



MANSFIELD SECONDARY COLLEGE

2027 Year 9 Curriculum Handbook

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GENERAL INFORMATION

INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 480 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 9, the structure of the curriculum, support services and general school requirements.

Work at this level can be challenging – the school expects students to strive to achieve personal excellence and to make full use of the resources within the school.

Year 9 is a time for consolidation, development and preparation for Year 10. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects in the elective areas thereby providing an opportunity for specialisation in areas of interest.

IMPORTANT INFORMATION

In order to maintain a balanced curriculum and to ensure students experience a breadth of subjects, we have implemented the following subject selection guidelines:

- Every student in Year 9 is required to study the Core subjects: Maths, English, Science and Humanities for the full year.
- Every student in Year 9 should study at least 2 Health or Physical Education elective units

PLEASE NOTE: Students are encouraged but not required to complete a language at Year 9. However, students must keep in mind that if there is ANY chance they will want to study a Language at VCE level, they will need to continue to study it at Year 9 and Year 10. Students who undertake a Language study at Year 9 will be required to study it for the full year.

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.



STUDENT ASSESSMENT AND REPORTING

The 'progressive reporting' structure used at Mansfield Secondary College updates parents on how their child is progressing with their studies. 'Progressive reporting' builds throughout the year and provides students and parents with ongoing assessment of student learning. Parents are able to access results and feedback throughout the semester rather than waiting for a 'Semester Report' for indications on how their child is progressing.

Progressive Reporting

Progressive Reporting allows parents and the students to see:

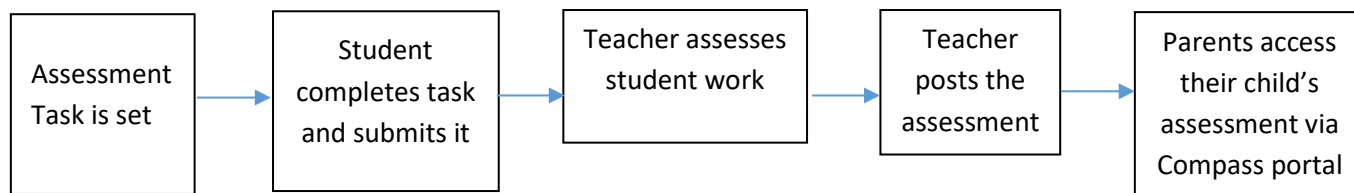
- What they have achieved
- What they need to improve and
- Suggested paths for improvement

Learning Tasks - posted throughout the semester (Years 7-10)

Each semester parents will receive a minimum of two 'learning task' assessments per subject. The 'report' is an assessment of a particular task against the Victorian Curriculum. A comment outlines what the student did well, areas for improvement, and how to achieve that improvement.

Learning tasks will be posted on the Compass parent portal.

The Assessment and Feedback Process



Progress Report –twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Semester Report - end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.



STUDENT SUPPORT

Wellbeing

Mansfield Secondary College is committed to building a learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity provide a basis upon which appropriate programs and procedures are developed across the College.

The College has a team of staff who support students in their learning and participation in school life, these include:

- A team of **Year Level Coordinators** who monitor overall student progress and provide support to students when required
- A **Wellbeing Coordinator** who is responsible for overseeing the wellbeing of MSC students, providing support, developing programs and referring to external services where required
- An **Adolescent Health Nurse** (School Nursing Program) who offers general health-related information and advice to students and is available by appointment
- A **Mental Health Practitioner** (MHP) who provides mental health support to students. The MHP is accessed via the Wellbeing Coordinator
- Two **Student Wellbeing Officers** who provide counselling and support to students and assist with whole-school initiatives

At MSC we want to ensure that every student feels known and valued. Our **homegroup program** gives students the opportunity to build a positive and supportive relationship with a teacher who they will see every day. Homegroup teachers play a vital role in understanding their students; their needs, goals and aspirations. The home group curriculum addresses a range of wellbeing and social-emotional learning topics throughout the year.

At times students might require additional wellbeing support. MSC student support team members can make referrals to appropriate external support services. These may include, but are not limited to: psychologists, DET student support services, NESAY, North East Child & Adolescent Mental Health Service, Junction Support Services and Headspace. In all instances, MSC staff will aim to work collaboratively with families to achieve the best outcomes for students.

As a 'respectful relationships' school, MSC explicitly seeks to promote and model respect, positive attitudes and behaviours and teach students how to build healthy relationships, resilience and confidence.



Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

MIDDLE SCHOOL SECONDARY CURRICULUM

Mansfield Secondary College's Year 9 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. All subjects are aligned with the Victorian Curriculum.

Students will participate in four core subjects: English, Mathematics, Science and Humanities. They will choose three other subjects from a range of electives that cover the areas of Health, Physical Education, Arts, Technology, Business, Science and Language (Indonesian) or they can also enrol in the two trans-disciplinary subjects; Agribusiness and Adventure Challenge.

