



**Box Hill High School  
Handbook  
Studies**

**2009**

**Year 9 (Mainstream)**

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## General Information

### Subject Index

Business Technology

Chinese

Design Studies

Digital Electronics

English

English as a Second Language

Food Technology

Geography

German

Health/Physical Education

History

ICT

Mathematics

Music

Science

Visual Communication & Design

<u>Subjects</u>	<u>No. of Periods</u>
English	4½
Mathematics	4½
History, Geography [one semester each]	5
Health & Physical Education	3
Science	3
	<u>21</u>

**Elective subjects:** 3 x 3 Periods; a total of 9 periods per week

Art  
 Digital Electronics  
 Advanced Electronics  
 English as a Second Language/Extra English  
 Economics and the Law  
 Food Technology  
 Information Technology  
 Business Technology  
 Literature  
 LOTE - Chinese  
 LOTE – German  
 Drama  
 Music  
 3D – Design Studies  
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 Sport

Parents are welcome to discuss any aspect of Year 9 studies with the Year Level Co-ordinator.

**The following course outlines have been developed in accordance with Level 6 of the Victorian Essential Learning Standards. Appropriate enrichment learning activities are provided for students achieving above this level.**

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## ENGLISH

### Level 6 VELS - Year 9 and 10

#### LEARNING FOCUS

Through the study and discussion of texts, issues and themes, students develop their ability to express ideas both in writing and in oral activities. Texts include novels, plays, films, poems and articles from the print media. By reading and exploring these texts, students broaden their vocabulary, develop their appreciation of our language and become critical thinkers, imaginative writers and confident speakers who can present a point of view and use our language for personal and creative expression. Students are encouraged to improve the clarity and fluency of their writing. They compose narratives, personal writing, persuasive pieces and presentations such as plays, videos and formal speeches. Assessment includes a wide range of such tasks, including formal essays on texts; persuasive and analytical writing about issues and media articles; imaginative writing involving plot and character development; personal reflection; and oral presentations.

Domain	Dimension	Key Standards
English	Reading	<ul style="list-style-type: none"><li>◆ Reflection on ideas and issues explored in imaginative texts</li><li>◆ Reflection on ideas and issues relevant to students' lives that are explored in persuasive texts</li><li>◆ Critical analysis of a wide range of persuasive texts</li><li>◆ Understanding how texts are shaped by the time, place and cultural setting in which they are created</li><li>◆ Using evidence from texts to support oral and written responses</li><li>◆ Comparing themes from different texts</li><li>◆ Synthesising information from different texts to form conclusions</li></ul>

	Writing	<ul style="list-style-type: none"> <li>◆ Effective use of vocabulary and sentence structures</li> <li>◆ Proofreading and drafting for accuracy and coherence</li> <li>◆ Arguing for a particular point of view</li> <li>◆ Showing and evaluating alternative perspectives</li> <li>◆ Using language to persuade readers</li> <li>◆ Writing for a chosen audience and purpose</li> <li>◆ Organising complex ideas</li> <li>◆ Planning, drafting and writing sustained narratives</li> <li>◆ Exploring and reflecting on complex themes and issues</li> </ul>
	Speaking and Listening	<ul style="list-style-type: none"> <li>◆ Using evidence to justify and support opinions</li> <li>◆ Selecting persuasive language to influence an audience</li> <li>◆ Reaching conclusions that take into account different perspectives on an issue</li> <li>◆ Using note-taking in planning oral communication</li> <li>◆ Responsive listening to spoken texts with complex subject matter</li> <li>◆ Presenting information imaginatively to interest an audience</li> <li>◆ Planning, rehearsing and revising oral presentations for fluency and coherence</li> <li>◆ Comparing ideas with others and building on others' ideas during discussion</li> </ul>

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## SCIENCE

Level 6 VELS - Year 9 and 10

### LEARNING FOCUS

Students extend their concept of science as a way of knowing to include an understanding of how scientific theories and models drawn from biological, chemical, earth, environmental, physical and space sciences are based on evidence that may initially be tentative and limited. Students develop a qualitative and quantitative understanding of the relationships between force, mass and movement. They explain changes observed in physical, chemical and biological systems in terms of energy. Students make links across related areas of science. They debate from the basis of scientific knowledge, science-related issues reported in the media. The role of scientific theories is discussed. They design and conduct scientific investigations and use a variety of formats to prepare reports. They explore the role of science in the consideration of significant issues to themselves as individuals and to the broader community. Opportunities for employment in science are explored.

