

For Students Going into Year 9 in 2019

Core Subjects

In Year 9 you will continue to study the following core subjects:

- Religious Education
- English
- Mathematics
- Humanities
- Science
- Physical Education/Health

Pathways Choices

In addition to your core subjects, you have the opportunity to choose to study subjects which you particularly enjoy and which will help you to achieve your long-term goals. You need to choose **six** subjects: three subjects for Semester One and three subjects for Semester Two. Note that if you choose French, Indonesian or Energy Breakthrough Team, you must take this subject in both semesters, therefore you will only need **four** other subject choices: two for Semester One and two for Semester Two. The subjects you may choose from are:

- [Drama - Acting Smart](#)
- [Drama - From Page to Stage](#)
- [Art - Art Influences](#)
- [Art - Art Reflections](#)
- [Visual Communication - A-Z](#)
- [Visual Communication - Elements of Design](#)
- [Mathematics- Algorithmic and Coding](#)
- [Music -Semester 1](#)
- [Music - Semester 2](#)
- [Arabic*](#)
- [French*](#)
- [Indonesian*](#)
- [Footy Codes](#)
- [Hoops and Nets](#)
- [Science- Horticulture](#)
- [Science- Food and Consumer Science](#)
- [Information Technology - Adobe Dreamweaver Design & Adobe Flash Animation](#)
- [Information Technology - Graphics And Adobe InDesign Publishing](#)
- [Food – The Treasures of Food**](#)
- [Wood - Centre Turning and Design](#)
- [Wood - Design in Furniture](#)
- [Metal – Metal Through the Ages](#)
- [Metal - Furniture in Metal](#)
- [EBT \(Energy Breakthrough\)*](#)
- [Electronics - Communication Electronics](#)
- [Electronics - Make Music Using Electronics](#)
- [Textiles - Machine Madness](#)
- [Textiles - Creative Fashion](#)

*Must be taken for two semesters, leaving just four other pathways subjects

**May only be taken for one semester

Please click on any of the subject headings in the list above to be taken to information specific to each subject.

Note that we cannot guarantee that all subjects will run, as this is dependent on timetabling and student numbers.

Drama – Semester 1 - From Page to Stage

What's it about?

- Learning the skills and techniques of developing original plays and performances from oral and written stories
- Starting points or stimulus for play creation include personal stories, fables and contemporary newspaper articles
- Developing confidence in performance through collaborative playmaking, teamwork and trust

Activities students may engage in:

- Working in teams to develop, rehearse, refine and perform original dramatic pieces
- Written work and analytical reflections and evaluations associated with performance tasks

[Back to subject choices](#)

Drama – Semester 2 - Acting Smart

What's it about?

- Developing creativity through game and exercises that encourage spontaneity, imagination and divergent thinking
- Exploring skills and clever techniques that make the presentation of original plays and performances more dynamic and interesting
- Creating a journey through the transformation of objects, soundscapes, conflict stories and scripted scenework
- Developing confidence in performance through collaborative playmaking, teamwork and trust
- Exploring stagecraft such as lighting, props and sound
- Learning to further skills in creating character through movement, voice and mime

Activities students may engage in:

- Working in teams to develop, rehearse, refine and perform original dramatic pieces
- Improvisation and mime
- Written work and analytical reflections and evaluations associated with performance tasks

[Back to subject choices](#)

Art - Art Influences

What's it about?

Engaging in two- and three-dimensional activities which have been designed to develop skills and creativity while drawing on influences from other artists and styles

Activities students may engage in:

- Problem-solving and creative thinking
- Development of artistic responses
- Art appreciation activities
- Drawing, collage, sculpture and canvas painting

[Back to subject choices](#)

Art - Art Reflections

What's it about?

- Studying portraiture as a major theme
Producing a realistic self-portrait on canvas and using Photoshop to help create both realistic and abstract works
- Producing works related to the theme

Activities students may engage in:

- Research portraiture
- Analysis, discussion and evaluation of artworks
- Drawing, painting, sculpture

Visual Communication - A-Z

What's it about?