CO-CURRICULAR ACTIVITIES

Mansfield Secondary College provides several different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Year 7-10 Snowsports Program Term 3
- Year 7 Howqua Camp
- Year 8-10 various Science Quantum opportunities
- Year 8 Rubicon Camp
- Year 8 Surf Camp
- Year 9 School for Student Leadership Program
- Year 9 Humanities Program
- Year 9 and 10 Indonesian Melbourne Trip
- Year 9 and 10 Agribusiness visits to local properties
- Year 9 and 10 Adventure Challenge camps and day trips throughout the year
- Year 9 and 10 Philosophy Camp
- Year 11 and 12 Outdoor Education camps and day trips throughout the year
- Year 11 Camp
- Year 12 VCE VM Camp
- Senior School Retreat Days
- Senior School Melbourne Careers Expo



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We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Year 10 Work Experience program

Our strong sporting tradition is supported by our involvement in:

- Snowsports program Term 3
- Interschool Snowsports Competition Term 3
- Round Robin Sports, Terms 1,2 & 3
- Interschool Sports throughout the year
- Adventure Challenge Outdoor & Environmental Studies (Years 11 & 12)



CORE SUBJECT INFORMATION

ENGLISH

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description / Outline: In the Year 9 English course, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Students engage with a variety of texts for enjoyment and learning. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students also develop critical understanding of the contemporary media, and the differences between media texts.

Compared to previous years, text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. In order to ensure student engagement, the course and assessment tasks are differentiated to enable students of varying ability to engage with the curriculum.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	- Text Studies - Language Analysis	- Differentiated Text Response - Creative Writing - Coursework
Semester 2	- Text studies - Essay Writing - Language Analysis	- Differentiated Text Response - Coursework - Oral Presentation

Future Pathways: Middle-school English, VCE English, VCE Literature, VCE English Language



MATHEMATICS

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description: The Year 9 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

The appropriate use of calculators and technology is an important skill that is necessary in Mathematics. In Year 9 it is assumed that students have access to a scientific calculator. Other technologies such as spreadsheets, geometry or statistical software may also be used, as appropriate.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	Topic 1: Number Topic 2: Algebra	Pre & post tests
Term 2	Topic 3: Probability Topic 4: Linear Relations	Pre & post test Application Task
Term 3	Topic 5: Statistics Topic 6: Pythagoras Theorem & Trigonometry Topic 7: Measurement	Pre & post tests Investigation
Term 4	Topic 8: Non-linear Relations Topic 9: Non-linear Graphing	Pre & post tests Investigation



Future Pathways:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Year 7 Maths	Year 8 Maths	Year 9 Maths	Year 10 Numeracy Year 10 Core Maths Year 10 Enrichment Maths	VCE VM Numeracy Foundation Maths General Maths Maths Methods Specialist Maths (via Distance)	Foundation Maths General Maths Maths Methods Specialist Maths (via Distance) VCE VM Numeracy

MATHEMATICS EXTENSION & SUPPORT

Maths Catch-up

Every lunchtime Catch-up sessions are held, available for all students to access support. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence



Enrichment Program for Young Australians

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.



SCIENCE

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description / Outline: Year 9 Science involves students in physical, chemical, earth and biological sciences. Students are introduced to or extend their knowledge in all of these areas through theoretical and practical experiences. Students are also involved in investigation and inquiry in class time. The use of science in our everyday lives is highlighted through their learning.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	Topic 1 - Chemistry of atoms Topic 2 - Electricity and electrical circuits	- Practical work - Topic tests - Project/research assignments
Term 2	Topic 1 - Control systems of the human body Topic 2 – Carbon cycles through global systems	
Term 3	Topic 1 - Extended experimental investigation Topic 2 - Periodic table chemistry Topic 3 – Reproductive systems	
Term 4	Topic 1 - Diseases and immunity Topic 2 - Waves of light and sound	

Future Pathways:

Year 7	Year 8	Year 9	Year 10	VCE
Year 7 Science	Year 8 Science	Year 9 Science Sky High Science* Psychology*	Year 10 Science Sky High Science* Psychology*	Biology Chemistry Physics Psychology

*May be taken as either a Year 9 or Year 10 elective.



SCIENCE – EXTENSION & ENRICHMENT

Mansfield Secondary College provides many opportunities for high achieving students to be extended and enriched. Students at each year level are identified using our data or through teacher recommendation.

Big Science Competition

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition are often used to offer students other opportunities and residential programs and camps.

Website: [Australia Science Innovations » Big Science Competition \(asi.edu.au\)](http://asi.edu.au)

Emerging Sciences Victoria (ESV)

ESV offers a 15 weeklong course in Semester 1 and a different 15 weeklong course in semester 2. Students are online for 2 x 1-hour classes per week and the content level is aimed at Year 10 students, but if you are passionate about science and not in Year 10 students may be eligible to participate. Examples of courses offered are astrophysics, biotechnology and nanotechnology.

Website: <http://www.emsci.vic.edu.au/>

Science Experience

Available to Year 9 and 10 students, this program offers hands-on science experiences guided by passionate scientists. Held at over 35 universities and institutions, students conduct experiments, attend lectures, visit sites, and explore campus life. It also provides insights into further study in science, technology, and engineering, and highlights related career paths. A popular aspect is connecting with like-minded students from other schools.

Website: <http://www.scienceexperience.com.au/about-the-program/about-the-program>

Quantum Science Victoria

In Term 3 or 4 there will be an all-day excursion to Quantum Science Victoria where students will participate in a Forensic Science Investigation and immerse themselves in different aspects associated with a crime scene and the role undertaken by a forensic investigator/detective as they solve a crime.



HUMANITIES

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description / Outline: The Year 10 Humanities program divides the year into semesters of subjects, with students studying Geography in Semester 1 and History in Semester 2.

