



MANSFIELD SECONDARY COLLEGE 2025 Year 9 Curriculum Handbook

15 View Street, Mansfield VIC 3722

PO Box 203, Mansfield VIC 3724

Ph: 03 5775 2022

mansfield.sc@education.vic.gov.au

www.mansfieldsc.vic.edu.au



Contents

GENERAL INFORMATION	3
INTRODUCTION	3
ACADEMIC EXCELLENCE	3
STUDENT ASSESSMENT AND REPORTING	4
STUDENT SUPPORT	5
MIDDLE SCHOOL SECONDARY CURRICULUM	6
CORE SUBJECT INFORMATION	8
ENGLISH	8
MATHEMATICS	9
MATHEMATICS EXTENSION & SUPPORT	10
SCIENCE	12
SCIENCE – EXTENSION & ENRICHMENT	13
HUMANITIES	14
HUMANITIES EXTENSION	15
ELECTIVE SUBJECT INFORMATION	16
ADVENTURE CHALLENGE	16
AGRIBUSINESS	18
PHILOSOPHY	19
PSYCHOLOGY	20
HEALTH AND PHYSICAL EDUCATION (HPE)	22
HEALTH & FIRST AID	24
INDONESIAN	25
INDONESIAN EXTENSION	25
2D ART	26
3D ART	26
VISUAL COMMUNICATION DESIGN (VCD)	28
DRAMA	29
MUSIC	30
MUSIC TECHNOLOGY	31
CODING	32
ROBOTICS	33
FOOD TECHNOLOGY A – Healthy Choices	34
FOOD TECHNOLOGY B – Foods of the World	35



2025 YEAR 9 CURRICULUM HANDBOOK

FOOD TECHNOLOGY C – Food for Celebrations	36
FOOD TECHNOLOGY D – Dietary Challenges	37
FOOD TECHNOLOGY E – Paddock to Plate	38
WOOD TECHNOLOGY	39
BUSINESS MANAGEMENT	40
SKY HIGH SCIENCE	42



GENERAL INFORMATION

INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 420 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, as well as Health & Human Relations
- Every student in Year 9 should study at least 2 Health or Physical Education elective units

PLEASE NOTE: Students are not required to complete a Language subject 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:

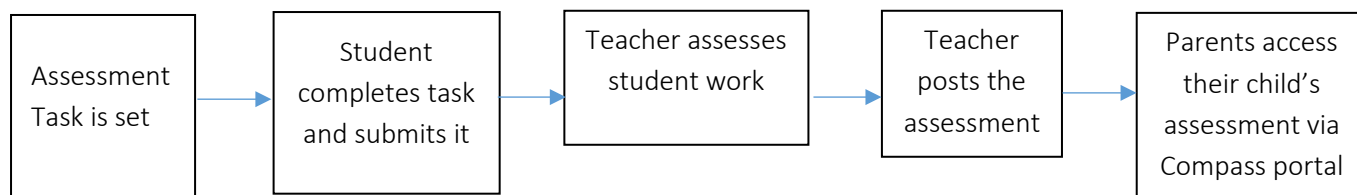
- What they have achieved
- What they need to improve and
- Suggested paths for improvement

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.

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



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 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, as well as Health & Human Relations, which runs for two periods every Wednesday. They will choose three other subjects from a range of electives that cover the areas of Health, Physical Education, Arts, Technology, Business, Science and LOTE (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 Rubicon Camp
- Year 8 Surf Camp
- Year 9 School for Student Leadership Program
- Year 9 Humanities Melbourne Trip
- Year 9 and 10 Indonesian Melbourne Trip
- Year 9 and 10 Agribusiness Seymour Alternative Farming Expo
- 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 Kinglake Forest Adventure Camp
- Year 12 VCEVM Camp
- Senior School Retreat Days
- Senior School Melbourne Careers Expo



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
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex Term 3
- 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	<ul style="list-style-type: none">• Text Studies• Language Analysis	<ul style="list-style-type: none">• Differentiated Text Response• Creative Writing• Coursework
Semester 2	<ul style="list-style-type: none">• Text studies• Essay Writing• Language Analysis	<ul style="list-style-type: none">• Differentiated Text Response• Coursework• Oral Presentation

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



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:

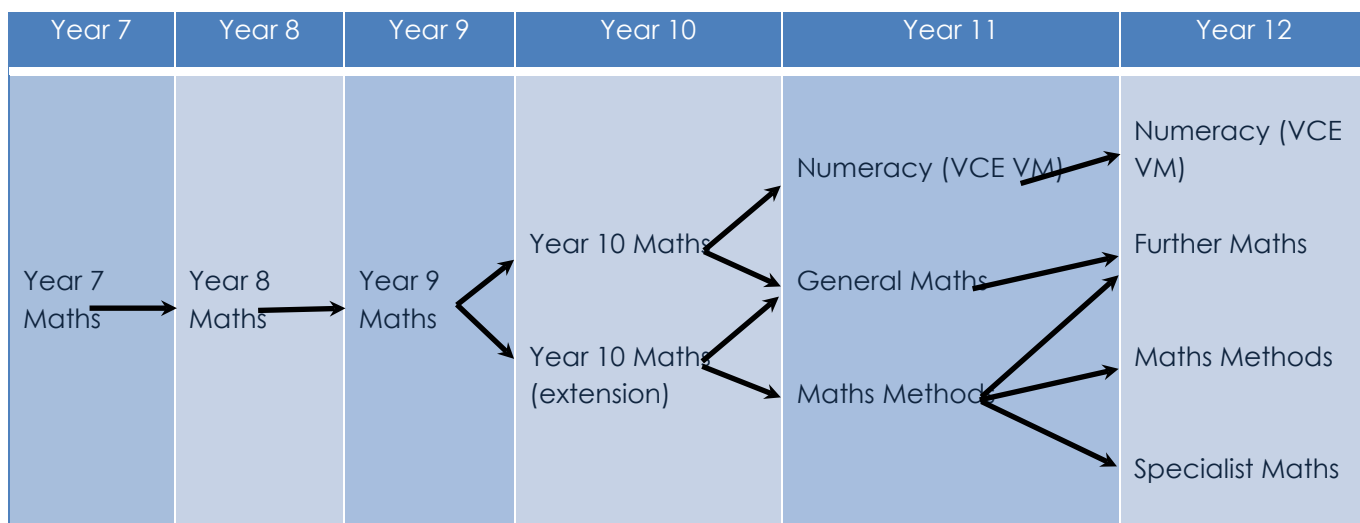
	Course Outline	Assessment Summary
Term 1	Topic 1: Indices & the Index Laws Topic 2: Area & Volume	Pre & post tests
Term 2	Topic 3: Algebra Skills Topic 4: Problem solving Topic 5: Chance & Data	Pre & post test Assignment Assignment
Term 3	Topic 6: Linear Equations & Graphs Topic 7: Pythagoras & Perimeter	Pre & post tests
Term 4	Topic 8: Financial Arithmetic Topic 9: Trigonometry	Assignment Pre & post tests

Homework Program:

Weekly homework sheets are assigned in Year 9 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.



Future Pathways:



MATHEMATICS EXTENSION & SUPPORT

Maths Help

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. 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

Australian Informatics Competition

Students who have achieved excellent results in the Australian Mathematics Competition can be invited to enter the Australian Informatics Competition. This involves a 1 hour paper which is in multiple choice and short answer format. The questions involve some mathematical ideas related to computing and determine whether a student might have a talent for designing and writing programs. No experience in computer programming is necessary.

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, geological and biological sciences. Students are introduced 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. These include: topic tests, practical logbook, Scientific posters, extended investigations and oral presentations.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	<ul style="list-style-type: none"> Atoms and Chemical reactions (~10 weeks) Atoms, acids and bases, reactions and energy. 	<ul style="list-style-type: none"> Practical work Topic tests Project/research assignments
Topic 2	<ul style="list-style-type: none"> Human Body Systems (~10 weeks). Coordination & Control: The nervous system, endocrine system and immune system. 	
Topic 3	<ul style="list-style-type: none"> Energy (~10 weeks) Types, transfer and transformations – magnetism, electrical circuits sound, light and colour. 	
Topic 4	<ul style="list-style-type: none"> Ecosystems (~8 weeks) Interaction of biotic and abiotic factors. Extended investigation – (~2 weeks) Experimental design and processes. 	

Future Pathways:

Year 7	Year 8	Year 9 (1 term each)	Year 10 (1 term each)	VCE
All students complete the same course.	All students complete the same course.	Chemistry	Chemistry	Biology
		Biology	Physics	Chemistry
		Physics	Biology	Physics
		Ecology	Research & Investigation	Psychology



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 for Year 9 and 10 students, each program is designed to provide students who have an interest in science with an opportunity to engage in a wide range of fascinating science activities under the guidance of scientists who love their work. The program takes place in over thirty-five universities and tertiary institutions, within many different laboratories and lecture theatres. Participants perform experiments in the laboratories, meet and hear senior lecturers in the lecture theatres, attend site visits and walk around and experience what it is like to be on the campus of a university or tertiary institution. The program also provides information about further studies in science, technology and engineering. It highlights the wide range of careers that allow students to pursue their interest and abilities in the sciences. One aspect of the program often commented on by participants is the opportunity to meet and share ideas with students from different schools.

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

Quantum Science Victoria

In Term 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 Humanities curriculum addresses the Victorian Curriculum across the Learning Areas of Geography and History. This subject attempts to give both broadly sweeping views of a long period and also provide detailed studies of its more fascinating aspects and at the same time training students in the specific skills of History. In the Geography section of the course fascinating topics have been selected giving students a sequence of knowledge and Geographical skills. This unit has been designed to improve engagement in Year 9 students with a focus on a differentiated curriculum and elements of applied learning. It aims to prepare students with a range of skills for VCE Outdoor & Environmental Studies and History.

In Geography students evaluate alternative views on geographical challenges and implement alternative strategies to address this challenge, using environmental, social and economic criteria. Students undertake numerous field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. They collect evidence from fieldwork sites to explain and predict the effects of natural processes and human activities on the environment, including consideration of the ways people respond to change. Students apply geographic techniques to explain geographical concepts in the Mansfield region.

In History students study the making of the modern world from 1750 to 1918, including industrialisation, nationalism and imperialism, and the colonisation of Australia. Students place historical events in order to understand their links to one another and use historical language and concepts. They develop research questions, use relevant information resources and develop an understanding and opinions on different events and people's views. These skills are practised when studying the impacts of the Industrial Revolution, convict transportation and migration, and World War 1, its causes and impacts, and the ANZAC legend.

Year 9 Humanities aims to build in students the following skills on top of what would normally be expected in Humanities classes –

- Teamwork when collecting data and developing fieldtrip reports
- Map reading
- 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
- Gathering and analysing historical documents while on excursions and applying this in assessment tasks



Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	<ul style="list-style-type: none"> • Biomes and food security • Environmental change and management 	<ul style="list-style-type: none"> • Field work and data collection • Differentiated Task • In class assessments (written responses and activities) • Mini research projects
Term 2	<ul style="list-style-type: none"> • Biomes and food security continued • Environmental change and management (continued) 	<ul style="list-style-type: none"> • Field work and data collection • Differentiated Task • Written Report • In class assessments (written responses, activities etc.) • Mini research projects
Term 3	<ul style="list-style-type: none"> • Industrial Revolution (1750 – 1914) • Australia and Asia (1750- 1918) 	<ul style="list-style-type: none"> • Differentiated Task • In class assessments (written responses and activities) • Mini research projects
Term 4	<ul style="list-style-type: none"> • Australia and Asia (1750- 1918) continued • Australia at war (1914 – 1945): World War I 	<ul style="list-style-type: none"> • Differentiated Task • In class assessments (written responses and activities) • Mini research projects

Cost Applicable

Future Pathways: Geography to Victorian Curriculum Level 10 and VCE History and Outdoor & Environmental Studies

HUMANITIES EXTENSION

Up2Us Landcare program, which focuses on ensuring local land is healthy and sustainably managed. Youth Leading the World program, which requires to work in teams to engage with the community to make a change; in previous years, students have worked with local shops to cut down plastic bag use, with the eventual aim of replacing plastic bags entirely.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming.



ELECTIVE SUBJECT INFORMATION

ADVENTURE CHALLENGE

Prerequisites / Special Requirements (if any): Application form

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

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



Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	<ul style="list-style-type: none"> • Navigation themes • Using the environment • Preparing for bushwalks • Minimal impact bushwalking 	<ul style="list-style-type: none"> • An assessment task on understanding topographic maps • An assessment task on a fieldtrip • Classwork • Preparation for and participation in bushwalks
Term 2	<ul style="list-style-type: none"> • Participating in hikes • Land degradation/ cause and effect • Fieldtrips • Human interaction with the environment 	<ul style="list-style-type: none"> • An assessment task on land degradation • Preparation for and participation in bushwalks • Assessment on 'User groups in the Alps ' • Classwork
Term 3	<ul style="list-style-type: none"> • Community Service- Landcare- include a field trip to local Landcare project • Participation in cross country skiing on Mt Stirling 	<ul style="list-style-type: none"> • Multi-modal presentation on field trip data including land and water and rehabilitation planning. •
Term 4	<ul style="list-style-type: none"> • Arapiles climbing camp • Eco tourism 	<ul style="list-style-type: none"> • 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

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.



PHILOSOPHY

Prerequisites/Special Requirements (if any): Nil

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



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:

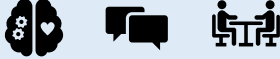
	Course outline	Assessment
Term A	Introduction to Psychological Science Topics: What is psychology, pseudo-science, scientific methods, introduction to ethics, the pursuit of happiness (positive psychology), how psychology can apply to your life, career pathways and types of jobs psychology can lead to...	Unethical experiments task <i>(Podcast, infographic, video, oral presentation)</i>
	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; <i>create a resource 'Better sleep tips for teens'</i>
	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**



Where can Psychology lead you?

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



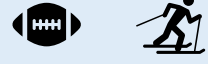
**Working
across the
lifespan**



Research



Sport Psychology



Business Psychology



Just to name a few...



HEALTH AND PHYSICAL EDUCATION (HPE)

Brief Description / Outline:

Welcome to Year 9 and 10 Health and Physical Education (HPE)! This dynamic and comprehensive program is designed to empower students with the knowledge and skills necessary to make informed decisions about their physical and mental well-being. Classes are mixed with both Year 9 and Year 10 students, fostering an inclusive and collaborative learning environment.

Physical Education Units

Striking Sports: In this unit, students will explore various sports and activities that involve striking objects such as racquets, bats, and clubs. They will develop skills in sports like tennis, cricket, and golf while improving their hand-eye coordination and technique.

Ball Sports: This unit focuses on team-based ball sports, emphasizing the importance of teamwork, communication, and strategy. Students will engage in games like soccer, basketball, and volleyball, enhancing their understanding of these popular sports.

Sports Leadership: Leadership is an essential skill in sports and life. This unit will guide students in developing leadership qualities, teamwork, and effective communication within a sports context. They will learn to lead warm-ups, drills, and small-group activities.

Personal Training and Fitness: Students will gain a deeper understanding of personal fitness and well-being. They will explore concepts related to nutrition, exercise routines, and setting fitness goals. Practical workouts will be incorporated to promote physical fitness and a healthy lifestyle.

Health Curriculum Topics

Sex Education: This module provides age-appropriate information on sexual health, relationships, and consent. It aims to equip students with the knowledge to make informed decisions and promote healthy and respectful relationships.

Health Dimensions: Students will explore the various dimensions of health, including physical, mental, emotional, and social well-being. They will learn how these dimensions are interconnected and crucial for overall health.

Health Status & Health Promotion: This unit delves into understanding personal health status and strategies for health promotion. Students will explore factors influencing health, such as diet, exercise, and mental well-being, and learn how to make healthier choices.

Risk Taking & Harm Minimisation: Students will examine various risk-taking behaviors and their potential consequences. The focus is on developing decision-making skills to minimize harm and make responsible choices.

Self-Awareness – Stress Management: Building self-awareness is key to managing stress and maintaining mental health. Students will learn stress management techniques, mindfulness exercises, and strategies for improving emotional well-being.



Respectful Relationships: This module emphasizes the importance of respect, communication, and consent in relationships. It aims to foster healthy and respectful interactions among students, peers, and within the community.

Driver Education: Understanding safe driving practices and road safety is crucial for young adults. This unit provides essential knowledge and skills for responsible and safe driving.

Assessment:

Assessment in Year 9 and 10 HPE will be based on participation, skill development, teamwork, leadership, and knowledge of health and fitness concepts. Students will have the chance to showcase their progress through practical assessments, presentations, and written assignments.

Year 9 and 10 HPE aims to create well-rounded individuals who are physically active, informed about their health, and equipped with the tools to navigate life's challenges. This program encourages active participation, critical thinking, and personal growth, setting a strong foundation for a healthy and fulfilling future.

All students must do PE throughout the year and select one class from the elective blocks each semester.



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



INDONESIAN

Prerequisites/Special Requirements (if any): Nil

Length of course: Two semesters

Brief Description / Outline: Looking to learn more about the culture and people of Indonesia? Interested in taking your knowledge of Indonesian to the next level? Year 9 Indonesian is an opportunity to really dive in deep to all aspects of Indonesia. By the end of the year you'll be able to read, write and speak in Indonesian independently.

This is a subject for students who think they might like to continue Indonesian to senior year levels or would just like to learn more about Indonesian language, life and culture

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	<ul style="list-style-type: none"> Indonesian pop culture and hobbies How to talk about your hobbies Holidaying in Indonesia and Australia (including Melbourne excursion) How to use an Indonesian/English translation dictionary 	<ul style="list-style-type: none"> Weekly homework Interview about hobbies Writing diary entries for holidays based on our Melbourne excursion End of term tests
Semester 2	<ul style="list-style-type: none"> Weather patterns and climate in Indonesia and Australia Environmental issues such as deforestation, plastic pollution, and conservation efforts Indonesian volcanoes 	<ul style="list-style-type: none"> Weekly homework Present weather forecast Write an informative report about a volcano End of term tests

Future Pathways: Year 10 Indonesian, VCE Indonesian

INDONESIAN EXTENSION

- Participate in on-line language learning activities and competitions.
- Sayembara Lisan speaking competition.



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 Studio Arts (Units 1-4)

3D ART

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

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 Principals 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 Studio Arts (Units 1-4)



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



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)



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
	<ul style="list-style-type: none">• Maintain a Journal throughout the semester• Reflection on performances	

Future Pathways: VCE Drama, VCE Theatre Studies.



MUSIC

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: In this unit music students continue to build on their performance and technical skills with graded playing challenges. Students observe, evaluate and reflect on their own and other's performances. Theory and aural skills are further developed as a potential pathway to VCE. Development of aural skills, including chord progressions and rhythmic transcription are continued. Analysis of varying music forms and styles are studied, particularly within the genres of rock as well as the history of music. Students explore creative composition with simple arranging and improvisation techniques.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic	Performance and Technical skills	Practical performances
Topic	Theory and Aural skills	Sequential assessment tasks
Topic	Listening and analysis	Completed listening charts
Topic	Creative composition	Transcribed and performed

Future Pathways:

Year 9	Year 10	Year 11	Year 12
Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music



MUSIC TECHNOLOGY

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: In this unit you will create compositions using Music Technology and learn about loops, tracks, sequencing and automation. You will continue to build on your playing and performance skills, choosing a main instrument on which to focus as you record music on Ableton. You will create original pieces of music using BandLab and Ableton that will require you to perform in both solo and group situations, as well as learn how to set up speakers and work a mixing desk and how to balance sound. Listening and aural skills make a great musician so we will practise these as well as increasing knowledge of music genres. You will continue to respond, analyse and evaluate your compositions as you composing music using a DAW. You will discuss the role of a music producer and music engineer in the workings of a recording studio. After completing this subject, you will be a more confident musician, producer and audio engineer, with a clearer idea of what is involved taking this subject as a digital pathway towards V.C.E.

Future Pathways:

Year 9	Year 10	Year 11	Year 12
Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music



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
<ul style="list-style-type: none">● Drag & drop programming● Modifying webpages● HTML	<ul style="list-style-type: none">● Research Assignments● HTML modules● HTML tests
<ul style="list-style-type: none">● Computer components● Emerging technologies● HTML – CSS	
<ul style="list-style-type: none">● Smartphones● HTML – CSS - JavaScript	
<ul style="list-style-type: none">● Python● Apps● Game maker	



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
<ul style="list-style-type: none">● Introduction to robotics● Introduction to coding languages● Introduction to building robots	<ul style="list-style-type: none">● Research Assignments● Coding demonstration● Competition (demonstration of team work and coding proficiency)
<ul style="list-style-type: none">● Robot components● Development of skills in coding● Drop drag through to coding language	
<ul style="list-style-type: none">● Building, adjustment and coding of robots	
<ul style="list-style-type: none">● Competing against other teams in the robotics	



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 – Dietary Challenges

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: This unit is set up for students to use the knowledge and skills they have learnt over the past few years. Within this course we explore a range of dietary challenges that face members of our community, such as diabetes, dairy, nut and egg allergies. Students will explore suitable substitutes that will cater to their needs. Students' skills will be put to the test! They will learn how to perfect their kitchen organizational skills and continue applying their healthy eating knowledge.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Food hygiene & safety	Practical observation
Topic 2	Allergies and Intolerances	Portfolio
Topic 3	Menu Design	Design brief
Topic 4	Dietary Choices	Research assignment and presentation



FOOD TECHNOLOGY E – 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.



WOOD 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



BUSINESS MANAGEMENT

Prerequisites/Special Requirements (if any): Nil

Length of course: One semester

Brief Description / Outline: Business Management is a contemporary unit and is subject to ongoing change. The areas of study may vary in light of student interests, current affairs and events and trends that impact the business environment.

The key objective of this unit is to introduce students to a range of financial and business skills which lay the foundation for their successful participation in society as young adults. It introduces aspects of accounting, legal studies, business management and economics and allows students to gain initial awareness of these subject areas.

The course integrates the use of computers in key areas of reporting, analysing and researching information. Students develop skills in the use of spreadsheets as a financial tool and make extensive use of the internet in researching information and implementing decisions.

Curriculum Links:

The Economics and Business curriculum aims to develop students':

- enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

Key Inquiry Questions:

- What does innovation look like in our society?
- What is the essence to being a successful entrepreneur?
- How do economic events impact our society?
- What business ideas can students identify and produce "Shark Tank Style"



Possible Areas of Study

Innovation, Enterprise and Marketing

Students develop an awareness of the skills and initiative required for business success.

Areas covered include:

- Types of business and types of activities including the development of detailed Business and Marketing plans to establish a start-up business.
- Approaches to innovation in a start-up business.
- Entrepreneurial skill development in commercial and social business settings.

Economics

Students explore the impact of economic events on financial decisions. Areas covered include:

- How resources are allocated in the global economy.
- Assessment of the impact of economic events on society.

Other areas include: accounting, business numeracy and finance, advertising and ethics (legal).

Brief outline:

Business Development	Students prepare the launch of a product or service using detailed business and marketing plans and a "Shark Tank" style presentation.
Tests and Quizzes	Tests/Quizzes are given at the end of most areas of study.
Peer Feedback	Students provide feedback on business ideas shared by other students using a rubric.



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.	