<b>DIMENSION</b>	<b>STANDARD</b>
Science knowledge and understanding	Explain the behaviour and properties of materials in terms of their constituent particles and the forces that hold them together.
	Explain how similarities in the chemical behaviour of elements and their compounds and their atomic structure are represented in the Periodic Table.
	Use the table to write electronic configurations
	Use atomic symbols and balanced chemical equations to summarise chemical reactions.
	Use abstract concepts to explain natural selection, evolution and genetic inheritance.
	Give both qualitative and quantitative explanations of relationships between force, mass and movement.
	Use the science conception of energy to explain change in a range of physical, chemical and biological phenomena.
	Apply conceptions of geological time to elaborate their explanations of natural selection and evolution, and the origin and evolution of the Universe.
Science at work	Plan and conduct investigations to support or disprove their own hypotheses.
	Evaluate the appropriateness of experimental design and methodology used in these investigations.
	Analyse and interpret ideas and link them with existing understanding
	Describe the science base of scientifically related occupations in their local community.
	Use relevant science concepts and relationships as one dimension in debating contentious or ethically based community issues.
	Demonstrate an awareness of ways in which scientific language is used incorrectly in the mass media.

### CONTENT

Year 9 – the periodic table; chemical change; light; origin of the Universe; the fragile crust; ecosystems; respiration and photosynthesis; responding and controlling; reproduction; forensics.

ASSESSMENT: Topic tests, homework, assignments and practical work.

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## **MATHEMATICS**

Level 6 VELS – Year 9 & 10

### **LEARNING FOCUS**

As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

#### **Dimensions**

##### **Number**

In *Number*, students investigate familiar and unfamiliar situations and contexts involving the use of all types of real numbers. They use irrational numbers such as  $\pi$ , and common surds in calculations in both exact and approximate form. They apply mental, written or technology-assisted forms of computation as appropriate, using estimation to validate their answers. They compute using large or small numbers expressed in scientific notation. They apply the concepts of rounding to either a given number of decimal places or significant figures to check the accuracy of computations.

##### **Space**

In *Space*, students investigate the possible orientation of lines in space. They investigate the properties of angles formed when lines (including parallel lines) intersect. They learn how space is enclosed in two and three dimensions, and systematically investigate the properties of boundaries and regions on surfaces with shapes such as polygons and circles, prisms and polyhedra/including the platonic solids. They learn to use the concepts of congruency and similarity to compare the size and shape of polygons. They investigate the properties of similar triangles.

##### **Measurement, chance and data**

In *Measurement, chance and data*, students measure and estimate perimeter, area, surface area, mass, volume, capacity, angle, and the rates of speed, density and concentration. They use and convert units to suit the purpose of measurements. They use formulas (including trigonometry) to calculate perimeters, areas, angles in shapes, and the surface areas and volumes of solids. They use degrees and radians, as applicable, for units of measurement of angles. Students apply probability concepts to aspects of chance and risk in everyday life. Students collect and use data samples. They select appropriate representations to display data distributions, centrality and spread.

##### **Structure**

In *Structure*, students learn to categorise natural, integer, rational and irrational numbers in relation to real numbers. They use the concepts of order, discrete and continuous, and finite and infinite in relation to these sets of numbers. Students apply algebraic properties (for example, closure, associative, commutative, identity, inverse and distributive) to expressions, formulas and equations. Students work with functions (for example, linear, quadratic, reciprocal, exponential), simple transformations of these functions, their graphs and related algebraic properties. They solve equations of the form  $f(x) = k$ , where  $k$  is a real constant. They solve simultaneous linear equations using algebraic, numerical and graphical approaches.