The first semester of Geography incorporates the content and skills of both Levels 9 and 10 under the Victorian curriculum: students investigate and apply key geographical concepts (such as SPICESS) to world biomes, globalisation and modern connections, and urban city liveability.

History in Semester 2 takes students back to the history of early colonial Australia, with First Nations perspectives, convict experiences, and the Gold Rush all explored. This era is then compared to the 19th century history of Japan, as a neighbouring country within the Asia-Pacific region. Students then deep dive into Australia's participation in World War I and the impact of the war on the world. Students observe and describe historical sources, analyse the significance of key moments/people, and determine the cause and effect of historical events.

Assessment: assessment tasks in Humanities are varied and diverse, given the wide range of topics and skills covered under the different Humanities curriculum. Students complete three Common Assessment Tasks in each semester. All tasks are differentiated, to meet students where they are at, whether that is providing extension to push students to higher-order thinking, or supporting students by providing alternative pathways for them to demonstrate their knowledge.



ELECTIVE SUBJECT INFORMATION

2D ART

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: Students explore a variety of media including painting, drawing, printmaking, collage, photography, and digital art forms. They are encouraged to explore a range of concepts and ideas and explore a range of techniques and processes. Students follow the artistic studio process followed by VCE level students, and this includes researching and investigating the work of other artists in contemporary and historical contexts. The use of a visual diary to record research, trials, notes, and evaluation plays a crucial role in the assessment of classwork, alongside final artworks.

Assessment: Folio of finished artworks, visual diary, research/analysis assignments.

Future Pathways: VCE Art Creative Practice (Units 1-4)

3D ART

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester / 4 periods per week

Brief Description/Outline: Students investigate both the theoretical and practical aspects of 3D art throughout the semester building skills and knowledge. Students develop a deeper understanding of the Elements and Principles of art and how they are used to create work. Students focus on contemporary Visual Arts practices of other artists from Australia, Indigenous Australia and South-East Asia.

In the practical component of the unit students explore, develop, refine, reflect and create Artworks using a variety of 3D materials including ceramics, wire, wood, papier-mâché, found object and assemblage. These practical outcomes can be individual and collaborative.

Students use a digital platform as a journal to present ideas and record the development of their 3D practice.

Assessment: Digital folio, comparative essay, practical work.

Cross-Curricular Outcomes: Literacy, Numeracy.

Future Pathways: VCE Art Creative Practice (Units 1-4)



ADVENTURE CHALLENGE

Prerequisites/Special Requirements (if any): Application form

Entry by Application: Yes

Length of course: Two semesters

Brief Description/Outline: In this unit, students participate in outdoor educational experiences, such as hiking and rock climbing at locations such as the Alpine National Park, Mount Samaria and Mount Arapiles. These experiences develop in students an understanding of sustainable and safe recreational practices while enjoying some of the best environments Victoria has to offer.

In Term 3, students participate in a community service program where they learn about the history and current work of Landcare Australia and complete practical field trips at a local Landcare site learning about land impacts and water quality

Students investigate the interaction of human activities with natural environments through a study of land degradation, the Australian Alps and the local area. Students develop skills to evaluate the factors contributing to the development of environmental issues in these areas and identify strategies to address them and explore ways of managing them. Students interpret information from different types of maps and photographs and use these facts to support explanations and make predictions. They collect information gathered from fieldwork and present their findings.

Adventure Challenge aims to build in students the following skills on top of what would normally be expected in Humanities classes –

- Teamwork when working with the CFA and participating in outdoor education activities
- Map reading
- Camp craft
- Survival skills and first aid
- An ability to use draw field sketches and use photography in reports
- Fieldtrip data gathering and using this information in student work
- Fieldtrip report writing
- Skills and knowledge for VCE Outdoor & Environmental Studies



Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	- Navigation themes - Using the environment - Preparing for bushwalks - Minimal impact bushwalking	- An assessment task on understanding topographic maps - An assessment task on a fieldtrip - Classwork - Preparation for and participation in bushwalks
Term 2	- Participating in hikes - Land degradation/ cause and effect - Fieldtrips - Human interaction with the environment	- An assessment task on land degradation - Preparation for and participation in bushwalks - Assessment on 'User groups in the Alps ' - Classwork
Term 3	- Community Service- Landcare- include a field trip to local Landcare project - Participation in cross country skiing on Mt Stirling	Multi-modal presentation on field trip data including land and water and rehabilitation planning.
Term 4	- Arapiles climbing camp - Eco tourism	- Classwork - Climbing camp

Cost Applicable

Materials: Students must have a pair of sturdy hiking boots that can be used in snowy conditions, thermal underwear both top and bottom, water bottles, utensils, an exercise book and a laptop computer. A full range of hiking and climbing equipment can be borrowed from the College.

Future Pathways: VCE Outdoor and Environmental Studies, Units 1 – 4.



AGRIBUSINESS

Prerequisites/Special Requirements (if any): Nil

Entry by Application: Yes

Length of course: Two semesters

Brief Description/Outline: Agribusiness is a year-long course based on all aspects of agriculture. There is a large emphasis on students undertaking practical activities in agricultural settings and there are multiple excursions to expos, training days and a wide variety of farms.

