education
- Year 10 Sports Management
- Year 10 Skills for Life
- VCE Outdoor and Environmental Studies

Subject Specific Information:

Costs for this subject are managed by individual events over the course of the semester. The approximate costs for the semester are \$150, split between a variety of day excursions and incursions. These activities are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2024

The EHS PE uniform, or other suitable exercise clothing, is required for all practical classes within this subject.

Humanities.

The Humanities is the study of society and individuals. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage the use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits, and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

In Year 9 there are two core Humanities subjects that students must undertake:

- Year 9 History
- Year 9 Geography and Economics

In addition to these core subjects, students can also choose from a range of Humanities electives including:

- Business Management
- Racism and Justice
- Queer History
- Dollars and Sense
- Changing Places
- America and the New World
- Big History



History.

Year 9 History is a core subject that all students must undertake. The subject teaches important skills in historical research and analysis. Students will also gain knowledge regarding key moments in history including the dramatic changes that took place during the Industrial Revolution, Indigenous History and the colonialization of Australia, and Australia's participation in World War One.

Subject Length

1 Semester

8 periods

Areas of Study

- The Industrial Revolution
- Early Australian History
- World War One

Assessment:

- Research Assignment
- Source Analysis
- Essay

Pathways:

Studies in this area could lead to:

- VCE History
- VCE Global Politics

Geography and Economics.

Geography and Economics is a core subject that all students must undertake. The emphasis is initially on applying geography skills in the analysis of landforms and food sources in order to understand how societies interact with their environment. Students will also learn how geography and economics interact on a macro and individual level.

Subject Length

1 Semester

8 periods

Areas of Study

- Biomes
- Food Security
- Geographies of Interconnections

Assessment:

- Research Assignment
- Creative Research Assignment
- Test

Pathways:

Studies in this area could lead to:

- VCE Geography

America and the New World.

America and the New World engages students in a study of major themes and events in United States history which covers the period of time from the colonies to the Civil War. Students will learn about the first colonialists, Indigenous responses, slavery, the American Revolution and the Civil War. Students will develop important historical skills whilst learning about key moments in American history.

Subject Length:

1 Semester

8 periods

Assessment:

- Test
- Research Assignment

Areas of Study:

- Colonial America
- American Revolution
- The Antebellum Period (Slavery)
- Civil War

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- VCE History

Big History.

This subject explores the scientific development of the planet from the Big Bang to the expansion and evolution of humanity. Students examine the dawn of our solar system and the seven stages of a star's lifespan. Students explore the origins of human life and the evolution of humanity. Students finally explore human technological development from agriculture and beyond.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Introduction to Big History
- Human Evolution
- Issues for the Future

Assessment:

- Test
- Critical Inquiry Assignment

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- VCE History
- VCE Biology

Business Management.

Business Management is designed to engage students with the world of business, and important concepts in successful business management. Students will begin looking at the motivation behind starting a business, the importance of evaluating business performance, and the basic accounting and legal requirements of owning and operating a small business in Australia.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Introduction to Business
- Business Opportunities
- Management Responsibilities

Assessment:

- Test
- Case Study
- Research Assignment

Pathways:

- Studies in this area could lead to:
 - Year 10 Business Studies
 - VCE Business Management

Changing Places.

In this subject students will learn about the impact humans have on places and how we can design and change places for a better future. Students will develop an appreciation of places around the world and the social, historic, environmental, economic, and political factors that make them unique. They will also learn about the causes and consequences of contemporary changes to places including: climate change, increasing human population, and loss of wilderness areas.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Places Around the World
- Adapting to Change

Assessment:

- Comparative case study
- Fieldwork Report

Pathways:

- Studies in this area could lead to:
- Year 10 Geography Plus
- VCE Geography

Dollars and Sense.

This subject teaches students key financial and life skills from understanding tax, to planning careers, and managing a family budget. Students will first learn about how taxation works for individuals and governments, followed by the different ways wages operate, and the government's role in society in relation to functions of life (welfare, superannuation, housing, etc.). Secondly, students will develop important budgeting skills for a family through the use of spreadsheets. Lastly, students research and understand the necessary preconditions in pursuing a chosen career.