##### **Working Mathematically**

When *Working mathematically*, students develop generalisations by abstracting the features from situations, expressing these in words and symbols. They test propositions, and use formal mathematical arguments to test their truth, modifying them as required. They solve problems in a wide range of practical, theoretical and historical contexts and communicate the results of these investigations..

### **ASSESSMENT**

A variety of assessment methods and tasks are used to establish levels of student performance. These methods and tasks may include topic tests, assignments, problem solving tasks, workbook inspection, homework sheets, and major projects.

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## **GERMAN**

### **Level 6 VELS - Year 9 & 10**

#### **LEARNING FOCUS**

Students compare and contrast aspects of life in the German-speaking countries with those in Australia and identify similarities and differences. Students learn strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages.

Students interact to exchange information and opinions on topics related to the world of adolescence including student exchange, the environment, media, jobs and money.

By initiating and participating in class and chat room discussion and writing tasks, students expand their knowledge of spoken and written conventions. They conduct research and reorganise to present to others in a range of spoken and written forms.

Students consider the audience, purpose and appropriate language for a range of communication tasks including listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications in their own research and development of original language.

#### **STANDARDS**

##### **COMMUNICATING IN GERMAN**

At Level 6 students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages.

Students identify relevant information and ideas from spoken texts. Students use a range of strategies to assist in listening comprehension.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics studied, and adapt language for the role, audience and purpose of the interaction. Students communicate information in translation and interpretation activities.

Students read texts and identify and extract main ideas and detailed information for use in new contexts. Students create simple original text for specific audiences and purposes. They write paragraphs and extended responses, using appropriate language.

##### **INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS**

They demonstrate understanding of cultural influences on the way people behave and use language. Students use reflection, drafting, questioning linguistic relationships, observations and hypothesising to demonstrate an understanding of language as a complex system. Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel.

#### **ASSESSMENT TASKS**

Tests (oral and written), role plays, assignments on cultural and historical topics, dictations, classwork, and workbook.

## **CHINESE**

### **Level 6 VELS - Year 9 & 10**

#### **LEARNING FOCUS**

Students compare and contrast aspects of life in the German-speaking countries with those in Australia and identify similarities and differences. Students learn strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages.

Students interact to exchange information and opinions on topics related to the world of adolescence including student exchange, the environment, media, jobs and money.

By initiating and participating in class and chat room discussion and writing tasks, students expand their knowledge of spoken and written conventions. They conduct research and reorganise to present to others in a range of spoken and written forms.

Students consider the audience, purpose and appropriate language for a range of communication tasks including listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications in their own research and development of original language.

#### **STANDARDS**

##### **COMMUNICATING IN CHINESE**

At Level 6 students read short modified texts with fluency. They read for meaning and understand ways of using ideographic cues to extend understanding. They apply knowledge of characters and punctuation in new contexts and extend their range of familiar characters. They use a range of techniques for remembering and acquiring new character knowledge. They write linked paragraphs and some extended passages. They use strategies for checking and self-correcting their character use including using ICT applications. They apply word processing skills, use dictionaries and integrate these with other ICT skills and knowledge to produce products in the language.

##### **INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS**

They demonstrate understanding of cultural influences on the way people behave and use language. Students use reflection, drafting, questioning linguistic relationships, observations and hypothesising to demonstrate an understanding of language as a complex system. Students contribute to discussions about the general concept of culture, and the relation of cultures to each other.

#### **ASSESSMENT**

Tests (oral and written), role plays, assignments on cultural and historical topics, dictations, classwork, and workbook.

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## GEOGRAPHY

### Level 6 VELS - Year 9 & 10

#### LEARNING FOCUS

Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere, for example, the hydrologic cycle, plate tectonics or the weather. Students investigate the interaction of human activities with the natural environment by studying issues such as global warming and climate, land degradation and desertification, air and water pollution. Students undertake inquiry-based investigations of development issues, such as resource use. They also engage in field work activities to collect, collate, analyse and evaluate data relating to the natural environment.