Students complete TAFE modules of the Certificate 2 in Agriculture (RTO 3097 Wodonga TAFE) and combine this with tasks relating to Science and Humanities. The TAFE modules relating to the Certificate 2 in Agriculture require students to demonstrate the ability to work independently through extended activities and relate to Certificate II in Agriculture, Handling and Caring for Livestock and Workplace Skills.

For the Humanities component of this subject, the following skills and knowledge are covered:

Geography:

- i) the distinctive climates, soils, vegetation and productivity of our area
- ii) the environmental effects of food and fibre production
- iii) the capacity of our environment to sustainably and securely feed the projected future population

Economics:

- i) identifying the effects of international trade in consumer products on Australian practices
- ii) cost benefit analyses

During Semester 2, all students have work placement on a farm for 4 periods on a Thursday.

Entry into this unit is through a selection process involving the completion of an application form and questions.



BUSINESS MANAGEMENT

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: The Business Management elective runs for one semester, with students able to self-select into the subject as an elective. This elective equips students with the foundational knowledge and skills required to enter VCE Business Management, and addresses the Economics strand of the Humanities curriculum at Years 9 and 10.

In this practical course, students are introduced to key economic theories, business principles, market theories, work-place requirements, taxation, and trading.

Assessment: Students complete two Common Assessment Tasks in their semester of Business Management. One of the tasks is a practical, team-based term-long project to develop, establish and evaluate a real business, which offers its services to the school community at an expo day.



CODING

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: Coding is an exciting brand-new subject in Information Technology. Students learn what it takes to make web applications through HTML, CSS and JavaScript. They investigate the world of app-making by learning how to get their apps onto the iTunes store and Google Play. Students become informed customers by understanding the components inside smartphones and laptops, and they investigate the latest advancements in technology from around the globe, including the people who have become billionaires through their technology ideas. Students find out how easy it is to make their own computer game and learn about the different types of computer viruses and how to protect their devices. Students who complete this subject will be well-prepared to jump into the world of digital technologies that awaits them!

Brief Course and Assessment outline:

Course Outline	Assessment Summary
• Drag & drop programming • Modifying webpages • HTML	• Research Assignments • HTML modules • HTML tests
• Computer components • Emerging technologies • HTML – CSS	
• Smartphones • HTML – CSS - JavaScript	
• Python • Apps • Game maker	



CUT AND CREATE (PLASTICS)

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: Students will investigate how technology has changed to create products. Students will particularly focus on the use of 3D printers and automated machines used for paper cutting/embroidery/vinyl etc. Students will look at the economic impacts and the environmental impacts of machines. They will also look at the impact on societies.

students will also explore the relationships between different properties of materials and where they may be used. They will look at safety conditions when using different materials involved in CNC machines. Students will also complete an introductory course on the machine they are interested in, looking at the program they will need to understand.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Technologies & Society	• Students use machines to reproduce products traditionally created by hand. • Presentation about their product. •
Materials & Technology Specialisations	• Practical assessment of skills in context • Poster on CNC safety

Future Pathways: VCE Product Design, Art: Creative Practice OR Visual Communication & Design (VCD)



DRAMA

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: In Years 9 and 10, Drama students continue to develop and apply their knowledge of Drama terminology and techniques, particularly Dramatic Elements. Eg. voice, movement, gesture, space, focus, language etc.

Students will be required to research, explore, create and respond to various theatrical styles and/or cultural influences. The foci for students are: the development and influences of theatre throughout the ages, scripting, playmaking, performance, reflection and evaluation, with emphases on participation, co-operation and contribution.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Tools of the trade – Movement, gesture, position, voice	
Topic 2	Elements of theatre – Costume, Makeup, Props, cultural theatre	History of Theatre Assignment
Topic 3	Scripting – performance both group and solo	Performance – Monologue and Group including reflection
	• Maintain a Journal throughout the semester • Reflection on performances	

Future Pathways: VCE Drama, VCE Theatre Studies.



EXTENSION ENGLISH

Prerequisites/Special Requirements: Nil

Entry by Application: No

Length of course: One Semester

Brief Description/Outline: Extension English provides students with additional analytical skills that build upon what is being done in mainstream English classes. The semester will be split into 2 terms. In term 1, students will do a full film analysis that teaches students the film techniques directors use to create meaning and explores the intricacies of film as an artistic medium. In term 2, students will read a classic novel and complete a literature style analysis of the novel through selected passages.

The subject aims to inform students of the difference between English and Literature and to support all students in deeper analytical skills for whichever English they choose in VCE.

Extension English provides an excellent pathway into all VCE classes as it supports adding rigour to what students are experiencing in mainstream classes and deepens the reading and writing skills necessary for success in all subjects and future classes.

Future Pathways: VCE English and VCE English Literature and VM Literacy



FOOD TECHNOLOGY A – Healthy Choices

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: This unit will enable students to learn a lot of helpful information about how to cook and eat well, as well as organize themselves in the kitchen. They will make healthy choices when planning for meals and find out how to put together great meals and snacks for friends and family. This will give students the opportunity to try spicy beef enchiladas, apple and filo parcels or making their own bread, as well as the opportunity to design and prepare their own creations.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Exploring Food	Research
Topic 2	Healthy options	Design brief
Topic 3	Food for teenagers	Design brief, Practical observation
Topic 4	Hot topics	Portfolio



FOOD TECHNOLOGY B – Foods of the World

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: This unit has a bit of an international flair to it. Students get to challenge their taste buds by preparing and tasting some foods they may not have tried before, as well as some old favourites. They will make meals originating from a variety of countries and design their own two-course meal from a particular country. As well as finding out great tips on setting themselves up in the kitchen and producing food efficiently, they will get an insight into how Australian Cuisine has been influenced by the world around us.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Food hygiene & safety	Written tasks on food handling and physical contaminants
Topic 2	An International Cuisine	Travel Blog
Topic 3	Indigenous Cuisine	Practical observation, Portfolio
Topic 4	Food Fusion	Portfolio Task



FOOD TECHNOLOGY C – Food for Celebrations

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: This unit explores food for celebrations – planning for and producing a variety of finger foods, snacks and dishes that could be provided at celebratory events. Think a birthday party, a family gathering and, of course, Christmas. Students will learn about what foods are used for celebrations in other countries around the world. They will also find out how to cook in larger quantities since they may need to feed a group of people, rather than just themselves.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Environmental considerations when planning food celebrations	Practical observation
Topic 2	Dietary requirements for guests at celebrations	Design brief
Topic 3	International celebrations	Research project and presentation
Topic 4	Cooking for celebrations	Practical observation



FOOD TECHNOLOGY D – Paddock to Plate

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: *Paddock To Plate* gives students the opportunity to study the interactions between agricultural production, marketing and management, and give consideration to the issue of sustainability of the farming system. Students will explore a variety of virtual video excursions to a broad range of industries and use this information to understand the importance of on farm management to maximise productivity and environmental sustainability. Students will delve into the production of beef, fish, eggs, honey, fruits, nuts, vegetables, milk and cereals and prepare and taste a wide variety of meals using such produce.

	Course Outline	Assessment Summary
Topic 1	Environmental considerations when planning food celebrations	Practical observation
Topic 2	Dietary requirements for guests at celebrations	Design brief
Topic 3	International celebrations	Research project and presentation
Topic 4	Cooking for celebrations	Practical observation



‘GROW ZONE’

Pre-requisites/Special Requirements: Nil

Length of course: 1 semester

Brief Description/Outline: *Applied Learning:* Grow Zone is a Year 9/10 applied learning elective that uses the South West garden zone as a living classroom. Students design, build, and manage garden systems, developing practical skills while contributing to the ongoing improvement of a shared school space. Students work in teams on real projects with visible outcomes in the school environment. Projects that students work on will therefore change based on student interests, and what has already been built before by previous groups.

The subject is based on the 'Design and Technologies' curriculum, meaning that students will complete assessments centred around designing solutions, implementing their projects, and evaluating the outcomes that they get.

Possible student projects in the first year of the elective might include:

Improving the existing systems and infrastructure already in place in the school garden area:

- Greenhouse & Propagation (Foundation): Establish a greenhouse/seed raising system to produce seedlings
- Market Garden (Application): Use propagated plants to develop productive garden beds, maintenance (weeding, upkeep or irrigation systems), planting, soil improvement, harvesting)
- Space & System Improvement: Improve irrigation, layout, and usability of the space
- Future Planning: Design proposals for expansion (e.g. extension of orchard, market garden)

Future Pathways:

Completion of this unit provides multiple opportunities for students to follow their interests, both academic (e.g. entering the VCE pathway) and more applied, hands-on or trade oriented (e.g. entering the VM pathway).

Cost to families:

\$50 per semester, which will cover materials needed such as growing medium, seed, timber.



HEALTH AND PHYSICAL EDUCATION (HPE)

Brief Description/Outline: The Year 9/10 Health and Physical Education (HPE) program is designed as a comprehensive two-year combined course that provides students with diverse experiences in both physical activity and health education. Students will develop fundamental movement skills, build physical fitness, and gain essential knowledge for maintaining lifelong health and wellbeing.

Physical Education Components

Over the two-year program, students will engage with a variety of physical activities designed to develop motor skills, tactical understanding, and physical fitness. Each term focuses on a different area to ensure students experience the full breadth of physical education without repetition.

Physical Education Areas Include:

- **Ball Sports** - Team games focusing on invasion, net/court, and target games that develop hand-eye coordination, teamwork, and strategic thinking
- **Striking Sports** - Activities such as cricket and softball that enhance timing, accuracy, and defensive positioning
- **Racket Sports** - Tennis, pickleball, and badminton activities that develop hand-eye coordination, court awareness, and tactical gameplay
- **Recreational Sports** - Lifetime activities that promote ongoing participation in physical activity beyond school
- **Fit 4 Life** - Personal fitness programs focusing on cardiovascular health, strength training, and flexibility
- **Personal Training** - Individual fitness planning, goal setting, and exercise program design
- **SEPEP (Sport Education in Physical Education Program)** - Student-centred approach where learners take on roles as players, coaches, referees, and administrators to understand sport from multiple perspectives

Health Education Components

The health curriculum addresses critical topics that prepare students for informed decision-making and healthy lifestyle choices throughout their lives.

Health Education Topics Include:

- **Health Status and Promotion** - Understanding personal health indicators, preventive care, and strategies for promoting optimal health
- **Dimensions of Health** - Exploring physical, mental, social, emotional, and spiritual aspects of wellbeing and their interconnectedness
- **Relationships and Sexual Health Education** - Age-appropriate content covering personal development, healthy relationships, and sexual health
- **Drug and Alcohol Education** - Evidence-based information about substance use, risk factors, and harm minimization strategies



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- **Driver Education** - Road safety awareness, understanding traffic laws, and developing responsible attitudes toward driving
- **Human Anatomy and Physiology** - Body systems, how they function, and the impact of lifestyle choices on physical health
- **Sports Leadership and Organisation** - Leadership skills, event planning, and understanding the structure of sporting organizations

Learning Outcomes

- Competency in a wide range of physical activities and movement patterns
- Understanding of fitness principles and the ability to design personal exercise programs
- Knowledge of health topics essential for making informed decisions
- Leadership and organizational skills applicable to sport and life
- Appreciation for the role of physical activity in maintaining lifelong health and wellbeing

Assessment

Students are assessed through a combination of practical performance, theoretical understanding, and project-based learning that demonstrates their knowledge and application of health and physical education concepts. This program prepares students for senior HPE studies and maintaining a healthy lifestyle.



HEALTH & FIRST AID

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: The emphasis of the subject is based on First Aid and its application in an emergency and various settings. The health aspect of the subjects is focussed on students investigating and discussing issues relating to themselves, their development and safety within the community.

This is achieved through:

- Studying various organs and systems of the human body, how to keep them healthy, common conditions affecting them, and any relevant first aid.
- evaluating community programs addressing health and safety issues.
- developing personal decision-making skills, including alcohol and drug use.
- focus on healthy lifestyle practices, nutrition and healthy eating.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
First Aid	Practical & theory
Injury & Illness	Research assignment
Health & Wellbeing	Practice & discussion

Cost Applicable



INTRODUCTION TO VCE PHYSICAL EDUCATION / HEALTH

Prerequisites/Special Requirements (if any): This unit is only available to Year 10 students.

Length of course: One semester

Brief Description/Outline:

This unit is highly recommended for any student intending to do Physical Education or Health in Year 11 & 12. Students will participate in a mix of theory and practical classes each week. Areas of study will include:

- Body systems and the effect of exercise on these systems.
- Motivation for participation in physical activity
- Skill development
- Coaching
- Adolescent health and development
- Adult health and development
- Healthcare and Careers in Health

Assessment: Completion of work requirements, including unit tests – application to skills development and practice exercises, completion of theory and/or project work and use of appropriate safety procedures.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
1 st Term	• Muscular and skeletal systems • Muscular contractions • Food fuels and energy systems • Health and human development • Youth health status • Nutrition • Global marketing	• Structure of bone laboratory • Gym circuit analysis • Volleyball analysis • Muscular and skeletal systems test • Analysis of energy systems during fitness tests • Food fuels and energy systems test • Class work / topic tests
2 nd Term	• Acute cardiovascular responses • Acute respiratory responses • Acute muscular responses • Chronic adaptations to exercise • Sustainable development goals • National health priority areas • Ottawa charter • Medicare and private health insurance	• Practical analysis of acute and chronic responses • End of unit exam



INDONESIAN

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description/Outline: Looking to learn even more about the culture and people of Indonesia? Interested in taking your knowledge of Indonesian to the next level? Year 10 Indonesian is an opportunity to work in small groups and really dive in deep to a variety of aspects of Indonesia. By the end of the year, you'll be more confident speaking, writing and understanding Indonesian and ready for new challenges.

This is a subject for students who think they might like to study Indonesian at VCE or would just like to learn about Indonesian language, life and culture.

Brief Course and Assessment outline:

	Course Outline	Example Assessments
Semester 1	Students will learn about: - Indonesian pop culture and hobbies - Ways to talk about their own hobbies - Planning a holiday to Indonesia - How to use translation dictionaries	- Responding to a pen-pal email about your hobbies and school - Interview about hobbies - Researching and writing about an Indonesian holiday - Class work/end of term tests
Semester 2	Students will learn about: - Indonesian volcanoes - Weather patterns in Indonesia and Australia - Environmental issues such as deforestation and plastic pollution	- Presenting a weather report - Responding to written and spoken texts in Indonesian - Writing a report about a researched volcano - Class work/end of term tests

Future Pathways: VCE Indonesian

INDONESIAN EXTENSION

- Participate in on-line language learning activities and competitions.
- Sayembara Lisan speaking competition.
- Opportunity to go to Indonesia as an exchange student and/or host an Indonesian exchange student (this opportunity is also available in Year 11).



MEDIA

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: This course emphasises knowledge and skills that will enable you to understand digital media communications in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of digital media works and audience responses to them, as well as creating your own digital media products, using Adobe Photoshop, Adobe Premier Pro and Audition, you will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, listening, reading, interpreting, speaking, writing and representing in digital media formats.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Images – topics include memes and photography	Production of memes and photographic series.
Sound – radio production and creating pod casts	Production of a radio show / podcast
Audio visual – Film, short film, script writing, filming, editing, and producing an "avant-garde short film".	Production of short film or music video



MUSIC

Full Year Elective — A Pathway to VCE Music

Prerequisites/Special Requirements (if any): Nil

Length of course: Full year

Brief Description/Outline: This full-year course is an integrated pathway that prepares students for VCE Music. Across the year, students build performance and technical skills through graded playing challenges, choosing a main instrument to focus on as they progress. Students observe, evaluate and reflect on their own and others' performances, both live and recorded.