Subject Length:

1 Semester

4 periods

Assessment:

- Test
- Budget Assignment
- Research Task

Areas of Study:

- Tax and Income
- Budgeting
- Employment Decisions

Pathways:

Studies in this area could lead to:

- Year 10 Business Studies
- VCE Business Management
- VCE Accounting

Queer History.

This subject will teach students about key moments in queer or LGBTIQ+ history throughout the world. Australian Queer History shines a light on the erased history of LGBTIQ+ figures and movements including the Bushranger Captain Moonlite to the Stonewall Riots to origins of the Sydney Gay and Lesbian Mardi Gras to the Marriage Equality plebiscite. Students will also develop important historical analysis skills in analysing primary sources, most notably by visiting the Australian Queer Archive to look at actual artefacts from different key moments in Australian Queer History.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Queer History in the World
- Queer History in Australia

Assessment:

- Document Analysis
- Research Assignment

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- VCE History
- VCE Politics

Racism and Justice.

This subject examines racism in different legal systems including the United States, South Africa, and Australia. Students will learn about the segregation system in the United States and the most recent Black Lives Matters movement as a response to racism in the justice system. They will explore the treatment of Indigenous Australians in the justice system, looking at deaths in custody and the juvenile justice system. Lastly, students examine the conditions of South African Apartheid and how it was enforced legally.

Subject Length:

1 Semester

4 periods

Areas of Study:

- The United States
- Australia
- South African Apartheid

Assessment:

- Report
- Research Assignment

Pathways:

Studies in this area could lead to:

- Year 10 Criminal Law
- VCE Legal Studies

Languages.

To participate fully in our increasingly multicultural and international world, all students are urged to carefully consider the study of a second language.

The Year 9 units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture.

As part of the Year 9 Languages program, students are involved in our Native Speaker Program on a weekly basis. Here, students are encouraged to practise their spoken language with native speakers.

To have another language is to possess a second soul
- Charlemagne



French.

Year 9 French is offered as a continuation of the study of French language from Years 7 and 8. French is offered as an elective subject in Years 9 – 12.

The study of French is thematic, employing a variety of styles and forms of language use. Grammatical structures, vocabulary, expression, and cultural aspects are dealt with in an integral manner during the course. Students will cover the various discourse forms used in personal, informative and imaginative language through listening and speaking, reading comprehension, and written tasks.

As a part of their study, students complete small research projects and take the opportunity to participate in a range of culturally and linguistically stimulating activities.

Subject Length:

1 year

8 periods

Areas of Study:

- Holidays
- Camping and Leisure Activities
- Food and Drinks
- Bastille Day
- Transport and Shopping
- School Life
- The Environment
- Clothes and Fashion
- French Tourist Sites

Assessment:

- Speaking
- Listening
- Reading
- Writing

Prerequisites

Year 8 French or equivalent.

Pathways:

Studies in this area could lead to:

- Year 10 and VCE French studies

Subject Specific Information:

- Earplugs / headphones required as per the booklist
- \$280.00* elective subject charge for the Native Speaker weekly program.

* 2023 costing. 2024 costing to be released later in the year.

French Cinema and Culture.

This 4-period elective subject is suitable for students who have studied French at Years 7 & 8. This subject is to be studied con-currently with Year 9 French as there is a cultural but also linguistic component to the subject.

Students will analyse four key texts, exploring the birth of cinema in France, post-war modernity in Technicolor, the modern musical and the French New Wave.

Subject Length:

1 Semester

4 periods

Areas of Study:

- The Birth of Cinema in France
- Post-War Modernity in Technicolor
- The Modern Musical
- The French New Wave

Assessment:

- Comparison essay in English
- Oral presentation in English

Prerequisites

Year 8 French or equivalent.

Pathways:

- Studies in this area could lead to:
- Year 10 French

Indonesian.

This course is suitable for students who have studied Indonesian at Years 7, 8 and 9. The Indonesian program continues through to Units 1– 4 in VCE. At Year 9 students will explore a range of topics including personal profiles and careers, food and cooking, art, music and films, and health. They focus on developing a range of speaking, listening, reading and writing skills.

Students will cover various discourse forms used in personal, informative and imaginative language through completion of tasks related to reading comprehension, speaking and listening and writing. Excursions and activities include trips to workplace/s where Indonesian is used in daily business, guest speakers from the Asia Literacy Ambassador's Project who share their experiences with our students on how they use Indonesian at work, visits to Indonesian Film Festival, restaurants, and participation in state wide and national language competitions in both speaking and writing.

Subject Length:

1 year

8 periods

Areas of Study:

Topics studied in Year 9 include: Sports & hobbies, weather, environment, holidays, celebrations and ceremonies.

Assessment:

Speaking, Listening, Reading & Writing

Prerequisites

Year 7 and 8 Indonesian or equivalent.

Pathways:

Studies in this area could lead to:

- Year 10 and VCE Indonesian studies

Subject Specific Information:

A \$280.00* elective subject charge for the Native Speaker weekly program applies to this subject.

* 2023 costing. 2024 costing to be released later in the year.

Mathematics.

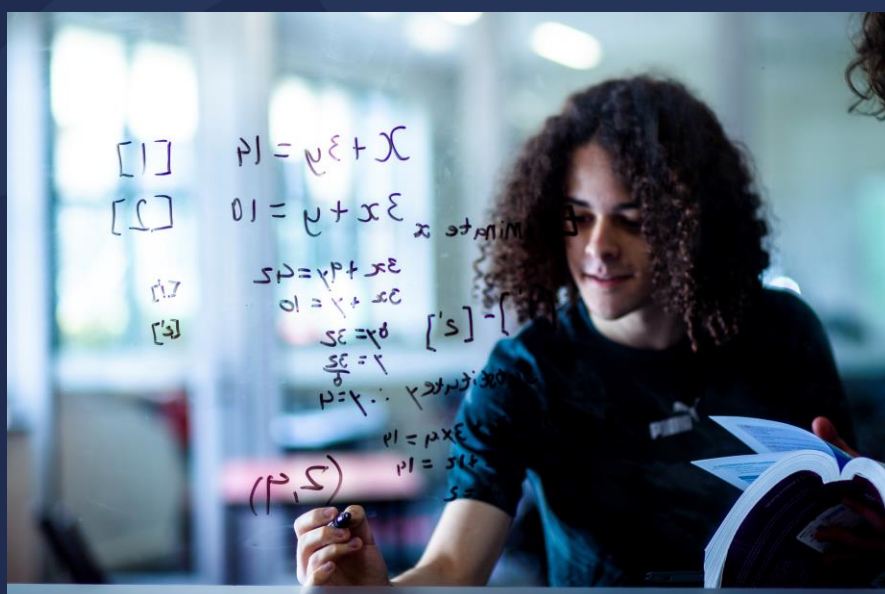
At Eltham High School, the philosophy underpinning the Mathematics curriculum revolves around fostering mathematical curiosity, building connections between mathematical concepts and real-world applications as well as empowering students to develop mathematical fluency and problem-solving skills.

Our approach focuses on building a solid foundation of mathematical concepts while fostering a growth mindset among our students. We encourage students to ask questions, investigate patterns, and make connections between mathematical concepts and their practical applications. By engaging students' curiosity, we aim to develop their enthusiasm for mathematics and promote lifelong learning.

We believe in providing a supportive and inclusive learning environment that values and celebrates the diversity of our students. We acknowledge that each student brings unique strengths, and we strive to differentiate our instruction to cater to their individual needs. By promoting inclusivity, we create an environment where all students feel empowered to participate, take risks, and achieve their full potential.

In Year 9, students are required to undertake a full year of Core Mathematics and may also undertake additional Mathematics electives that enhance their studies. At Year 9 these electives are:

- Mathematics Investigations
- Problem Solving for Fun
- STEAM Expansion: STEAM electives are designed to encourage students to use the EHS Design Process to practically solve an identified subject. These 'Mathematics adjacent' subjects encourage the application of problem solving and reasoning (refer to the Critical Inquiry KLA Subject pages).



Mathematics.