<b>DOMAIN:</b>	<b>DIMENSION:</b>	<b>KEY ELEMENTS OF STANDARDS:</b>
Humanities – Geography	Geographical knowledge understanding &	* Explain the operations of a major natural system and its interaction with human activities
		* Examine the consequences of this interaction and develop a policy to address a related issue
* Describe global patterns of development from a range of perspectives, identifying and describing factors that determine these		
* Analyse developmental issues		
* Formulate and evaluate comprehensive policies (including for sustainable use/management of resources) to alter development patterns at range of scales		
	Geospatial skills	* Accurately interpret information on different types of maps and photographs, at a range of scales
* Use map evidence to support explanations draw inferences and predict associated outcomes		
* Collect and collate information from fieldwork observations, presenting findings using geographical presentation conventions.		

Topics covered include advanced geospatial skills & topographic mapping, the hydrological cycle, human interaction with the water cycle (case study on Lake Victoria), climate change and global warming, and improving the quality of life on this planet. Students undertake field work at CERES. Students also complete an extended inquiry project based on the steps of research (semester two)

#### ASSESSMENT

Assessment is based on investigation, communication and participation by means of workbooks, research tasks, tests, mapping exercises and participation in class discussions, role plays and activities.

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## HISTORY

### Level 6 VELS - Year 9 & 10

#### LEARNING FOCUS

Students investigate how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia, including the perspective of that settlement as invasion. They learn about the struggles and successes of the Aboriginal and Torres Strait Islander communities to gain political and social rights. Students explore significant people and events that have contributed to the development of modern Australia, including Federation and World War One and World War Two. They consider the impact of war on people and countries. Students also learn about key twentieth and twenty-first century events, ideologies and social movements that have shaped the modern world, such as the United Nations.

DOMAIN	DIMENSION	KEY ELEMENTS OF STANDARDS:
Humanities – History	Historical knowledge and understanding	*Analyse and describe the factors involved in the British colonisation of Australia
		*Evaluate the impact on Aboriginal and Torres Strait islander communities of British colonisation
		*Analyse significant events and movements improving the civil and political rights of groups of Australians, describing the contributions of key participants/leaders
		*Compare different perspectives about a significant event
		* Explain the historical foundation of contemporary issues (e.g. constitutional change, land rights, multi-culturalism, changing community values and beliefs)
		<i>In the 20<sup>th</sup> and 21<sup>st</sup> centuries:</i> Analyse the impact of significant events and ideas shaping world history
		Describe and explain key changes in social/political attitudes, ideologies, values
		Explain how key political ideas have operated in one or more contexts
		Demonstrate an understanding of globalisation and aspects of Australia's role in global issues/international sphere
		Historical reasoning and interpretation
	*Use a variety of primary and secondary sources	
	*Critically evaluate sources of evidence	
	*Document sources , using historical conventions	

Topics covered include the Australian Dreamtime, early explorers, the arrival of Europeans, convicts, early settlement by squatters and settlers, governors, early industries, gold, the development of the colonies, free immigration, daily life and famous Australians who lived through this period. Students also undertake an extended inquiry project following the steps of research and based on their field work in the city (semester two).

#### ASSESSMENT

Assessment is based on investigation, communication and participation by means of workbook exercises, tests, research assignments, contributions to discussions and participation in class activities.

## INFORMATION AND COMPUTER TECHNOLOGY

### VELS Level 6 - Yr 9 & 10

#### LEARNING FOCUS

ICT is a year 9 elective. Students work with three MS products – Excel, Access and Visual Basic. Macromedia Dream Weaver is introduced as an alternative to MS Front Page.

Students use MS Excel to sort and filter data, make decisions and use system functions.

Database technology is introduced using MS Access. Concepts such as data types, fields, records and primary keys are introduced. The databases with one table are constructed and the Query and Report wizards are used to facilitate the easy compilation of quality reports. The data dictionary is introduced as a design and documentation tool.

The web component uses Macromedia Dream Weaver. This is a powerful web development tool and is preferred by many for its powerful features. Students form virtual teams and use electronic methods to communicate with team members in order to design and produce the website. Hierarchy charts & story boards are introduced to facilitate the design and documentation of the website.