Theory and aural skills are developed throughout the year, including chord progressions and rhythmic transcription, alongside the analysis of varying musical forms, styles and genres — particularly rock — and the history of music. Students explore creative composition through arranging and improvisation, and extend this into Music Technology, where they create original compositions using loops, sequencing and automation in Ableton and BandLab.

Students record and produce music individually and in groups, learning to set up speakers, operate a mixing desk and balance sound. They investigate the roles of a music producer and audio engineer within a recording studio, while continuing to listen, respond, analyse and evaluate their own compositions. By the end of the course, students will be more confident musicians, producers and audio engineers, with a clear understanding of both the performance/theory strand and the digital production strand as pathways into VCE Music.

Brief Course and Assessment outline:

Performance and Technical Skills (voice/instrument, graded playing challenges)	Practical performances
Music Technology: composition, sequencing, loops, automation and recording using Ableton and BandLab	Recorded/produced compositions and DAW project folios
Theory and Aural Skills, including chord progressions and rhythmic transcription	Sequential assessment tasks
Listening and Analysis across musical styles, forms and genres (incl. rock and music history)	Completed listening charts
Creative Composition, arranging and improvisation, and studio roles (producer/audio engineer)	Transcribed, produced and performed works

Future Pathways:

Year 10	Year 11	Year 12
Year 10 Music (elective)	Unit 1&2 VCE Music	Unit 3&4 VCE Music



PHILOSOPHY

Prerequisites/Special Requirements (if any): Nil

Entry by Application: Yes

Length of course: One semester

Brief Description/Outline: Philosophy provides students with a unique perspective to investigate some of life's most intriguing questions in the pursuit of wisdom.

How can one live a good life? What makes someone a good person? Does God exist? Who am I? How did the universe begin? What happens when we die?

The subject aims to answer these questions and more, through the use of reason, logic and the analysis of established scientific and philosophical thinking. In doing so, the course combines strands from various domains including English, Humanities, Science and Personal and Social Learning.

Philosophy provides an excellent pathway into the VCE Subject as well as general humanities subjects. Importantly, Philosophy equips students with an invaluable set of skills in a world that increasingly values confident, creative, and analytical thinkers.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Introduction to Philosophy and philosophical thinking	Projects, essays, experiments
Research of famous philosophers and philosophical frameworks.	
Metaphysics: what exists and doesn't?	Essay
Personal Identity: what makes you who you are?	Digital Presentation
Ethics: what is it to be a good person?	Oral Presentation

Future Pathways: VCE Philosophy (via Distance)



PSYCHOLOGY

Prerequisites / Special requirements: Nil

Length of course: One semester

Brief description / outline of course: Unlock the secrets of the mind with Year 9 & 10 Psychology! Dive into a fascinating world where you'll explore why people think, feel, and behave the way they do. This subject isn't just about reading textbooks—it's about understanding yourself and others on a deeper level. From discovering the science of addiction, to understanding the biological basis of all our thoughts, feelings and behaviours (the amazing nervous system) you'll engage in hands-on experiments, real-world case studies, and lively discussions to make the learning exciting and relevant.

Psychology at this level offers a sneak peek into key areas of the VCE Psychology study design at units 1-4. It will help you prepare for success if you choose to pursue Psychology at VCE by developing your critical thinking skills and your capacity to employ the key science skills that are consistent across all science disciplines.

Whether you're curious about what makes people tick, interested in a future career in health or many other disciplines (marketing, communications, business, to name just a few), or simply want to gain insights into the human experience, Year 9 & 10 Psychology is your gateway to understanding the mind and behaviour.

Assessment outline:

	Course outline	Assessment
Term A	Introduction to Psychological Science Topics: What is psychology, pseudo-science, scientific methods, introduction to ethics, the pursuit of happiness (positive psychology), how psychology can apply to your life, career pathways and types of jobs psychology can lead to...	Unethical experiments task (Podcast, infographic, video, oral presentation)
	The amazing brain & nervous system Topics: How our brain talks, the areas of the brain and their roles the neuron, communication in the nervous system, the science of addiction...	Model of a neuron, communication between neurons
	Beautiful minds Topics: Mental illness, mental health literacy, personality, psychopathy...	Media analysis task- film viewing
Term B	In your dreams Topics: What is sleep, altered states of consciousness, hypnosis, effects of sleep deprivation, sleep hygiene, dreams...	Sleep diary data collection activity; create a resource 'Better sleep tips for teens'
	Choice of topic A: Forensic Psychology: Making a murderer... Topics: Biological explanations of criminality, social explanations of criminality, reliability of memory in eyewitness testimony, influencing a jury...	Create a 'profile' of bio-psycho-social factors of an infamous criminal
	Choice of topic B: Sports Psychology: Unlocking human potential Topics: Motivation, learning to perform well, improving performance, overcoming adversity...	Analysis of research task- studies on motivation, habits, arousal levels

**** Proposed assessment tasks are indicative only**



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Where can Psychology lead you?

Mental Health Worker
(such as a Psychologist, Psychiatrist,
Art/Music Therapist, Social Worker)



**Working
across the
lifespan**



Research



Business Psychology



Sport Psychology



Just to name a few...