In Year 9, all students study Mathematics through a core Mathematics class. Support and extension work is made available to all students to support their pathway into Mathematics at Year 10. For each topic listed below, students must satisfactorily complete textbook exercises, assignments and homework tasks. As a result of engagement in Year 9 Mathematics, students should be able to define and explain key ideas and apply a range of related mathematical procedures.

Subject Length

1 year

8 periods

Areas of Study

- Real Numbers
- Money & Financial Mathematics
- Linear & Non-linear Relationships
- Patterns & Algebra
- Using units of Measurement
- Geometric Reasoning
- Pythagoras & Trigonometry
- Chance
- Representation and Interpretation of Data

Assessment:

- Skill practice and applications
- Tests
- Assignments

Pathways:

Studies in this area could lead to:

- Year 10 Extension Maths
- Year 10 Core Maths
- Year 10 Foundation Maths

Mathematics Investigations.

Maths is an enormous subject, with a range of interesting ideas and theories that don't quite fit into the compulsory curriculum. Mathematics Investigations allows students who are interested in what else Maths has to offer to discover a range of new concepts and ideas and answer a diverse range of questions such as 'How long is a piece of string?', 'How do you count to infinity?', or 'How do you wallpaper your palace?'.

Students will have time to focus on developing their problem solving skills and to improve their understanding and use of mathematical proof, both of which provide an excellent foundation for higher level study of the subject. Mathematics Investigations also provides an element of individual choice, with the opportunity for students to independently investigate ideas that interest them further.

Subject Length:

1 Semester

4 periods

Areas of Study:

- *Geometry*
- *Number systems*
- *Networks*
- *Game theory*
- *Logic*

Assessment:

- Research tasks
- Inquiry tasks

Pathways:

Studies in this area could lead to:

- Any area of Mathematics
- VCE Extended Investigation

Subject Specific Information:

This subject does not cover any of the curriculum covered in the Core Mathematics course.

Problem Solving for Fun.

This is an opportunity for students to engage with problem solving activities and mathematical games in a fun setting. Students will be able to explore the world of Mathematics and enhance their problem solving skills. It is designed to enable students to learn and utilise a variety of strategies to support them in working through a diverse range of questions and enhance their mathematical capabilities and thinking skills. These are essential and transferable skills that will serve students well in various areas of study and life

Students will participate in class activities individually, in pairs, and in teams as well as get involved in Maths Games Day sessions. They will engage in hands-on and interactive activities and puzzles that will build on their analytical and critical thinking and logical reasoning and be able to tackle a variety of complex and challenging problems.

Subject Length:

1 Semester

4 periods

Areas of Study:

This subject focuses on a range of cross curriculum content as well as the following areas of study:

- Number and Algebra
- Statistics and Probability
- Measurement and Geometry

Assessment:

- Assignments
- Class participation
- Maths Games Day

Pathways:

Studies in this area could lead to:

- Any area of Mathematics

Subject Specific Information:

This subject does not cover any of the curriculum covered in the Core Mathematics course.

Science.

At Eltham High School, we recognise the essential importance in the 21st Century of the application of 'Science' to shape our world and our responses to the challenges we face as a global society. Everyone of our students must be scientific literate to be able to:

- Critically consider and manipulate evidence and ideas they are presented with.
- Make informed, evidence-based decisions regarding scientific and technological issues that immediately affect their own lives.
- Engage in the wider ethical considerations and decisions of technological advancement.

As such, our credence is 'Science for all, always' and we live this motto in multiple ways:

1. We acknowledge the cultural and technological evolution of scientific ideas and explicitly teach the endeavour of scientists to explain the observable universe.
2. From Year 9, we differentiate the types of scientific experiences we offer to cater for the needs of all students.
3. We focus on the explicit development of scientific inquiry skills along a Years 6 – 10 continuum so that students develop the ability to:
 - Make observations, questions and predictions.
 - Design and implement fair scientific tests.
 - Analyse and communicate findings to varied audiences.

In Year 9 students are required to undertake a full year of Core Science and may also select to undertake additional electives that enhance their studies.

Year 9 Core Science ensures that every student has access to both the key knowledge and skills development required in the sub disciplines of Biology, Chemistry, Earth and Space Sciences, and, Physics, as well as Scientific Inquiry.

Scientific Inquiry is explored through an investigation that students design and develop across the year in an independent and additional class they have each cycle: Core Plus.

In addition to Core Science, student may select to undertake the following electives that have varying focuses to suit all students:

- Master classes are electives designed for students with an innate passion for understanding how the known universe works. In these theory rich concept-based classes students learn about the interconnectedness of the fundamental theories and principles. These courses include:
 - Earth and Stars
 - The Evolution of Life: From Surf to Turf
- Fundamental concept electives are designed to explore the key ideas, concepts and theories related to a specific branch of Science. These classes support and expand on the ideas explored in Core Science and include:
 - Biotechnology
 - Forensics
 - Unique and Unusual Mind
- Practical and Laboratory Skills electives are designed to allow students explore key scientific concepts through predominantly practical experiences and the development of laboratory skills. This class includes:
 - Science and Technology
- STEAM electives are designed to encourage students to use the EHS STEAM Design Process to practically solve an identified subject. These 'science adjacent' subjects utilise and encourage the application of scientific thinking (refer to the Critical Inquiry KLA Subject Pages). In Year 9, these include:
 - STEAM Expansion

*If I have seen further it is by standing
on the shoulders of giants*

In 1675 letter from Isaac Newton

Science.

In Year 9 Core Science students develop their scientific inquiry and communication skills by designing, undertaking and presenting an experimental investigation.

At this level, we explore how scientific concepts are applied in our society.

Subject Length

1 year

5 periods

Areas of Study

There is a focus in Years 9 & 10 to explicitly demonstrate the application of each scientific discipline through the topics of:

- Physics
- Biology
- Chemistry

Assessment:

- Research inquiry
- Practical report
- Topic tests
- The communication of an experiment that designed and undertaken in Core+ classes.

Pathways:

Studies in this area could lead to undertaking science and/or STEAM electives in Year 10 including:

- STEAM Vertex
- Scientific Investigation Electives

Subject Specific Information:

Year 9 Core Science has two components to the classes per cycle:

- 4 classes of Core Science exploring the Areas of Study
- 1 class of Core+ where students:
 - Primarily explore their independent scientific investigation.
 - Can undertake cohort level science incursions and experiences (including the end of semester exam).
 - Topic tests are conducted.

Biotechnology.

This 'Fundamental Concepts' class explores how humanity's growing understanding of the natural world can be harnessed for industrial applications through genetic engineering and molecular manipulation (i.e., biomimicry, CRISPR Cas9). This course also looks at the bioethical issues associated and asks the question "if this technology can save us is it worth the price?".

Subject Length:

1 Semester

4 periods

Areas of Study:

- Genetics & CRISPR-Cas9
- Biomimicry & Reverse Engineering

Assessment:

- Test
- Biomimicry STEAM Design Inquiry

Pathways:

Studies in this area could lead to further Year 10 and/or VCE Biology Electives or STEAM subjects including:

- Year 10
 - Biochemistry Perspective on the Future of Food - Scientific Inquiry & Investigation
 - Climate & Ecology Scientific Inquiry & Investigation
- VCE
 - Biology
 - Extended Investigation

Earth and Stars.

This 'Master Class' explores the theoretical principles of atomic theory, nuclear decay, general and special relativity, and inverse square law in order to investigate the formation and future of the universe.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Atomic Model
- Space
- Earth

Assessment:

- Test
- Design project on surviving and colonising in space.

Pathways:

Studies in this area could lead to:

- Year 10 Climate & Ecology Scientific Inquiry & Investigation
- VCE Physics
- VCE Chemistry

Forensics.

This 'Fundamental Concepts' class explores how to apply scientific knowledge to establish an accurate description of a situation and/or sequence of events as they might apply to the scene of a crime. Students will learn how to establish evidence-based findings without bias, using established scientific procedures and tests.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Testimonials
- Physical & Trace Evidence

Assessment:

- Making a crime scene
- Solving a crime
- Test

Pathways:

Studies in this area could lead to:

- Year 10 Investigation Electives
- VCE Biology
- VCE Chemistry
- VCE Extended Investigation

Science and Technology.

This 'Practical and Laboratory Skills' class allows students to explore the progress of Science and Technology through time. Beginning with the Stone Age, students examine the advances made through the Industrial Age into the Information Age.

There is a major emphasis on the design, construction, testing, and evaluation of models of various examples of technology. Specific topics include: catapults, steam engines, aeroplanes, rockets and missiles and concludes with the construction and programming of robots

From these applications the social, economic and ethical contexts of scientific advancements will be further explored.

Subject Length:

1 Semester

4 periods

Areas of Study:

- History of Technology
- Fire Behaviour
- Levers – Catapults
- Mechanisation – Steam engines
- Aerodynamics
- Robotics

Assessment:

- Folio of classwork (scientific logbook)

Pathways:

Studies in this area could lead to further Year 10 and/or VCE Biology Electives or STEAM subjects including:

- Year 10
 - Biochemistry Perspective on the Future of Food - Scientific Inquiry & Investigation
 - Climate & Ecology Scientific Inquiry & Investigation
 - STEAM Vertex (2025)
- VCE
 - Physics
 - Extended Investigation

Subject Specific Information:

This subject has a small charge associated with it for materials the students get to keep and take home with them.

The Evolution of Life: From Surf to Turf.

This 'Master Class' explores the theory of evolution and the development of life on earth from the oceans to terrestrial environments. It starts with an overview of the theories of natural selection and then highlights these through case studies on the four major changes to the types of life on Earth over the last approximate 200 million years. The subject finishes with a consideration of how biotechnology influences evolution and the bioethical issues that arise from this.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Understanding 'Survival of the Fittest' in a changing Earth
- Prokaryotic Life of the Precambrian Eon
- Life of the Plants of the Palaeozoic
- The Measly Mammals of the Mesozoic
- The Conquering Mammals of the Cenozoic
- Biodiversity & Evolutionary challenges of the 21st Century

Assessment:

- Folio of class work
- Digital presentation

Pathways:

Studies in this area could lead to:

- Year 10 Inquiry and Investigation Electives
- VCE Biology
- VCE Environmental Science
- VCE Extended Investigation

Unique and Unusual Mind.

This 'Fundamental Concepts' class explores common mental health disorders and the mental health strategies used to treat these illnesses, as well as areas of psychopathology and forensic psychology.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Mental Health Assessment: and Diagnosis
- Understanding and Treating Mental Disorders
- Prevention and Promotion of Mental Health
- Perceptual Distortions and Tricks of the Brain

Assessment:

- Test
- Case Study
- Experiments

Pathways:

Studies in this area could lead to undertaking further studies in Psychology including:

- The Year 10 elective 'Psych 101' which is a VCE preparatory class.
- Units 1 and 2 VCE Psychology

Technology.

At Eltham High School the Technology curriculum emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. This is achieved through a diverse range of subjects, all of which build on the skills and knowledge developed in Year 7 and Year 8. Technology subjects provide clear Pathways: into Year 10 and beyond into VCE.

The Technology area is also involved in STEAM, comprising electives that are designed to encourage students to use the EHS STEAM Design Process to practically solve an identified question/issue. (refer to the Critical Inquiry KLA Subject Pages).

Design, creativity and innovation are an important component of a balanced course for Year 9 students and are essential elements for success in many areas. For this reason all students are required to complete *at least* one Technology subject as part of their course. At Year 9 focus areas of study include:

- **Food:**
 - Food for Life
 - Design Bake Decorate
- **Materials:**
 - CAD Design
 - Contemporary Jewellery
 - Fashion and Textiles
 - Product Design – Wood
 - Telling Stories with Metal
- **I.T and electronics:**
 - Electronics
 - Game design
 - Website design



CAD Design: Computer Assisted Drawing.

In this subject students will explore CAD tools to influence the creative problem-solving process. These skills will enable students to enhance their visualisations, communication, and decision making skills, active listening, creativity, collaboration and analytical skills. It will support students to work efficiently toward finding solutions to issues. Across the unit, students will explore examples of product design and innovation and evaluate their impact on sustainability and other ethical considerations. Students will investigate the use of computer modelling, computer-aided design (CAD), and computer-aided manufacture (CAM), and new and emerging technologies including tools and/or materials used in industry. In the context of industrial manufacturing, they will develop an understanding of a range of issues relating to innovation, research and development, and how designing ethically positively impacts and creates market needs and/or opportunities.

Students will use creative, critical and speculative design thinking strategies to examine ways to make a positive impact and minimise harm when generating and designing graphical and physical product concepts, including prototypes, and a final proof of concept that addresses the need or opportunity of the end user.

Subject Length

1 Semester

4 periods

Areas of Study

- Product Design
- Visual Communication
- Computing

Assessment:

- Designing - Students explore the designing processes in CAD.
- Investigating - Students investigate sustainable design and emerging technologies.
- Producing - Students produce CAD design to solve an ethical design problem.
- Evaluating - Students work collaboratively to evaluate the CAD design according to the criteria.

Pathways:

Studies in this area could lead to Visual Communication and Design, Electronics/Systems Engineering, Product Design and Technologies.

Design Bake Decorate.

This subject is designed to engage students in the techniques and skills required to produce and decorate a variety of commonly baked products. Students will use the product design process to produce different baked goods that meet the set design brief. Through this course students learn about different food science processes that support the production of baked goods and will develop a range of practical skills focused on baking. This course will require students to complete both theory and practical work.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Baking Processes
- Icing and Piping Techniques

Assessment:**Year 9:**

- Course work
- Practical Cooking Assessment:s
- Group work tasks

Pathways:

Studies in this area could lead to:

- Year 10 Food by Design
- Year 10 Patisserie

Electronics.

This elective covers the knowledge and skills related to a range of activities associated with the use of analogue electronic components and circuit boards as a practical introduction to electronics.

A strong emphasis is placed on the importance and need for interpreting, the development of effective procedures and practices, safety in the workshop, including the safe use of electrical tools, and production evaluation. Production work includes an emergency flashing light that requires students to etch and build a completed circuit board. Students will also construct a speaker including its casing and test the performance of the speaker with the audio output of a laptop or their phone.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Electrical Components
- Circuit Diagrams
- Soldering and Etching

Assessment:

- Electrical components, their identification, purpose and limitations.
- Interpreting circuit diagrams and constructing a circuit.
- Constructing a printed circuit board.

Pathways:

Studies in this area could lead to:

- Year 10 Systems & Engineering
- Year 10 Electricians

Subject Specific Information:

There is a course charge for this subject to cover the electrical components required.

Fashion and Textiles.

In Fashion and Textiles students will learn a range of sewing skills including how to use the sewing machine and overlocker. They will learn how to follow a basic commercial pattern to create garments using basic construction skills. They will be exposed to a range of sewing processes, fabric care and labelling, print, and decorative techniques for textiles, with an emphasis on the importance of experimenting with a variety of materials and techniques.

Subject Length:

1 Semester

4 periods

Areas of Study

- Basic Construction Processes
- Basic Product Construction
- Basic Garment Production

Assessment:

- Portfolio
- Practical work

Pathways:

Studies in this area could lead to:

- Year 10 Product Design Technology: Fashion

Subject Specific Information:

Students will be required to purchase fabric for their chosen product.

Food for Life.

In this unit students will develop the knowledge and food preparation skills required for good health whilst also engaging with key food sustainability issues that impact both our current and future food supply. Students will follow the design process to create and produce meals that reduce food wastage and reduce negative social and environmental impacts of specific food production systems and industries. Students will investigate the impact of sustainable foods, food miles, and factors that influence current food habits and trends. The course is designed to equip young people with improved culinary skills to maximise the use of ingredients and easily produce home meals from available raw ingredients, leftover foods, and pantry items. Students who undertake this subject will become conscientious and informed producers and consumers of food.

Subject Length:

1 Semester

4 periods

Areas of Study

- Food Sustainability
- Food Ethics

Assessment:

- Course work
- Practical Cooking Assessment:s
- Group work tasks

Pathways:

Studies in this area could lead to:

- Year 10 Food by Design
- Year 10 Patisserie

Game Design.

In this subject students will work in GameMaker to design and create arcade-style computer games. They will learn the fundamentals of programming in a drag-and-drop environment before delving deeper and learning about coding. They will analyse an existing computer game and use this to influence their own designs. During the post-production stage, students will evaluate each other's games and provide feedback, giving the opportunity for further improvement.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Basic Skill Builder
- What Makes Games Good?
- Maze Game
- Scrolling Shooter Game

Assessment:

- Skill builder
- Maze game
- Scrolling game

Pathways:

Studies in this area could lead to:

- Year 10 Software Development
- Year 10 Data Analytics
- VCE Applied Computing

Subject Specific Information:

GameMaker software must be installed on student's devices during the first session of this subject. This is a free software package.

Product Design – Contemporary Jewellery.

Contemporary Jewellery is a course designed for students who would like to enhance their metalwork skills, with a focus on jewellery making. Students will be given the opportunity to design and handmake through exploring different materials, including metal, acrylic, wood, stones, and recycled materials. Each project will be handmade with an emphasis on designing, and involve a research, investigation and evaluation component.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Use of Various Metals
- Hand Fabrication
- Use of Other Materials
- Investigation
- Surface Treatment

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Metal
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Product Design – Metal.

This subject covers the broadening of knowledge and skills, learnt in Year 8, related to a range of activities associated with the use of non-ferrous metals. Students will design their own projects with a strong emphasis placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop, and production evaluation. The learning outcomes include an analysis of the appropriateness of using particular materials, including emerging materials for a particular purpose, preparation of detailed design proposals, making products using complex equipment, and analysing the product's effectiveness. The learning outcomes will be achieved through a range of learning activities including an investigation of appropriate materials to suit the product; appropriate joining methods; comprehensive sketches and drawings; production work emphasising the safe and correct use of hand and power tools; and an evaluation of the production activities.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Use of Various Metals
- Hand Fabrication
- Soldering Techniques
- Investigation
- Design to Themes

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Metal
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Product Design – Product Designing and Making.

In this subject students design and produce a small wooden product according to the needs of an end user/s. This 4 period per fortnight subject differs from the 8 period Product Design: Wood with students focusing more intensely on design and creativity when building ideas for their product and in the construction of the product. Various approaches to solving the design problem will be explored and displayed within a design folio. Students will develop skills in marking out, hand tools, power tools and static machines. They will learn about specific joint construction techniques that could be used in their production piece. Throughout the semester students apply appropriate, efficient and safe working method with materials, tools, equipment, and machinery. Students follow a procedure of designing, producing, investigating and then evaluating their finished product. These four areas make up the Assessment: of their work.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Social, Ethical, and Sustainability Considerations of Design
- Generate and Develop Design Ideas
- Marketing to different audiences
- Use Appropriate Technologies Safely

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Wood
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Product Design – Wood.

In this subject students design and produce a wooden product according to the needs of an end user/s. They create a design folio and then commence production of their product using sustainable practices and quality measures. Students learn advanced joint construction that could be used in their production piece. They develop skills in marking out, hand tools, power tools, and static machines. Throughout the semester students apply appropriate, efficient and safe working method with materials, tools, equipment, and machinery. They will focus on designing, producing, investigating and then evaluating their finished piece according the end user/s needs.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Product investigation
- Dowel and Domino Joining
- Construction Processes

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Wood
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Web Design.

Students will be introduced to the fundamentals of web site design and development.

They will learn to program web sites using HTML and CSS, and then move onto using online content management systems to create a site using templates which can then be modified through the use of HTML and CSS.

They will be introduced to the problem-solving methodology, upon which all VCE Applied Computing subjects are based.

Subject Length:

1 Semester

4 periods

Areas of Study:

- HTML Site
- CSS Site
- Passion Project

Assessment:

- HTML site
- HTML with CSS Site
- Passion Project

Pathways:

Studies in this area could lead to:

- Year 10 Software Development
- Year 10 Data Analytics
- VCE Applied Computing



Further Information.

For further information regarding the Year 9 curriculum and course selection process please contact:

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