- Experiencing and experimenting with the process of visual presentation through the use of diagrams and illustrations

Activities students may engage in:

- Investigation of methods for pictorial drawings

[Back to subject choices](#)

Visual Communication - Elements of Design

What's it about?

- Learning about the process of dimensioning, including mapping, in the building and metal industries
- Experimenting with the visual characteristics of objects and producing appropriate representation from a variety of angles

Activities students may engage in:

- Working in the role of designer to create package designs
- Using freehand or instruments in design work

[Back to subject choices](#)

Mathematics – Algorithmic and Coding

What's it about?

- Developing an understanding of the concept of an algorithm; a well-defined set of instructions designed to perform a particular task or solve a type of problem.
- Exploring coding and its applications in algorithmics

Activities students may engage in:

- Familiarisation with common algorithms in number and decision mathematics
- Coding with Edgy and Python

[Back to subject choices](#)

Music – Semester 1 (Music is the Universal Language)

What's it about?

- Learning the basics of music notation, playing instruments and composing music
- Exploring the practical, theoretical and compositional components of music

Activities students may engage in:

- Composition
- Performance
- Analysis
- Familiarisation with music technology
- Major Research Task

[Back to subject choices](#)

Music – Semester 2 (Music Styles)

What's it about?

- Exploring styles of music from various cultures
- Developing an understanding and appreciation of music from western and nonwestern cultures and current music trends
- Investigating the development of music styles by considering historical factors and influences which affected musicians, composers and the music industry

Activities students may engage in:

- Composition
- Performance
- Evaluation
- Major Research Task

[Back to subject choices](#)

Languages

Learning a foreign language isn't just about being able to travel the world more easily. It's an opportunity to gain deep insight into another culture which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others which allows us to appreciate our own culture just as much.

Learning a foreign language allows us to develop many skills which are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We learn more about English when we study a foreign language too.

Learning a foreign language makes you much more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if able to communicate in another language.

Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science as well as enhancing opportunities in government, business, medicine, law, technology, military, industry and marketing.

Arabic for Beginners

What's it about?

- Suitable for absolute beginners
- An introduction to the Arabic alphabet
- Reading & writing Arabic script
- Basic conversation – greetings, sharing personal information
- Developing a basic knowledge of vocabulary – classroom objects, numbers, food, colours
- Cultural awareness – the geography of Arabic-speaking countries, music, food, festivals, news items

Activities students may engage in:

- Learning the different shapes of the letters of the Arabic alphabet, practising writing and reading
- Listening to authentic Arabic recordings in order to illicit information
- Engaging in role-plays in Arabic, scripted and unscripted
- Creating an Arabic playlist
- Researching traditional Arabic dishes, cooking & sharing them
- Producing a presentation on an Arabic-speaking country
- Games
- Developing IT skills – using interactive software, collaborating on shared documents

French

What's it about?

- Discussing the house & home, where you live and helping with housework.
- Talking about your daily routine
- Planning a holiday in a French-speaking destination
- Talking about activities in the past
- Increasing awareness of French-speaking countries and their cultural aspects
- Forging links with overseas students and establishing relationships with native French-speakers.

Activities students may engage in:

- Developing speaking skills, enabling students to communicate more confidently and accurately in French.
- Extending grammatical knowledge by learning new tenses in the past and the future
- Extending responses to give more detail, opinion and justification.
- Writing longer pieces, working towards extended writing towards the end of Year 9 in specific text types.
- Developing listening skills through longer extracts with more complex vocabulary, eliciting finer details
- Researching topics and producing presentations in different formats
- Comprehension of, and response to, short written material and aural texts
- Participation in short role-plays using scripted and unscripted materials
- Completing cloze grammar exercises
- Applying new and recycled grammar rules to construct sentences and short paragraphs
- Developing IT skills, sharing collaborative documents and using interactive software

[Back to subject choices](#)

Indonesian

What's it about?