The programming component uses Visual Basic as the development tool. The Graphic User Interface is developed, data types, arithmetic operators and basic programming constructs are used to provide functionality to the form. Flowcharts are used to help students design the logic of their programs, and test tables are used to help students evaluate their products.

Theory topics include hardware, networking, critical path analysis in Project Management and A.D.D.T.I.E problem solving methodology. Issues related to software copying, piracy and copyright are examined.

<b>Dimensions</b>	<b>Standards</b>
<b>ICT for visualising thinking</b>	Students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. They use visualising thinking tools and apply ICT techniques to support causal reasoning and to model and describe

	<p>the dynamic relationship between variable and constant data values to test hypotheses. Students are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking.</p>
<p><b>ICT for creating</b></p>	<p>Students appraise different strategies for organising and managing resources involved in problem solving and creating information products. They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. They apply strategies that protect their files from being corrupted, stolen or accidentally lost. Their products demonstrate a clear sense of purpose and respect for the audience. Students apply processing practices that take into account their legal obligations and ethical considerations.</p>
<p><b>ICT for communicating</b></p>	<p>Students apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators. They use accepted protocols to communicate regularly online with peers, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.</p>

## ASSESSMENT

Assessment will be based on a weighted average of tests and electronic folios. Students will normally be expected to produce four spreadsheets, four access databases, an appropriate contribution to one website, four Visual Basic windows applications and attempt least one test. Weighting coefficients of assessments will be roughly proportional to the time spent on each task.

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## FOOD TECHNOLOGY

### Level 6 VELS - Year 9 & 10

#### LEARNING FOCUS

Food Technology focuses on students working safely/hygienically with a range of tools and equipment, including some which are complex. Students use a range of materials/ingredients, components and processes to produce a variety of products.

Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Students follow the design process to meet the requirement of a specified design brief. Students will investigate the requirements of the design brief in order to design and produce a product for a specific purpose. Students will design a range of design options and select and produce their preferred option. Students will then use evaluation criteria they have developed to analyse, evaluate and make suggestions for future modifications.

Strand	Domain	Dimension	Standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion.	<ul style="list-style-type: none"><li>Students study health trends and the nutritional status of different groups of Australians.</li></ul>
Interdisciplinary learning	Design, Creativity and Technology	Investigating and designing.	<ul style="list-style-type: none"><li>Identify considerations and constraints within a design brief.</li><li>Perform research tasks to identify the needs of a variety of case studies.</li><li>Students design a variety of options to fulfil the requirements of a design brief.</li><li>Students successfully use the skills and knowledge they have gained to produce products that fulfil the design brief.</li></ul>
		Producing.	<ul style="list-style-type: none"><li>Evaluate behaviour that influences personal safety and that of others.</li><li>Select and work safely and hygienically with the correct equipment to perform complex process accurately.</li><li>Students are able to make modifications to improve product results.</li></ul>
		Analysing and evaluation.	<ul style="list-style-type: none"><li>Students develop and use evaluation criteria to critically analyse processes, materials and equipment used.</li><li>Students suggest modifications or changes to rectify problems.</li><li>Investigate and evaluate innovative new technology in the industry.</li></ul>

#### ASSESSMENT:

Assessments are based on participation in practical activities and submission of assignments.

Bookwork:	10%
Assignments:	30%
Practical work and Log book:	60%

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## **BUSINESS TECHNOLOGY**

### **Level 6 VELS - Year 9 & 10**

#### **LEARNING FOCUS**

This unit aims to examine of the issues surrounding technology and the workplace. Key work issues include identification and discussion of factors that affect opportunities for current and future work and an analysis of vocational pathways and educational and training requirements to develop possible career paths and work opportunities.

They develop an understanding of enterprise attributes and skills through the formation of their own small business and are able to describe the impact of innovation and enterprise on the economy and society.