ROBOTICS

Prerequisites/Special Requirements (if any): Nil

Length of course: One Semester

Brief Description/Outline: Robotics is a new subject within Technology. With STEAM education being a major focus within education it is important that you understand how advancements in robotics will influence the world. You will learn how to program robots to complete simple and complex tasks. You will learn to build various types of robots that will complete courses, play games and respond to their environments through the programming that you will learn. This may involve team competition style lessons where you will compete against other teams within the class to demonstrate your skills in building and programming your robot. The course starts from the basics and will be limited by your interest and ability to be creative within this exciting STEAM education class.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
• Introduction to robotics • Introduction to coding languages • Introduction to building robots	• Research Assignments • Coding demonstration • Competition (demonstration of teamwork and coding proficiency)
• Robot components • Development of skills in coding • Drop drag through to coding language	
• Building, adjustment and coding of robots	
• Competing against other teams in the robotics	

Future Pathways: VCE Information Technology (via Distance)



SKY HIGH SCIENCE

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: Sky High Science sees its students engaged in a variety of topics of interdisciplinary studies all centred on a sense of curiosity – a simple desire to feel what it might be like to fly, even if for only a brief moment. Students will participate in experimental activities including the construction and testing of kites, parachutes, hot air balloons, hand launched balsa wood gliders and a solid-fuelled rocket. In doing so, the elective combines strands from various domains including Science, Mathematics, Engineering, History and English.

This elective will provide students with a unique opportunity to apply their understanding of forces acting on objects and Newton's Laws of motion to help them understand the scientific principles governing flight. It will also help to reinforce many of the skills and thought processes required by VCE Science Subjects.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Investigate the nature and properties of the fluid (air) that aircraft have to manoeuvre through.	Experimental activities, analysis tasks, research tasks and tests.
Investigate balanced and unbalanced forces and their effect on an object's motion in the context of flight.	Historical research task
Investigate the various means of propulsion available to aircraft - including rockets, in the context of energy efficiency.	
Investigate the energy released in chemical reactions for explosives and propellants.	

Future Pathways: VCE Physics & Chemistry



SPORTS ACADEMY

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Entry by Application: Yes

Entry Requirements:

- Successful completion of the testing assessments including Broncos test, agility evaluation, power test and coordination challenges.
- Satisfactory academic performance
- Cost applicable (approx. \$250 per semester)

Participation Requirements:

- Maintain minimum 'Satisfactory' rating across all subjects
- Active participation in school carnivals (swimming, athletics, cross-country)
- Demonstrate dedication, resilience, leadership, respect, and personal integrity

Brief Description / Outline: Comprehensive sports academy program offering sport-specific training, advanced skill development, and complete athlete support. Includes personalised strength/speed/endurance programs, professional coaching, nutritional guidance, sports psychology, injury prevention, and academic support to develop well-rounded athletes.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
• Sport-specific personalized training programs (strength, speed, endurance) • Advanced technical skill development sessions • Professional nutritional guidance and sports psychology	• Participation in training sessions and school events • Theory-based tests
• Injury prevention strategies and flexibility programs • Academic support and time management skills • Character development and leadership training	• Progress evaluation towards individual athletic goals • Demonstration of academy values (dedication, resilience, leadership, respect, integrity)

Future Pathways: VCE Physical Education, VCE Health & Human Development, VET Sport & Recreation.



TEXTILES

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: Students will investigate the history of textiles and how our clothes are made today. They will investigate the disparity between the cost of clothes and how this relates to fast fashion. They will also learn about the environmental impact of materials which are produced from non-renewable or artificial resources such as polyester, nylon, acrylic, rayon, and spandex.

Students will also explore the relationships between different properties of materials and where they may be used. They will look at safety conditions when using different materials involved in textiles like different printing and dye techniques. Students will also complete an introductory course in sewing, looking at different techniques for different contexts within textiles.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Technologies & Society	- Students will investigate a brand, explore the ethics of their policies and deliver a presentation. - Presentation about their product.
Creating designed solutions	- Practical assessment of skills in context - Poster on fabric types

Future Pathways: VCE Product Design, Art: Creative Practice OR Visual Communication & Design (VCD)



VISUAL COMMUNICATION DESIGN (VCD)

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: Students complete a range of tasks relating to design briefs in the three design fields of communication design, industrial design & environmental design. Students use the design process to research, explore and develop ideas. They then respond to peer and teacher feedback to further refine their ideas and create high-quality presentations. Students explore a range of traditional and digital media to realise their ideas, whilst also considering the design elements and principles as ways to improve upon their designs. The exploration of case studies allows them to see and understand the way professional design is applied beyond formal education.

Brief Course and Assessment outline:

Assessment Tasks		
1.	Design Process, Design Elements & Principles, Using Adobe Illustrator	Design Process, Design Elements & Principles, Using Adobe Illustrator
2.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.
3.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.

Future Pathways: VCE Visual Communication Design (Units 1-4)



MATERIALS TECHNOLOGY

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description/Outline: This unit is an introduction to the design process as it applies to wood technology. Students gain the following skills and knowledge:

- design and research
- portfolio presentation
- use of appropriate technology language
- developing the varied techniques and finer skills needed to join and finish timber projects
- assess the safe use and skills needed for a variety of hand and power tools
- further develop the skills needed to design draw and cost out a project

Future Pathways: School-Based Apprenticeships & Training (SBATS) in a relevant trade. These can be taken as part of both the VCE Academic and VCE Vocational Major pathways.