- Establishing and maintaining a spoken and written exchange related to daily routines and sporting activities
- Listening and reading to obtain information from spoken and written texts
- Identifying animals and their habitat
- Naming body parts
- Bargaining in the market

Activities students may engage in:

- The production and performance of a role play: 'A Visit to a Restaurant'
- Creation of a house plan

[Back to subject choices](#)

Footy Codes

What's it about?

- Exploring and executing movement skills during complex activities
- Exploring advanced skills in selected physical activities
- Using training methods to improve fitness levels, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity

Activities students may engage in:

- Touch football
- American football
- Soccer
- Australian/International Rules Football

[Back to subject choices](#)

Hoops and Nets

What's it about?

- Exploring and executing movement skills during complex activities
- Exploring advanced skills in selected physical activities
- Using training methods to improve fitness levels and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity

Activities students may engage in:

- Netball
- Basketball
- Volleyball
- Tennis
- Korfball

[Back to subject choices](#)

Horticulture

What's it about?

- Garden and land cultivation
- Insight and skills development in small farming and land management practices
- Knowledge of sustainable practices in crop production
- Fruit and vegetable gardening, including design aspects such as soil analysis, companion planting, seasonal variation and physical layout as well as continued garden care skills including watering, weeding, disease identification, pest-control and pruning
- Plant anatomy and physiology, including knowledge of the structure and function of plant systems, the process of photosynthesis and plant reproductive methods
- Knowledge of plant variation and identification, and field-skills such as herbarium collection
- Science skills such as designing and constructing experiments, considering issues such as controlling variables, and accurately interpreting results
- Design skills – landscape planning for a given scenario

Activities students may engage in:

- Planning, planting and continued care of the class fruit and vegetable garden
- The art of composting
- Propagation of plants and vegetables from seeds and cuttings
- Practical investigations and controlled experiments
- Excursion to experience horticultural practices operating at the industrial level

[Back to subject choices](#)

Science and Technology - Food and Consumer Science

What's it about?

This STEM course will investigate the Science involved in:

- The design, manufacture and analysis (microbiological, chemical and sensory) of food and other consumer products.
- Introducing students to an area of study that connects Science and Food Technology.
- Allowing a practical application of science techniques to the manufacture of products used and consumed by the general public.
- Introducing students to the varied occupational roles in the Food and Consumer industries.

Activities students may engage in:

The subject will be a balance between practical and theory; with students

- researching and developing their own new product (in the food kitchen) which will then be analysed (in the Science laboratories).
- studying the course for one semester, helping to prepare them for further studies in VCE Science subjects and VCE Food & Technology.

Information Technology - Graphics and Adobe InDesign Publishing

What's it about?

- Students will develop an understanding of responsible use of computers and the internet in a networked environment, basic technology terms and concepts (data/information, information system)
- Exploring complex design environments (Adobe Illustrator and Adobe InDesign) to create and manipulate computer-aided graphics and desktop publishing

Activities students may engage in:

- Designing and creating graphics in Adobe Illustrator's design studio, including a project of a student's choice
- Designing and publishing flyers and posters in Adobe InDesign's design studio
- Research and analysis of theory work

[Back to subject choices](#)

Information Technology - Adobe Dreamweaver Design & Adobe Flash Animation

- Students will develop an understanding of responsible use of computers and the internet in a networked environment, basic technology terms and concepts (data/information, information system)
- Exploring complex design environments (Adobe Flash and Adobe Dreamweaver) to create flash animations and websites

Activities students may engage in:

- Designing and creating flash animation in Adobe Flash's design studio, including a project of a student's choice
- Designing and creating a website in Adobe Dreamweaver's design studio
- Research and analysis of theory work

[Back to subject choices](#)

Food – The Treasures of Food

What's it about?

- Identifying, researching and developing confidence when cooking the key foods, eg fruit, cereal grains, etc
- Gaining knowledge using a range of cooking techniques appropriate for a selected key food
- Practising kitchen organisation, safety and hygiene principles and the further development of skills using tools and equipment
- Continuing to develop greater complexity and knowledge of the design process

Activities students may engage in:

- Production tasks
- Designing some of their own meal/dishes
- Researching basic processes and cooking techniques

[Back to subject choices](#)

Wood - Centre Turning and Design

What's it about?