<b>Dimension</b>	<b>Standards</b>
<b>Economic knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Identify the education and training requirements and pathways for a selected range of occupations</li><li>• Identify future job opportunities and predicted labour market changes in Australia</li><li>• Participate in and evaluate real or simulated job seeking processes both manually and using ICT</li><li>• Compare generic processes and skills valued in workplaces</li><li>• Identify the attributes of enterprise innovation and their effect on Australia's economy.</li><li>• Develop and manage their own practical business skills.</li></ul>
<b>Economic reasoning and interpretation</b>	<ul style="list-style-type: none"><li>• Expand their financial literacy.</li><li>• Explore vocational pathways.</li></ul>
<b>ICT for communicating</b>	<ul style="list-style-type: none"><li>• Present ideas and understandings to audiences</li><li>• Communicate with known and unknown audiences</li><li>• Support knowledge-building among teams.</li></ul>

#### **ASSESSMENT**

Assessment will be based on individual class work including the students' maintenance of a written workbook/folder and their use of ICT and knowledge of work education.

Students' will complete a research assignment on the job-seeking process using ICT.

Students will be assessed on the formation and running of their school-based business and their collaborative work skills.

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## **MUSIC**

### **Level 6 VELS - Year 9 & 10**

#### **LEARNING FOCUS**

The students will be given the opportunity to take part in a variety of musical experiences. Performance opportunities will be encouraged, not only in class, but also in the wider school community. Students who play a musical instrument will be encouraged to use their instrument in the classroom setting and also in established ensemble groups available at school.

#### **CONTENT**

##### **Arts Practice**

Students will rehearse, interpret and present music from different styles of Rock music from the earliest styles of 12-bar-blues through to the music of The Beatles and beyond. Keyboard, guitar and student's own instruments will be used. Students will be encouraged to develop and practise their music reading skills in both treble and bass clefs and their aural recognition of rhythms, intervals chords and chord progressions.

##### **Responding To The Arts**

A study will be made of the history of Rock n' Roll from the early 1950's up to the end of the 1960's. Students will analyse set works from each style using correct musical terminology to describe the music heard. The students will develop the ability to identify and analyse musical characteristics within particular styles and periods and begin to understand how such styles developed.

#### **LEARNING OUTCOMES**

##### **Arts Practice**

Students are expected to make and present music which explores themes, issues and ideas; structure and present music works appropriate to chosen styles and forms.

##### **Responding To The Arts**

Students are expected to analyse and interpret the structure, content and aesthetic qualities of music works; analyse the characteristics and role of music in different cultural and historic contexts.

#### **ASSESSMENT**

<b>OUTCOMES</b>	<b>TASKS</b>
Arts Practice	Practical Tests
	Solo and Group performance
	Theory sheets, tests and exercises
Responding to the Arts	Listening exercises and Tests

# HEALTH/PHYSICAL EDUCATION

## **Level 6 VELS - Year 9 & 10**

### LEARNING FOCUS

Health and Physical Education provides students with knowledge, skills and behaviours that will enhance their physical, mental, social and emotional health. Students explore views about fitness and learn to assess their personal fitness goals. Students are encouraged to develop a range of high-level movement and manipulative skills. They will be introduced to new sports and activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students will continue to develop their knowledge of the relevant social issues and investigate their rights and responsibilities in these areas.

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>	<b>Key elements of standards</b> Students:
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity	...demonstrate proficiency in the execution and movement skills during complex activities. Use training methods to improve their fitness level.
		Health knowledge and promotion	...identify and describe a range of social and cultural factors that influence the development of personal identity and values.
	Interpersonal Development	Working in teams	...employ and devise skills and strategies to counter tactical challenges in games situations.
	Personal Learning	Managing personal learning	...assume responsibility for conduct of sporting competition and behaviour.

### CONTENT

Sports/activities include: Fitness, Fundamental motor skills, Athletics, Touch football, and Lacrosse

Theory classes include: Skills acquisition, Health Issues, Drugs, Media influences, Sexuality, Mental health

### ASSESSMENT

Students will be assessed on:

- Their level of participation
- Skill development
- Teamwork and cooperation
- Tests and assignments
- Workbook

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

### **Level 6 VELS - Year 9 & 10**

#### **LEARNING FOCUS**

The ESL Elective at this level gives students intensive experience in the practical application of language. The elective is in addition to English classes that are part of the core of subjects taken at all levels. The course aims to both strengthen and extend students' knowledge and use of the language of English through specific and varied written and spoken pieces of set work. Students may also obtain assistance with language requirements of work from mainstream classes.

#### **DIMENSIONS**

**Reading:** A variety of texts, including short stories, newspaper articles, instruction manuals such as Driving Rules, advertisements, videos, materials relating to social structure and citizenship. Students will read for language components and structure, the purpose and audience of each piece, the tone and meaning and will extend their vocabulary and knowledge of grammatical structures and devices.

**Writing:** Students will adapt their writing to particular audiences and purposes. They will learn grammatical devices to assist with this, including abbreviations, written conversation, notetaking from, e.g., videos, the structure and language of written reports. They will use modelling as a learning device. Students will keep a journal.

**Speaking & Listening:** Students will act on instructions and question those instructions to clarify tasks. They will discuss current relevant issues, practice interview skills, self-correct grammar and pronunciation, converse with peers to display and extend cultural and linguistic knowledge. They will listen to videos on diverse cultural subjects.

#### **STANDARDS**

##### **Reading**

- Interpret, and respond to, a range of accessible mainstream texts in use across the curriculum in the context of guided activities.
- Identify some of the qualities that improve the cohesion and accessibility of written texts
- Interpret a range of texts from across the curriculum drawing on related background information associated with the content and text type.
- Use a range of strategies for understanding text at the word, sentence and whole-text level and, with guidance, employ research skills to find some relevant information.

##### **Writing**

- Communicate ideas, opinions and information through a range of text types after teacher modelling and support.
- Have sufficient control of key linguistic structures and features to write cohesive texts for a range of purposes.
- Demonstrate understanding of how the purpose and audience of a text can influence the content and form of the writing.

Focus on planning and editing writing to improve range and clarity of expression. [ [Back to Contents](#) ]

# **DIGITAL ELECTRONICS**

## **Level 6 VELS - Year 9 & 10**

### **LEARNING FOCUS**

The curriculum is divided into two parts.

**Part 1:** Theory of electrical and electronic devices.

**Part 2:** Practice of manufacturing, assembling and testing of a circuit board connected to a computer.

The theory section of the course is designed to consolidate knowledge of all the basic components associated with electrical and electronic devices, their structure and operation, where necessary down to atomic level. An introduction to logic gates and truth tables is also presented. This part of the course is designed to enhance and expand upon related areas covered in physics and mathematics in the core curriculum.

The practical section of the course involves the students in using computer techniques to produce a printed circuit board which then has components mounted. The board is designed to interface to a digital computer. The concepts of programming and flow charting are used and the interaction between the computer and the outside world are explored. Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) are introduced.

At completion of the course the student will be able to:

- Know the operation and function of most common electronic components.
- Have an understanding of flowcharts and basic programming.
- Solder safely and reliably.
- Fault find using a multimeter and oscilloscope.
- Buy a simple electronics kit and assemble it to working level.

### **ASSESSMENT TASKS**

There will be a test to examine the theory covered in Part 1 of the course. The second part of the assessment will be based on the practical circuit assembly.

## **DESIGN STUDIES**

### **Level 6 VELS - Year 9**

#### **LEARNING FOCUS**

Students will continue to explore and apply decision making skills to achieve 3D outcomes using multimedia eg. wood, metal, glass, fabrics. They will be required to record, evaluate, reflect on, refine and justify their works content, using their visual design workbook. It will illustrate and support their final 3D design constructions. During the course students will further develop and demonstrate technical competence in the use of tools, machinery and equipment demonstrating safe workshop practices. Students will be expected to describe and discuss ways that their own art work and others art work communicate and challenge ideas and meaning.

## **VISUAL COMMUNICATION & DESIGN**

### **Level 5 VELS - Year 9**

#### **LEARNING FOCUS**

Visual communication and design seeks to educate student's visual and creative abilities. The course develops students' critical eye for design and analysis, confidence in their aesthetic judgment and ability to respond to a design brief. VCD directs students through an exploration of media and materials, drawing techniques and processes of design production. It is recommended that all students wishing to study VCE VCD elect two semesters of VCD.

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