- Designing, producing and evaluating a pedestal table
- Learning to safely use a wood lathe
- Investigating a variety of jointing techniques

Activities students may engage in:

- Production
- Research
- Practising wood lathe skills and other techniques

[Back to subject choices](#)

Wood - Design in Furniture

What's it about?

- Learning the correct and safe use of hand tools and basic power tools while designing and constructing a small bedside table
- Investigating, designing, producing and evaluating a small bedside table

Activities students may engage in:

- Developing proficiency in woodworking
- Using tools and machinery safely

[Back to subject choices](#)

Metal – Metal Through the Ages

What's it about?

- Learning to safely use a lathe and welding equipment to design, produce and evaluate an item of choice

Activities students may engage in:

- Production techniques

[Back to subject choices](#)

Metal - Furniture in Metal

What's it about?

- Learning about the various types of metal used for furniture-making and suitability
- Investigating the methods used to construct metal items and furniture

Activities students may engage in:

- Welding
- Using a lathe
- Working with metal

[Back to subject choices](#)

EBT (Energy Breakthrough)

Note that to enrol in this course it is necessary to complete the application form which can be found [here](#).

What's it about?

- Investigating a range of different types of Human Powered Vehicles
- Making comparisons between the range of construction techniques, materials used and mechanical principles involved
- Investigating rules that govern racing Human Powered Vehicles and other events that involve motor-racing

Activities students may engage in:

- Using basic workshop skills in the maintenance of the fleet of training trikes
- Conducting technical investigations
- Assessing suitability of designs

[Back to subject choices](#)

Electronics - Make Music Using Electronics (Semester 1)

What's it about?

- Developing skills in the design and manufacturing of integrated electronic components that produce and amplify music
- Developing skills in design work and assembly techniques

- Learning how to find faults in systems using testing equipment

Activities students may engage in:

- Making circuit boards and other systems

[Back to subject choices](#)

Electronics - Communication Electronics (Semester 2)

What's it about?

- Exploring the world of electronics through the construction of small projects
- Learning about electronic components and how to construct circuits/minor projects safely
- Identifying basic components and their role in systems

Activities students may engage in:

- Designing and producing simple electronic systems

[Back to subject choices](#)

Textiles - Machine Madness

What's it about?

- Producing a variety of articles through machine construction using commercial patterns
- Self-evaluation of completed articles, including ways of improving or modifying work

Activities students may engage in:

- Learning basic construction skills using a commercial pattern e.g. pajamas, boxers and natural fibre fabric
- Designing and creating a babushka doll using a range of techniques including applique, embroidery (machine/hand) and embellishment

[Back to subject choices](#)

Textiles - Creative Fashion

What's it about?

- Further developing the skills and knowledge previously learnt
- Developing skills and processes to incorporate into clothing articles zips, buttons/buttonholes, facings, collars and bindings

Activities students may engage in:

- Using natural or natural blend woven fabrics to make a fashionable zippered garment of own choice using commercial patterns

This document has been designed to be print-friendly if required, however, it is most useful when used electronically because of the large number of e-links which will take you to information, forms, external websites, etc.

If you do find the need to print part, or all, of the document, please consider the environment and print only the relevant sections.

Application Form for Energy Breakthrough Team

To be submitted to Mr McLean on or before Tuesday August 7 2018

This form is for students who wish to undertake the EBT Pathways Choice in 2019.

Applicant's name:
TA Group:
Home address:
Home telephone:
Student mobile:
Student email:

What are your reasons for applying for the EBT programme, i.e., what you think you can offer to the team?

Why do you believe you will be successful in this programme?

Please provide evidence of your good work habits and achievements that relate to the type of work you believe we will do. Types of evidence could include; a letter of recommendation, a copy of your work habits from some Year 8 studies, copies of awards or achievements. Please attach any evidence to this completed form.

Student's signature:
Parent's signature:
Parent's name: