COURSE GUIDE 2027

YEARS 7–9

marcellin.vic.edu.au

Contents

MESSAGE FROM THE PRINCIPAL

We believe all students deserve the opportunity to pursue their limitless potential. Education opens pathways to do just that.

At Marcellin College, our curriculum provides a holistic education that aims to engage and challenge students academically, whilst developing a strong sense of curiosity and social conscience.

Our broad educational opportunities encourage students to discover and pursue individual interests and pathways, but also equip them with essential thinking and communication skills; essential skills required of them post-schooling, as they move into an ever-changing society.

At Years 7–9, Marcellin College offers a broad range of core subjects, designed to ensure that students can build strong fundamental skills, as well as experience new learning areas such as the Visual and Performing Arts, Languages, Design Technologies and Digital Technologies.

These year levels provide the starting point for students to truly explore and chase their potential, and as such it's important that the time is taken to give this foundation. The structure of the curriculum provides students with multiple places to grasp and secure strong skills for further study.

Within this book you will be able to read more about the subjects offered, as well as the supporting curriculum in place through our Reading Program, Learning Diversity programs and music and outdoor education opportunities.

If you have any questions, I encourage you to reach out to the contacts listed herein.

I welcome you all to this wonderful community we call Marcellin College.

Marco Di Cesare

Principal

INTRODUCTION

At Marcellin College, our approach to learning is heavily informed by a philosophy of personalised learning.

Personalised learning is a student-centered approach to education, where classroom practices and curriculum design begin from the recognition that students all learn differently and are very often at different points in their learning journey.

Though it can be presented in many ways, at Marcellin College we are building a learning environment based on the pillars of;

- differentiation,
- mastery of skills and concepts,
- student agency and voice,
- flexible learning opportunities and
- authentic learning experiences.

The opportunity for students to select subjects in the development of their program of study allows students to take greater ownership of their learning journey, and to identify options that reflect their strengths and areas of interest. Adding this to a core program of studies in areas such as English, Mathematics and Religious Education helps students to build a well-rounded and rigorous course of study.

Our curriculum structure gives students a range of options and pathways that they can make choices in from Year 9 through to Year 12 but, at Years 7 and 8 the focus is on the development of important knowledge, skills and learning behaviours, to foster success in the future.

The Years 7–9 Marcellin College Course Guide is an overview of the learning and teaching programs offered at the College for the 2027 academic year. This guide is designed to provide a clear explanation of the academic program for students at these year levels, as well as information about a variety of supporting programs.

The 2027 Course Guide comprises:

- introductory notes, including information about SOAR, Learning Diversity and our Reading Program
- an overview of the curriculum structure at Years 7–9, and
- a description of the learning programs provided for students in the various learning areas at these year levels.

A Statement on Australian Democratic Principles

Marcellin College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs. This includes a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Marcellin College delivers its curriculum in accordance with the Victorian Curriculum F–10. The Victorian Curriculum guides the knowledge, skills, and capabilities taught across all learning areas (except RE), ensuring that students receive a comprehensive and balanced education that meets Victorian requirements.

Supporting students with diverse needs

The Learning Diversity team at Marcellin College specialises in understanding the divergent learning needs of all students. In line with our personalised learning philosophy, we are committed to understanding the learning needs of all students and supporting them to be successful learners and to reach their individual potential.

From our gifted and talented program, SOAR (introduced in 2023), to literacy and numeracy support programs, our Learning Diversity staff oversee a variety of options that support the range of educational needs of Marcellin students.

In addition, the Learning Diversity Leader provides advice and support to teachers in their delivery of inclusive learning programs across the school.

Members of the Learning Diversity department:

- Work with students directly
- Support students and families in seeking assistance from agencies external to the College
- Support students in gaining special provisions and additional assessment support at all year levels including, NAPLAN and VCE
- Work with staff in a consultative role
- Provide resources to students, staff and families
- Contribute to curriculum development, with a focus on a differentiated curriculum

Alongside the work listed above, the Learning Diversity Team also runs specialised programs to assist students in reaching their full potential.

MacqLit

Offered to students in Years 7–10, MacqLit is a reading intervention program.

Running alongside the College's curriculum students focus on decoding, to build their understanding of letter patterns and sounds and enabling them to improve their reading and communication skills.

Students in the MacqLit program are selected and invited to participate using standardised reading tests such as the Progressive Achievement Test in Reading (PAT-R), Allwell tests and/or the Wheldall Assessment of Reading Passages (WARP).

Getting Ready in Numeracy (G.R.I.N)

Also offered to students in Years 7–10, G.R.I.N is a mathematics and numeracy support program.

Students are selected and invited to enrol in G.R.I.N in collaboration with the College's Mathematics Learning Area.

Literacy at Marcellin College

The College has a whole of school approach to literacy.

Literacy allows a person to access and create information and to communicate effectively in a variety of different situations. Being literate is supported by the development of subject-specific knowledge, attitudes and skills including the ability to apply, interpret, analyse, create, interact and evaluate.

College Reading Program

Every student in Year 7 and Year 8 takes part in the Reading Program. For Year 7 students this is once a week in an English lesson and for Year 8 students it is once a cycle (every two weeks.)

In the Reading Program:

- Students are taught specific skills and strategies to improve their reading.
- Students have a Reading Conference (individual meeting with a teacher) to discuss their reading. Teachers record and monitor individual student reading goals and progress carefully.
- Teacher librarians help students to select books that suit their reading level and eventually to extend their reading skills.

To develop the habit of reading regularly, and to improve reading ability, all students should be reading regularly – 15 to 30 minutes at least four times a week.

CURRICULUM OVERVIEW | YEARS 7 & 8 PROGRAM OF STUDY

	Year Long Subjects	Languages	The Arts & Technology
Year 7 *Including SOAR**	• **Religious Education** • **English** • **Mathematics** • **Science** • **Health and Physical Education** • **Humanities** • **Digital Technologies**	In Year 7 students experience the following languages: • **Chinese** • **Italian** Each language subject runs for one semester.	• **Visual Arts** • **Music**
Year 8 *Including SOAR**	• **Religious Education** • **English** • **Mathematics** • **Science** • **Health and Physical Education** • **Humanities**	In Year 8 students commit to learning ONE of the following languages: • **Chinese** • **Italian** The chosen language is studied for the entire year.	• **Visual Arts** • **Music** • **Performing Arts** • **Design Technologies**

**Students in the SOAR program study the same combination of subjects as students in all Year 7 and 8 classes. In the SOAR classroom the curriculum being delivered is adapted to extend and accelerate student learning within the subject.*

CURRICULUM OVERVIEW | YEAR 9 PROGRAM OF STUDY

At Year 9, students have the ability to select 5 subjects as they begin to construct a personalised learning program.

Year 9
*Including SOAR**

Compulsory Subjects

Year Long Subjects

Students are required to complete 2 units (two semesters) of:

- **Religious Education**
- **English**
- **Mathematics**
- **Science**
- **Humanities**
- **Health & Physical Education**

Semester-Long Subjects

- **Languages**

Students are required to complete at least one (1) semester of a Language. Students can select to make their study of Language a full year.

Students should continue the Language studies in Year 8.

Elective Pathway Options

Semester-Long

Students can complete their program by selecting units from the following learning areas:

- **Design Technologies**
- **Digital Technologies**
- **Visual Arts**
- **Performing Arts**
- **Languages** (year-long options)
- **Music** (year-long options)
- **Outdoor Education** (limited to one unit)
- **Health & Physical Education** (limited to one unit)
- **Humanities** (limited to one unit)

Students are required to choose at least **ONE** Technology and **ONE** Arts subject in their program.

If desired, students can add just **ONE** HPE **and/or** Humanities subject.

Outdoor Education is limited to **ONE** unit only.

**Students in the SOAR program study the same combination of subjects as students in Year 9 classes. In the SOAR classroom the curriculum being delivered is adapted to extend and accelerate student learning within the subject.*

CURRICULUM OVERVIEW | SAMPLE YEAR 9 PROGRAM

Compulsory Subjects

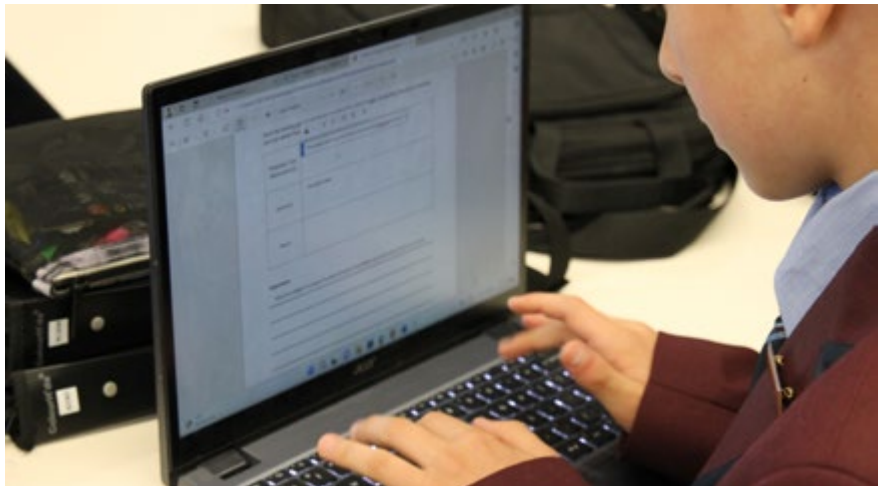
Semester 1	Compulsory RE	Compulsory ENGLISH	Compulsory MATHEMATICS	Compulsory SCIENCE	Compulsory HUMANITIES	Compulsory HEALTH & PHYSICAL EDUCATION
Semester 2	Compulsory RE	Compulsory ENGLISH	Compulsory MATHEMATICS	Compulsory SCIENCE	Compulsory HUMANITIES	Compulsory HEALTH & PHYSICAL EDUCATION

Elective Subjects

Semester 1 OR 2	ART Selection	TECHNOLOGIES Selection	LANGUAGE Compulsory Selection	Elective Option 1	Elective Option 2	Elective Option 3

Electives can be from any of the options available.
Please note that Year 9 Outdoor Education options are limited to one (1) semester across the year.

SOAR



SOAR
ACCELERATED & ENRICHMENT PROGRAM

SOAR is Marcellin College's specialised gifted and talented program.

SOAR is a junior school accelerated learning pathway designed to extend and challenge our high academic achievers through a range of enrichment and high order thinking skills.

SOAR is created to reflect St Marcellin Champagnat's "roll up you sleeve attitude", passion, and commitment to strive for the highest. Invited students who enter the program have exceptional abilities across several disciplines and are highly motivated to reach their full potential.

The SOAR program is designed for Year 7 to 9 students before they move into a more individual pathway in Years 10 to 12. In these later years, students are encouraged to go and enter a VCE pathway, with the capacity to accelerate choice subjects in earlier years, as well as, undertake a university subject in their final years at the College.

SOAR enables high achieving and dedicating students to be challenged academically, providing a pathway that meets their specific needs. In some subjects, students will still be immersed with their cohort in subjects that are not part of the SOAR program, ensuring a balanced approach to their learning that integrates the social and emotional experiences a high schooling education provides.

While usually students will enter the SOAR program at the beginning of Year 7, student enrolment is constantly being reviewed. Students have the opportunity to enter SOAR at various points throughout Year 7-9. If needed, students may leave the SOAR class, if leaving is deemed to be the best option for the students learning outcomes.

In these later years, students are encouraged to go on to enter VCE early or undertake university subjects during their final years at the College. This includes starting one or more VCE Unit 1&2 studies during Year 10 and support to gain an early offer of a university placement.

SOAR enables high achieving and dedicated students to be challenged academically, providing a pathway that meets their specific needs.

YEAR 9 MATHEMATICS | SUBJECT SELECTION OPTIONS

YEAR 8	YEAR 9	YEAR 10
YEAR 8 Mathematics	Year 9 Mathematics Year long	Foundation Mathematics By invitation only
		Year 10 Mathematics Semester 1 only Pre-General Mathematics Semester 2 only
		Year 10 Mathematics Semester 1 only Pre-Mathematical Methods Semester 2 only
YEAR 8 Mathematics SOAR	Year 9 Mathematics Advanced By invitation only	Year 10 Pre-Mathematical Methods Advanced By invitation only
	Year 9 Mathematics Accelerated SOAR By invitation only	VCE Mathematical Methods Unit 1&2 (by invitation only)

Please Note:

- SOAR and advanced options by invitation only.
- Recommendations are given to students as a guide, based on progress of prior learning in Mathematics.
- Only students in the Year 9 SOAR stream can apply to accelerate in VCE Mathematical Methods Unit 1&2 in Year 10.

Learning Areas

SUBJECT	CONTACT	PAGE
Religious Education	Emily Andrews emily.andrews@marcellin.vic.edu.au	13
Design Technologies	Annie McNamara annie.mcnamara@marcellin.vic.edu.au	17
Digital Technologies	Nathan Hutchings nathan.hutchings@marcellin.vic.edu.au	21
English	Jeremy Doolan jeremy.doolan@marcellin.vic.edu.au	24
Health & Physical Education	Justin Abbott justin.abbott@marcellin.vic.edu.au	29
Humanities	Liana Colaluca liana.colaluca@marcellin.vic.edu.au	34
Languages	John Di Natale john.dinatale@marcellin.vic.edu.au	40
Mathematics	Michelle Santangelo michelle.santangelo@marcellin.vic.edu.au	49
Music	Timothy Webster timothy.webster@marcellin.vic.edu.au	57
Outdoor Education	Justin Abbott justin.abbott@marcellin.vic.edu.au	62
Performing Arts	Marina Sipos marina.sipos@marcellin.vic.edu.au	65
Science	James Giannoukos james.giannoukos@marcellin.vic.edu.au	68
Visual Arts	Marina Sipos marina.sipos@marcellin.vic.edu.au	72

Suzanne Farley
Deputy Principal Learning & Teaching
suzanne.farley@marcellin.vic.edu.au

Tayla Silis
VCE Coordinator
tayla.silis@marcellin.vic.edu.au

David Bellis
Director of Learning (Years 10–12)
david.bellis@marcellin.vic.edu.au

Ryan Edwards
Director of Learning (Years 7–9)
ryan.edwards@marcellin.vic.edu.au

Religious Education

YEAR 7

YEAR 8

YEAR 9

YEAR 7 RELIGIOUS EDUCATION

Course Overview

In Year 7, students explore the unit Who We Are, which focuses on our Catholic identity as expressed through the life of St Marcellin Champagnat, the Marist Family, and our community at Marcellin College. Students deepen their understanding of Scripture through an exploration of the Bible, developing interpretative skills by examining the literary structures of biblical texts and considering the impact of setting, style, and the perspectives of both authors and audiences in the Old and New Testaments. They come to appreciate the Word of God as a means of encountering Jesus Christ.

In Semester Two, students also explore the significance of the Eucharist and its central role in the Catholic tradition. Additionally, they reflect on how Mary, Our Good Mother serves as a model for Marists striving to be both good Christians and good citizens.

Areas of Study

- Who We Are
- Scripture
- Eucharist
- In the Way of Mary

Assessment

The assessment options include but are not limited to:

- written reports
- tests
- film and source analysis
- timelines

YEAR 8 RELIGIOUS EDUCATION

Course Overview

In Semester One, students study the Bible as a sacred text, learning about the different Gospels—why they differ, who wrote them, and for whom they were written. Particular focus is given to the use of parables as a powerful teaching method used by Jesus. Students then explore the life of the early Christian community during the first four centuries following the life, death, and resurrection of Jesus Christ. They examine the challenges faced by early Christians, including persecution, and investigate the life and legacy of St Paul, whose missionary journeys and letters had a profound impact on the early Church and continue to influence Christian faith today.

In Semester Two, students are invited to deepen their spirituality by gaining a richer understanding of who Jesus was and how he lived. They undertake a social justice research task that explores the impact of choosing kindness, reflecting on how such choices affect those around them and help build a more compassionate world. The semester concludes with a study of the Sacraments of Initiation, through which students are led into the mystery of God as Trinity—a communion of love revealed in the life, death, and resurrection of Jesus Christ.

Areas of Study

- The Early Christian Community
- The Setting of the Gospels
- Good Christians and Good Citizens
- Aspects of Religion (What makes a religion)

Assessment

The assessment options include but are not limited to:

- written reports
- tests
- Quizzes
- Reflective written responses

YEAR 9 RELIGIOUS EDUCATION

Course Overview

In Year 9, students deepen their understanding of Jesus by exploring how he is human and divine. They examine the duality of Jesus and how he is portrayed in Scripture. Students also explore artistic and scriptural representations of Mary and women in the Bible, reflecting on their significance in both historical and contemporary contexts. Mary is studied as a model disciple and as a figure honoured by the Church and Marists, including through key Marian feast days.

The course also invites students to explore the vocation of social justice through the lens of Catholic social teaching, inspired by the life and mission of Jesus. Finally, students investigate the development of the Catholic Church in Australia, focusing on influential people and groups, the role of Catholic education, and the social and political factors that shaped the Church's growth.

Areas of Study

- Scripture & Jesus
- Mary, Mother of the Church
- Morality and Justice
- Church and Community

Assessment

The assessment options include but are not limited to:

- written reports
- tests
- timelines
- presentations
- oral presentations
- film analysis

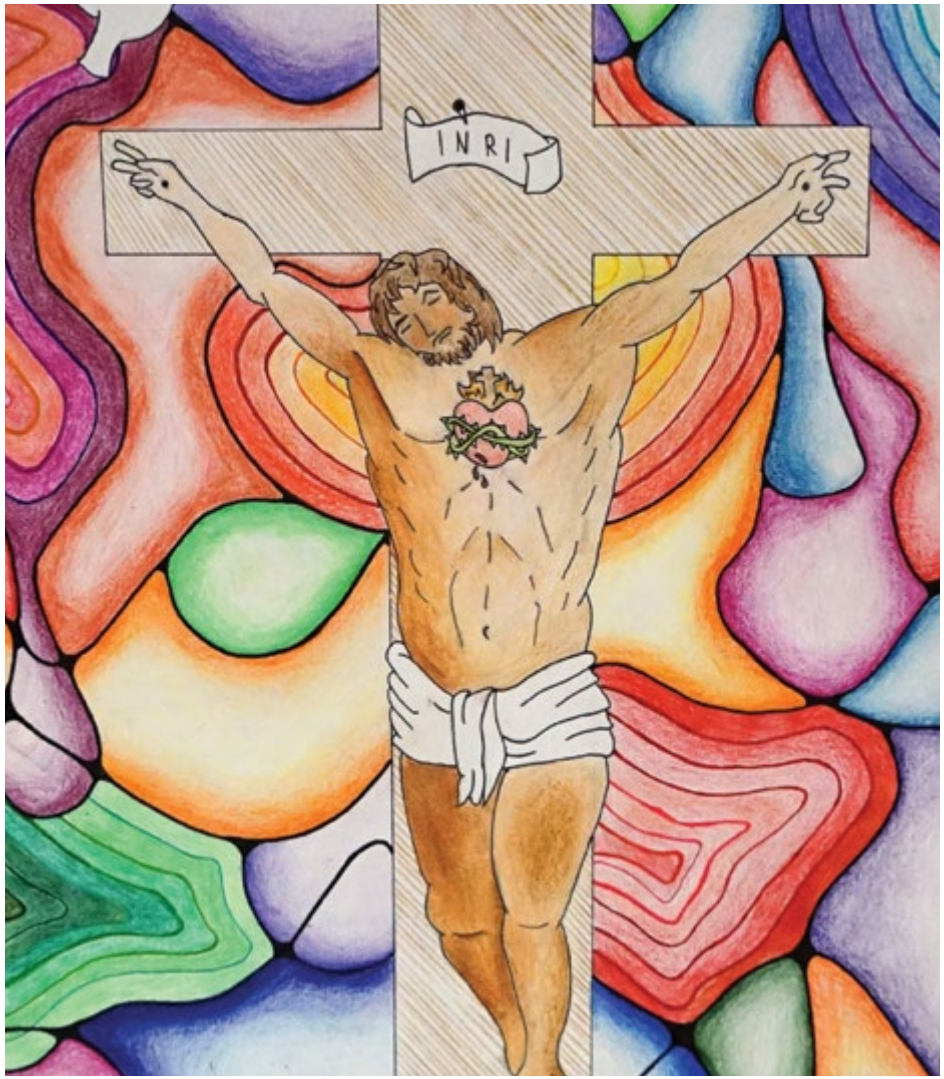
Future Pathways

Year 10 Religious Education subjects

Year 10 Religious Education: VCE Religion & Society Unit 1 (for accelerated students)

Recommended Prior Learning

Year 8 Religious Education



Design Technologies

YEAR 8

YEAR 9

YEAR 8 DESIGN TECHNOLOGY

Course Overview

Our focus is firmly on design — because everything from the chair you sit on to the tools used in space exploration began as an idea, carefully developed by designers like those we're training here.

Our students learn to think like real-world innovators, tackling global challenges through creativity, sustainability, and technology.

We believe that creativity is the new currency in education. As AI becomes part of our daily lives, we teach students to work alongside it — not in its shadow, but in partnership, where human creativity remains at the heart of every great invention.

In Year 8 students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental, and social sustainability factors. Students use creativity, innovation, and enterprise skills with increasing independence.

Students respond to feedback from others and evaluate design processes used and designed solutions. They investigate design and technology professions and the contributions that each makes to society locally, nationally, regionally, and globally through creativity, innovation, and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies by following the Junior Curriculum design process.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective, and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, that employ scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when producing designed solutions.

Students will have the opportunity to create designed solutions at least once in the following two technologies contexts:

Engineering principles and systems

Materials and technologies specialisations

Areas of Study

- The Green Machine
- C02 Dragster
- Introduction to Metals and Plastics

Assessment

- Practical skill assessment
- Extended written and designing responses
- Design folio (including practical application of car making with display stand and basic electronics)
- Presentations

YEAR 9 DESIGN TECHNOLOGY | COURSE OVERVIEW

Industrial Design Technology

In this subject, students are introduced to the process of designing for mass production using a mix of emerging technologies such as Computer Aided Design, laser and 3D printing, CNC, vacuum forming and some metal working skills. Students are encouraged to consider the impacts of mass production on society and different types of manufacturing techniques that industry adopts following the design process.

This course prepares students for Year 10 Design Technology subjects and VCE Product Design and Technology units. This subject can lead students to careers in product design, carpentry, real estate renovations, theatre/stage and movie set design, architecture and landscaping, e-commerce, building and construction, project management, design for aerospace.

Areas of Study

- Unit 1: Introduction to Emerging Technologies
- Unit 2: Investigate and Design
- Unit 3: Produce and Evaluate Assessment

Assessment

- Progression Tasks
- Achievement Tasks

Future Pathways

Year 10 Design Technology subjects

VCE Product Design and Technology Unit 1&2

Recommended Prior Learning

Year 8 Design Technology

Be able to perform addition, subtraction and division calculations

Understand reading and working in millimetres

Be able to read, analyse, identify and comprehend literacy skills

Be able to sketch by hand and FUSION 360 (CAD) in isometric / 3D and have spacial awareness

Be able to combine novel ideas for creativity.

Sustainable Product Design Technology

In this subject, students learn to design and build products using recycled, reclaimed and re-used materials. They investigate sustainability considerations associated with traditional and contemporary manufacturing processes and its impact on the environment. Students will have an understanding of the characteristics and properties of materials and use the design process to design and produce a product using reclaimed material.

This course prepares students for Year 10 Design Technology subjects and VCE Product Design and Technology units. This subject can lead students to careers in product design, carpentry, real estate renovations, theatre/stage and movie set design, architecture and landscaping, e-commerce, building and construction, project management, design for aerospace.

Areas of Study

- Unit 1: Design Folio
- Unit 2: Sustainable Product Construction
- Unit 3: Evaluation Assessment

Assessment

- Progression Tasks
- Achievement Tasks

Future Pathways

VCE Product Design and Technology Unit 1&2

Recommended Prior Learning

Year 8 Design Technology

Be able to perform addition, subtraction and division calculations

Understand reading and working in millimetres

Be able to read, analyse, identify and comprehend literacy skills

Be able to sketch by hand and FUSION 360 (CAD) in isometric/ 3D and have spacial awareness

Be able to combine novel ideas for creativity.

Traditional Wood Design Technology

In this subject, students learn how to apply the design process and time-honoured traditional woodworking techniques for contemporary design. Students research material properties and explore technical drawing techniques to communicate concepts. They learn how to work safely with hand tools, power tools and machinery to develop and construct high-quality products. Students explore how to investigate, design, plan, produce and evaluate a product in response to a brief using rigorous design thinking skills.

This course prepares students for Year 10 Design Technology subjects and VCE Product Design and Technology units. This subject can lead students to careers in product design, carpentry, real estate renovations, theatre/stage and movie set design, architecture and landscaping, e-commerce, building and construction, project management, design for aerospace.

Areas of Study

- Unit 1: Joinery Techniques
- Unit 2: Investigate and Design
- Unit 3: Plan, Produce and Evaluate Assessment

Assessment

- Practical skill assessment
- Extended written and designing responses
- Design folio (including practical application of car making with display stand and basic electronics)
- Presentations

Future Pathways

VCE Product Design and Technology Unit 1&2

Recommended Prior Learning

Year 8 Design Technology

Be able to perform addition, subtraction and division calculations

Understand reading and working in millimetres

Be able to read, analyse, identify and comprehend literacy skills

Be able to sketch by hand and FUSION 360 (CAD) in isometric/3D and have spacial awareness

Be able to combine novel ideas for creativity.

Digital Technologies

YEAR 7

YEAR 9

YEAR 7 DIGITAL TECHNOLOGIES

Course Overview

Upon the successful completion of this course, students will be able to distinguish between different types of networks and their suitability in meeting defined purposes. Students will also be able explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. In addition, students will be able to analyse and evaluate data from a range of sources to model solutions and create information. They will also manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.

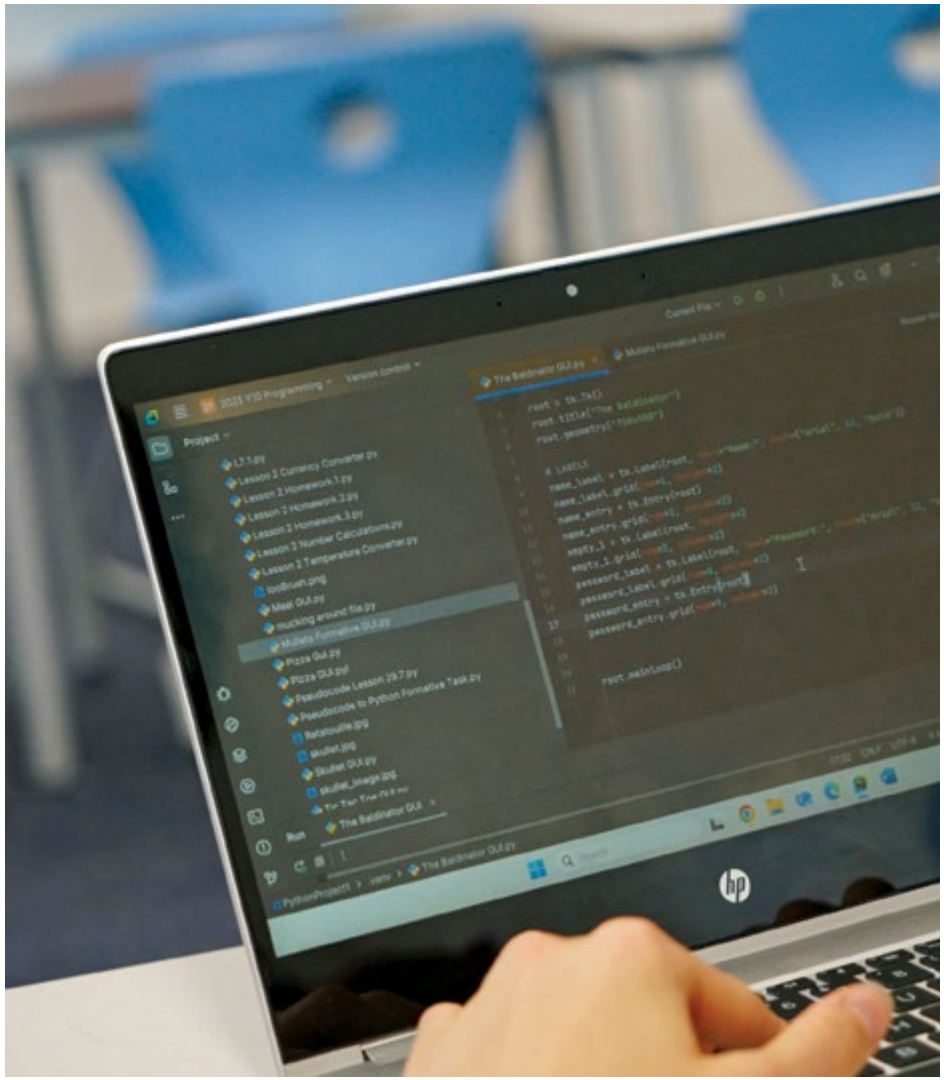
Furthermore, students will be able to define and decompose problems in terms of functional requirements and constraints. They will design user experiences and algorithms using branching and iteration code structures, and develop, test, and modify digital solutions. And finally, students will be able to evaluate information systems and their solutions in terms of meeting needs, innovation, and sustainability.

Areas of Study

- Introduction to Cybersecurity – Digital Systems and Security & Data Information and Privacy
- Network Performance – Digital Systems and Security
- Algorithms and Programming – Creating Digital Solutions
- Game On – Creating Digital Solutions

Assessment

- Introduction to Cybersecurity Test
- Home Network Project
- Network Performance Test
- Temperature Converter Project
- Python Programming Test
- Escape from Ardmara Project



YEAR 9 DIGITAL TECHNOLOGIES | COURSE OVERVIEW

Drones and Automation

Students are introduced to fundamental programming concepts in the Python programming language using drones to solve real world problems. In small groups students will be challenged to apply their programming skills to find a solution to a given problem using DJI TRELLO drones. Students will also research the development of drones and autonomous flight. In addition, students will investigate how advanced automation continues to change the workplace. This subject provides a foundation for Year 10 Digital Technologies Programming in Python as well as supporting VCE Applied Computing Unit 1&2.

Areas of Study

- Python programming
- Drones, applications and programming
- Automation and the workplace

Assessment

- Python programming task
- Drone flight plan project
- Drones and automation test

Future Pathways

VCE Applied Computing Unit 1&2

Prior Learning

Year 7 Digital Technologies

Game Development and Programming

Students are introduced to game development and how to solve problems using a programming language. Students will first learn programming concepts such as iteration, data types and data structures. The programming language used will be Python. Next students will apply these programming skills to create and modify 2D games using the Pygame module.

Students will use key concepts from VCE Applied Computing to document and evaluate the design of their game. This subject provides a foundation for the Digital Technologies Programming in Python also offered at Year 10, as well as supporting VCE Applied Computing Unit 1&2.

Areas of Study

- Fundamentals of Python programming
- Object-oriented programming
- Game Programming and Game Design

Assessment

- Python Fundamentals Test
- Individual Python Programming Task
- Game Development Project

Future Pathways

VCE Applied Computing Unit 1&2

Prior Learning

Year 7 Digital Technologies

English

YEAR 7

YEAR 8

YEAR 9

YEAR 7 ENGLISH

Course Overview

In Year 7 students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Areas of Study

- Sustainability / Persuasive Writing
- Novel study: The Outsiders
- Film as text study: Remember the Titans
- Picture storybook creative writing study

Assessment

- Persuasive writing response
- Essay text responses
- Oral language task
- Creative writing response

Future Pathways

Year 8 English

YEAR 8 ENGLISH

Course Overview

As in Year 7, Year 8 English provides opportunities for students to engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate, and perform a range of spoken, written and multi-modal texts as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, and poetry. Students develop their understanding of how texts, including media texts, are influenced by context, purpose, and audience. Students create a range of imaginative, informative, and persuasive types of texts, for example narratives, performances, reports, and discussions. They begin to create literary analyses and transformations of texts.

Areas of Study

- Stories of Australia
- I am Sasha
- The Truman Show
- Poetry

Assessment

- Creative response
- Text response essay
- Oral presentation
- Poetry analysis

Future Pathways

Year 9 English subjects

Prior Learning

Year 7 English

YEAR 9 ENGLISH

Course Overview

Year 9 English is a year-long compulsory subject where students begin to visualise the requirements of VCE as they undertake tasks developed to build the skills for Senior English. Through a variety of literary, visual, and media texts, students explore themes and analyse language with consideration to context, audience, and author intent. Students develop their skills in responding to these varieties of texts through text types such as essays, structured objective analysis, creative texts, and oral presentations. Students will strengthen their capacity of understanding the world of text through exploring author intent and the social and cultural context of a text's creation. Year 9 develops students in understanding and experiencing a variety of texts, whilst honing the required skills to analyse each text type effectively for success.

Areas of Study

- Argument analysis
- Textual analysis

Assessment

- Argument analysis oral
- Analytical essay

Future Pathways

Year 10 English subjects

Prior Learning

Year 8 English

YEAR 9 ENGLISH | COURSE OVERVIEW [ELECTIVE]

Sports Writing

Students interested in sports and sports writing are given the opportunity to immerse themselves in this genre of writing through a practical and instructive semester long program. Students are introduced to a variety of sports writing sub-genres and styles such as issues in the media, multi- media and multi-modal reporting and commentating, and non-fiction. They create sports articles and match reports and have the chance to connect with real sports journalists.

Areas of Study

- Argument analysis
- Match reports
- Biography and autobiography

Assessment

- Editorial
- Folio
- Biography

Future Pathways

Year 10 English

VCE English Unit 1&2

VCE Literature Unit 1&2

VCE English Language Unit 1&2

Prior Learning

Year 8 English

Year 9 English subjects

Health and Physical Education

YEAR 7

YEAR 8

YEAR 9

YEAR 7 HEALTH AND PHYSICAL EDUCATION

Course Overview

The Year 7 Health and Physical Education (HPE) curriculum expands student's knowledge, understanding and skills to help them achieve successful outcomes in classroom and practical settings. Students investigate the impact of transition and dealing with change and analyse factors that influence emotions, personal values and influences. Risk taking behaviours and safety are examined along with suitable harm minimisation strategies. The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their mental health, safety and wellbeing. Students investigate mental health and a range of strategies available to benefit their mental wellbeing. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities in units such as motor skills, ball sports, bat tennis, basketball, cricket, soccer, athletics and football. Students reflect on and refine personal and social skills as they participate in practical activities.

Areas of Study

- Health Ownership – Personal Values and Influences, Health Benefits of Physical Activity, Personal Safety and Harm Minimisation
- Mental Health – influences and strategies to enhance mental health
- Practical Units – Various sports as specified in the course overview

Assessment

- Work booklet
- Topic quizzes
- Mental Health Strategies Portfolio
- Design Your Own Town assignment

YEAR 8 HEALTH AND PHYSICAL EDUCATION

Course Overview

Health and Physical Education at Year 8 aims to provide students with the knowledge, skills and behaviours to enable them to develop and maintain their physical, mental, social and emotional health. Year 8 HPE focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

Students' are involved in a range of activities including individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students' progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games.

Students engage in the following practical units: Netball, Bike Education, Hockey, European Handball, Game Sense activities, Teams Challenge, Touch Rugby, Teball.

Students investigate a variety of health concerns confronting the population such as: drug and alcohol education and addiction. Students also investigate addictive behaviours such as gambling, gaming and pornography. With respect to these health concerns, the risk factors, treatments, and preventative strategies are covered in an attempt to influence the importance of personal and community actions in promoting health within the community.

Students investigate sexuality education including the structure and function of male and female reproductive systems, human reproduction, and the stages of growth of an individual from conception to birth. Students describe the physical, emotional, and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development.

Areas of Study

- Addictions – Health concerns, influences and decision making relating to addictive behaviours
- Sexuality Education – Reproductive Systems, Changes during Puberty, Inclusion, Diversity and Development of Positive Respectful Relationships.

Assessment

- Topic quizzes
- Health promotion campaign
- Designing and implementing health programs

Future Pathways

Year 9 HPE subjects

Prior Learning

Year 7 HPE

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Course Overview

The Year 9 HPE course promotes the importance of regular physical activity in today's society and to address key knowledge associated with topics which are particularly important and relevant to Year 9 boys, such as Respectful relationships, Sexual Health and Mental Health considerations. Practical activities emphasizing engagement in movement, promoting cardiovascular fitness and participation in prominent community sports such as volleyball, golf, baseball, improvised games and Gaelic football. These activities are designed to ignite a passion in boys to remain physically active and promote engagement in lifelong sports and physical activity involvement.

Students will explore diverse types of relationships and the key characteristics of respectful relationships. Students explore influences on sexual health and community health services. Recent community issues which have been prolific in the media such as consent and factors influencing and guiding appropriate decision making and respectful relationship development will also form the basis of essential learning in the theory component of the course. Students will undertake a first aid course covering a range of likely scenarios such as DRSABCD, a wide range of other injuries and conditions and consideration of mental health first aid strategies.
A range of reactions that can be undertaken to enhance their own and others' health, safety and wellbeing are considered.

Areas of Study

- First Aid and Mental Health First Aid
- Sexual Health, Identity & Respectful Relationships
- Physical Activity (various practical units)

Assessment

- Work booklet
- Research task
- Sexual health & relationships assignment
- Sexual health - STI investigation task

Future Pathways

Year 10 HPE subjects

VCE Health & Human Development Unit 1&2

VCE Physical Education Unit 1&2

Prior Learning

Year 7 & 8 HPE

YEAR 9 HEALTH AND PHYSICAL EDUCATION | COURSE OVERVIEW [ELECTIVE]

Fitness Challenge & Conditioning

In this subject, students investigate a range of topics relating to health and fitness in their community. A range of sports are investigated regarding their fitness requirements. Students participate in a range of fitness tests and analyse their results to identify attributes and areas for improvement. Students then design and participate in a range of training sessions based on their knowledge of training principles and methods. Students learn to take responsibility for their own learning when conducting their training sessions and warm up activities during class time. Training sessions are then reviewed, with the intention of encouraging students to continue their participation and involvement in lifelong health and fitness related activities within their respective communities. Students have the opportunity to access the recently refurbished state-of-the-art weights room.

Areas of Study

- Fitness components
- Fitness testing – procedures & protocols
- Fitness data analysis
- Training principles & methods

Assessment

- Sport fitness analysis
- Topic quizzes
- Fitness testing analysis
- Design of training sessions
- Practical participation
- Oral Presentation - elite athlete

Future Pathways

VCE Physical Education Unit 1&2

VCE Health & Human Development Unit 1&2

VET Certificate III Sport & Recreation

Year 10 HPE: Net Sports & Weight Training

Prior Learning

Year 7 & 8 HPE

Humanities

YEAR 7

YEAR 8

YEAR 9

YEAR 7 HUMANITIES

Course Overview

In Year 7 History, students study all four disciplines: Civics and Citizenship, Geography, History and Economics and Business In Civics and Citizenship, students explored how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society. In Geography, students focus on geographical skills, focusing on the classification of water as a renewable resource, the forms that it takes as a resource in the water cycle, and the ways in which flows of water connect and change places. In History, students will apply historical concepts and skills to their study of the Ancient Australia: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance. In Economics, students consider what it means to be a consumer, a worker and a producer in the market and the relationships between and interdependence of these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market's operation are also explored. Students will also examine the meaning of entrepreneurship and innovation and work in teams to develop an innovative product for a specific market.

Areas of Study

- Civics and Citizenship
- Geography
- History
- Economics and Business

Assessment

- Research assignments
- Case studies
- Oral presentations
- Tests

YEAR 8 HUMANITIES

Course Overview

Year 8 Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

In Civics and Citizenship, students analyse the roles of key institutions and political actors in Australia's democracy and the ways in which citizens participate in democracy. They explain the characteristics and types of law in Australia, and the principles and features of the Australian legal system, including how citizens can participate in law-making.

In Geography, students focus on the concept of change by investigating the changing human geography of countries as revealed by shifts in population distribution. They explore the process of urbanisation and how it interconnects with low and middle - income economies and societies. They investigate the reasons for the high level of urban concentration in Australia and examine issues related to the management and future of Australia's urban areas.

In History, students will apply the following historical concepts and skills to their study of the Vikings: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

In Economics, students consider what it means to be a consumer, a worker and a producer in the market and the relationships between and interdependence of these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market's operation are also explored. Students will also examine the meaning of entrepreneurship and innovation and work in teams to develop an innovative product for a specific market.

Areas of Study

- Economics
- Geography
- History
- Civics and Citizenship

Assessment

- Fieldwork
- Tests
- Essays
- Designing an innovative product

YEAR 9 HUMANITIES | COURSE OVERVIEW

Geography

Students examine the characteristics of Earth's various biomes, and their significance for life on Earth. They understand why some biomes are more productive than others, and how that has shaped our world. We examine the links between food production, the degradation of water and land and the consequences of that, while exploring which foods use the most resources to produce. Students identify how spatial technologies might be used to assess environmental change.

Areas of Study

- Mapping skills and knowledge
- Earth's biomes
- Food production and security

Assessment

- Fieldwork
- Data analysis
- Case studies

Future Pathways

VCE Geography

VCE Outdoor & Environmental Studies

Recommended Prior Learning

Year 7 & 8 Humanities

YEAR 9 HUMANITIES | COURSE OVERVIEW

History

Students will cover the period of industrialisation in Britain and the rapid change in the ways people lived, worked and thought between 1750-1900s. Students will investigate the causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and Australia. This knowledge with enable students to ascribe significance to the effects of the Industrial Revolution, including global changes in landscapes, movements of people, development of political, social reforms, and transport and communication.

Students will discover the colonisation of Australia as part of the expansion of European power. Students investigate the intended, unintended causes and effects of colonisation and European expansionism on Aboriginal and Torres Strait Islander peoples. Students will investigate the significant events and influential ideas that developed to form Australian society up until the 1900s. This will be achieved by exploring different perspectives, historical interpretations and engaging in debates. As well as identifying patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century.

Areas of Study

- Industrial Revolutions
- Australia & Asia 1750–1918

Assessment

- Test
- Essay
- Source analysis
- Extended response

Future Pathways

VCE History

Recommended Prior Learning

Year 7 & 8 Humanities

YEAR 9 HUMANITIES | COURSE OVERVIEW

Civics

Do you want to know more about the people who run our country, like 'Albo' and Jacinta Allan, our Premier?

Do you want to make a difference in your community?

Are you curious about how Australia's political system works – how our country is run and how you can have a say in important decisions?

Year 9 Civics will give students the opportunity to explore the political system of our country, including how elections work, how government is formed and how citizens can participate in the democratic process.

Students will also learn about the different political parties and ideologies and how they shape our society.

They will be given the opportunity to engage in debates, express their opinions on important issues, make informed decisions about who they want to represent them in government, through their participation in a mock election.

Students will also delve into the captivating world of justice, learning about the essential role laws play in maintaining order and harmony within our democratic society. We'll unravel how laws are made, navigate the domains of criminal and civil law, how they are enforced and explore fascinating cases to witness the legal system in action.

Studying Year 9 Civics will help develop critical thinking and analytical skills and equip students with the tools to become informed and active citizens in the future.

Areas of Study

- Australia's political system
- Australia's legal system

Assessment

- Tests
- Case studies

Future Pathways

Year 10 Legal Studies

Year 10 Politics

VCE Politics

VCE Legal Studies

Recommended Prior Learning

Year 7 & 8 Humanities

Languages

YEAR 7

YEAR 8

YEAR 9

YEAR 7 LANGUAGES | CHINESE

Course Overview

Students develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. Learning involves an active exploration of the Chinese language system, which students draw upon to communicate their own ideas and engage with others.

The systems of spoken and written language in Chinese are distinct. They are also quite distinct from the English language system. Given learning about Chinese characters is complex, students can more readily accomplish a higher level of active use of spoken than written language. Students will therefore be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and use the spoken language for a range of purposes. Students are likely to understand more words than they can say or write. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

Areas of Study

- Pinyin
- Basic greeting
- Self introduction
- Introduction to Chinese characters
- Basic numbers
- Personal pronouns

Assessment

- Speaking tasks
- Reading tasks
- Listening tasks

YEAR 7 LANGUAGES | ITALIAN

Course Overview

Students are introduced to the Italian language through engaging and familiar topics about themselves and their surroundings. They explore the Italian alphabet and sound system, developing an awareness of pronunciation patterns and making comparisons with English. Students learn basic greetings and expressions for everyday interactions. They build vocabulary through themes such as days of the week, months of the year, and numbers, and apply these in practical contexts like simple mathematics and telling the time.

Students develop foundational skills in reading, writing, speaking, and listening, using Italian to describe themselves, express preferences, and interact with their teacher and peers. Through modelled and guided activities, students begin to create simple texts and dialogues using high-frequency vocabulary and structures.

Cultural understanding is developed through an introduction to well-known Italians and aspects of daily life in Italy, encouraging students to compare and reflect on similarities and differences with their own culture. Students begin to understand how language and culture influence each other, laying the groundwork for more sophisticated inter-cultural awareness. This semester course is designed as an enjoyable and accessible entry point for students to explore Italian language and culture.

Areas of Study

- Introduction to Italian
- Basics of Italian
- More about myself
- Italian grammar
- Cultural / linguistic topic
- *Padre Nostro* prayer

Assessment

- Speaking tasks
- Reading tasks
- Writing tasks
- Listening tasks
- Cultural assignment: Geography of Italy / Famous Italians / What Italy means to me?
- Quizzes
- Topic and semester tests

YEAR 8 LANGUAGES | CHINESE

Course Overview

As in Year 8, students continue to develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. Students are introduced to the origin of Chinese characters and learn how does the ancient yet intricate language system work. The systems of spoken and written language in Chinese are distinct. They are also quite distinct from the English language system. Pinyin appears on top of characters at an early stage and is gradually removed as students develop their Chinese proficiency. Given learning about Chinese characters is complex, students can more readily accomplish a higher level of active use of spoken than written language. Students will therefore be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and use the spoken language for a range of purposes. Students are likely to understand more words than they can say or write.

Areas of Study

- Unit 1: Time
- Unit 2: Self-introduction
- Unit 3: Family members
- Unit 4: Chinese characters learning

Assessment

- Speaking tasks
- Reading tasks
- Listening tasks
- Writing tasks

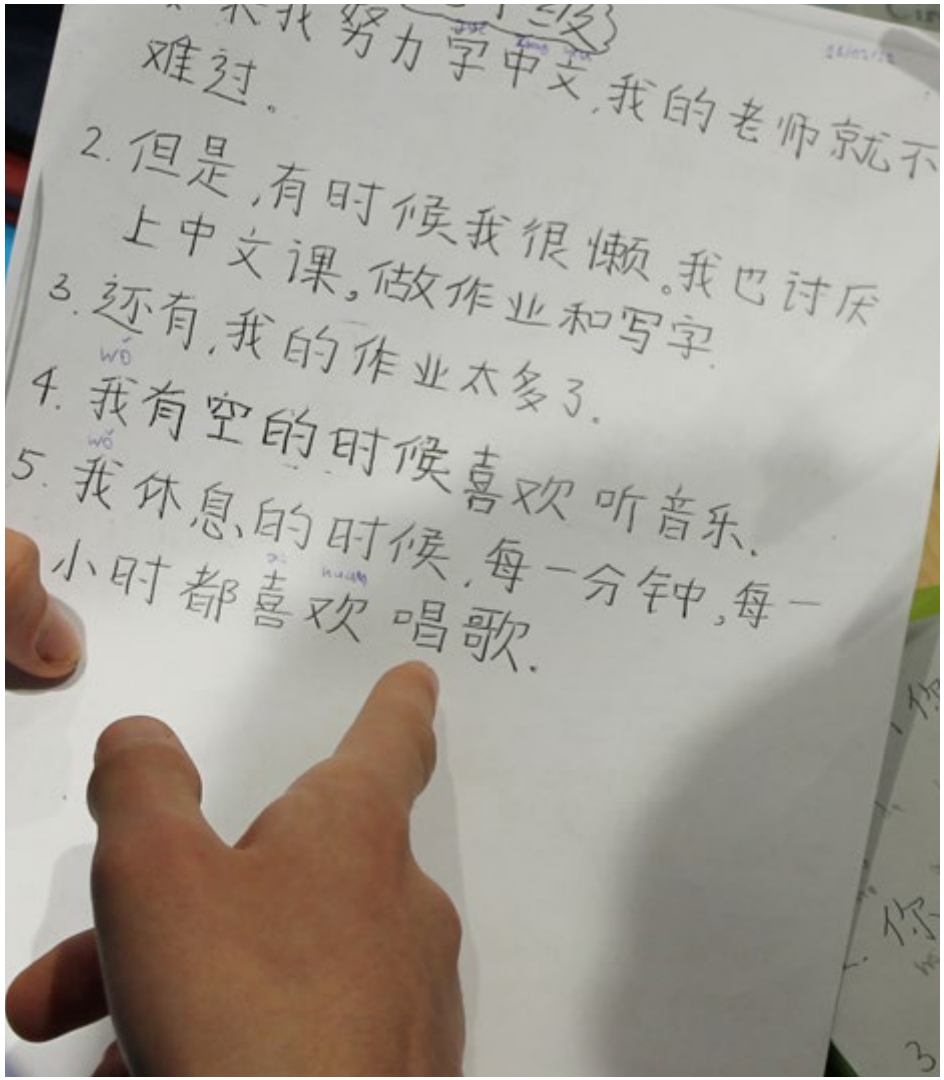
Future Pathways

Year 9 Chinese

VCE Chinese

Recommended Prior Learning

Year 7 Chinese



YEAR 8 LANGUAGES | ITALIAN

Course Overview

Students become familiar with the Italian pronunciation and sound system, noting similarities and differences with English. They build a vocabulary about people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), enriched by the use of adjectives. They create their own text using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss the features of Italian.

Students use different communication modes and different text genres. They learn to use modelled and rehearsed language in familiar contexts and begin to use Italian to create and communicate their own meanings. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives, and values. They reflect on the processes involved in using different languages at different times, being involved with different cultures, and developing their capability as learners of Italian.

Areas of Study

- La famiglia
- La scuola
- Italian products
- Hobbies and pastimes
- Roman Empire
- Italian grammar

Assessment

- Speaking tasks
- Reading tasks
- Writing tasks
- Listening tasks
- Cultural assignment
- Grammar tasks

Future Pathways

Year 9 Italian

VCE Italian

Recommended Prior Learning

Year 7 Italian

YEAR 9 LANGUAGES | CHINESE

Course Overview [SEMESTER LONG]

The Year 9 Chinese Semester Course is designed for those eager to immerse themselves in Chinese culture and history, as well as to equip themselves with basic conversational Chinese languages. This course offers an immersive journey into China's fascinating history, vibrant culture, and modern society. Students will explore China's ancient dynasties, traditions, major cities, and contemporary lifestyle while learning basic Mandarin to enhance communication. A special focus will be placed on travel and cultural experiences, allowing students to "virtually" discover China's landmarks, food and daily life.

Areas of Study

- **History & Traditions:** Key dynasties, philosophies (Confucianism, Daoism), and cultural heritage (e.g., the Great Wall, Terracotta Warriors)
- **Modern China:** Major cities (Beijing, Shanghai, Chengdu), technology, and youth culture
- **Travel & Daily Life:** Transportation, cuisine, festivals, and etiquette
- **Language Basics:** Essential greetings, directions, and shopping phrases

Assessment

- **Research Project:** Investigate a Chinese dynasty or cultural tradition (e.g., Lunar New Year, tea culture) and present findings
- **Travel Itinerary Project:** Plan a 14-day trip to China, including:
  - Must-see historical/cultural sites
  - Local food experiences
  - Transport & budget tips
  - Basic Mandarin including dialect phrases for travellers
- **Language & Culture Quiz:** Test knowledge of key phrases, customs, and historical facts.

Future Pathways

Year 10 Chinese

VCE Chinese

Recommended Prior Learning

Year 7 & 8 Chinese

YEAR 9 LANGUAGES | ITALIAN

Course Overview [SEMESTER LONG]

The Year 9 Italian Semester Course is designed for those eager to immerse themselves in Italian culture and equips students with the skills and knowledge required to create a comprehensive travel itinerary whilst learning about the fourth most visited country in the world - Italy. With 20 unique regions to explore, the students engage in the study of Italy's diverse geography and nature, robust history, numerous cultural events and celebrations, as well as popular tourist attractions. By the end of the course, students will be versed in the culinary delights of the north, centre and south of Italy and the key staple ingredients that are a must-have in an Italian kitchen. The origins of the famous horse race of Siena, the soccer battles in Florence, and other fantastic sports will also be uncovered.

Students wishing to undertake Year 10 Italian must complete Year 9 Italian as a year-based subject.

Areas of Study

- Geography
- Evolution of Italy: History
- Gastronomy
- Sport
- Festivals
- Tourist Attractions

Assessment

- Grade average for Summative Tasks
- Case studies, Quizzes and Short Tests
- Case Study Itinerary - Summative Task
- Tourism Advertisement - Summative Task

Future Pathways

Year 10 Italian

VCE Italian

Recommended Prior Learning

Year 7 & 8 Italian

YEAR 9 LANGUAGES | CHINESE

Course Overview [YEAR LONG]

In Year 9 Chinese, students participated in games and activities, watched videos, spoke with classmates, and engaged in design thinking projects to improve their Chinese language ability. Units of work included appearance, daily routine, hobbies, and pets. Students worked with authentic resources and materials drawn from various digital platforms. They demonstrated their understanding and consolidated their skills through a range of listening, reading, speaking, and writing tasks. Students continued to explore and discover the origin of Chinese characters and learned how to recognise and write them. They memorised characters by studying their shapes in oracle bone scripts and created connections through their own interpretations. By the end of the course, students recognised 100–150 high-frequency Chinese characters and developed their ability to carry on oral conversations within the topics taught.

Areas of Study

- Unit 1 – Appearance
- Unit 2 – Daily Routine
- Unit 3 – Hobbies
- Unit 4 – Pets
- Culture – Education system in China

Assessment

- Writing task
- Speaking task
- Reading comprehension
- Listening task

Future Pathways

Year 10 Chinese

VCE Chinese

Recommended Prior Learning

Year 7 & 8 Chinese

YEAR 9 LANGUAGES | ITALIAN

Course Overview [YEAR LONG]

The Year 9 Italian year-long course builds students' confidence and proficiency in communicating in Italian across a range of real-world contexts. Students further develop their speaking, listening, reading and writing skills while expanding their vocabulary and understanding of grammatical structures.

Students learn to exchange information, express opinions, describe experiences, discuss future plans and respond to a variety of texts and situations. They develop greater accuracy and fluency through the use of more complex language, including present and past tenses, modal and reflexive verbs, possessive adjectives, pronouns and increasingly sophisticated sentence structures.

Through the study of authentic texts, media, music, film and cultural resources, students gain a deeper understanding of Italian language and culture. They explore traditions, contemporary life and cultural perspectives while developing intercultural awareness through comparisons between Italian, Australian and other cultures. The course encourages students to become confident communicators and globally aware learners in an increasingly interconnected world

Students wishing to undertake Year 10 Italian must complete Year 9 Italian as a year-based subject.

Areas of Study

- Ask for and give personal information
- Hobbies
- Lifestyle and places
- Past tense
- Clothing and fashion
- Possessive adjectives, modal verbs, reflexive verbs

Assessment

- Grade average for Summative Tasks
- Case studies, Quizzes and Short Tests
- Case Study Itinerary - Summative Task
- Tourism Advertisement - Summative Task

Future Pathways

Year 10 Italian

VCE Italian

Recommended Prior Learning

Year 7 & 8 Italian

Mathematics

YEAR 7

YEAR 8

YEAR 9

Acceleration Mathematics

By invitation only

YEAR 7 MATHEMATICS

Course Overview

In Year 7 Mathematics, students develop their mathematical knowledge and understanding within the three strands of *Number and Algebra, Measurement and Geometry* and *Statistics and Probability*. They explore number theory and convert between fractions, decimals, and percentages. They are introduced to algebra and use variables to construct simple algebraic expressions. Students apply a range of formulae to find the area of simple shapes and calculate the volume of prisms. They extend their knowledge of angles and explore a variety of data displays. They assign probabilities to outcomes of events and analyse and interpret data. Students demonstrate and develop critical and creative thinking skills through various applications of problem solving and reasoning-based problems.

Areas of Study

- Whole numbers and integers
- Fractions, decimals and percentages
- Algebra
- Geometry, location and transformations
- Statistics and probability
- Measurement

Assessment

- The assessment options include but are not limited to:
  - tests
  - investigations
  - student guided instruction/demonstration
  - real world application assignments

YEAR 8 MATHEMATICS

Course Overview

In Year 8 Mathematics, students develop their mathematical knowledge and understanding within the three strands of *Number and Algebra, Measurement and Geometry* and *Statistics and Probability.* They build upon their knowledge of integers and investigate index laws. They extend their knowledge of fractions, decimals, and percentages to profit/loss calculations and terminating and recurring decimals. Students investigate the angle sum of quadrilaterals, find the perimeter/circumference and area of quadrilaterals, triangles, circles, and compound shapes, and the volume of prisms. They learn the basis of the Metric system to convert units of measurement while also exploring representations of time. Students use Venn diagrams and calculate probabilities. They extend their knowledge of algebra to representing linear equations graphically. Students demonstrate and develop critical and creative thinking skills through various applications of problem solving and reasoning-based problems.

Areas of Study

- Number
- Measurement
- Statistics and probability
- Shape
- Algebra and index laws
- Rates and ratios
- Linear equations
- Linear graphs

Assessment

- The assessment options include but are not limited to:
  - tests
  - investigations
  - student guided instruction/demonstration
  - real world application assignments

YEAR 9 MATHEMATICS

Course Overview [SEMESTER 1]

In this subject, students work to solve for the unknown in measurement and geometry and statistics and probability. They build upon their knowledge of statistics and explore measures of centre and spread. Students are introduced to more complex applications of probability and chance and begin utilising their CAS calculator to display data and to solve equations. Students will explore the index laws and develop their skills when working with very large and small numbers. Students are introduced to a range of linear and nonlinear relationships in algebraic settings.

Areas of Study

- Measurement and geometry
- Linear equations
- Data and chance

Assessment

- Formative tasks
- Summative tasks

Future Pathways

Year 10 Mathematics

VCE Mathematics subjects

Recommended Prior Learning

Year 8 Mathematics

Course Overview [SEMESTER 2]

Students develop their understanding of the relevance of algebra in real- world applications both with and without the use of technology. Mathematics progresses far beyond just working with numbers. It allows us to analyse sequences and patterns in both natural and artificial constructs. Maths allows us to interpret patterns and construct rules and formulae that can assist in making estimates and predictions. This subject introduces students to some of the more abstract components to the maths curriculum in the area of number and algebra. Students are introduced to a range of linear and non-linear relationships in both algebraic and graphical settings, with a focus on the key features of linear graphs including gradient, midpoint, and length of line segments.

Areas of Study

- Algebraic techniques
- Indices and scientific notation
- Linear graphs
- Pythagoras' theorem and trigonometry

Assessment

- Formative tasks
- Summative tasks
- Examination

Future Pathways

Year 10 Mathematics

Recommended Prior Learning

Year 9 Mathematics [Semester 1]

Year 8 Mathematics

YEAR 7 MATHEMATICS | MATHEMATICS SOAR

By invitation only

Course Overview

SOAR students develop their mathematical knowledge and understanding within the three strands of *Number and Algebra, Measurement and Geometry* and *Statistics and Probability*. They build upon their knowledge of integers and investigate index laws. They extend their knowledge of fractions, decimals, and percentages to profit/loss calculations and terminating and recurring decimals. Students investigate the angle sum of quadrilaterals, find the perimeter/circumference and area of quadrilaterals, triangles, circles, and compound shapes, and the volume of prisms. They learn the basis of the Metric system to convert units of measurement while also exploring representations of time. Students use Venn diagrams and calculate probabilities. They extend their knowledge of algebra to representing linear equations graphically. Students demonstrate and develop critical and creative thinking skills through various applications of problem solving and reasoning-based problems.

Areas of Study

- Number
- Measurement and geometry
- Statistics and probability
- Algebra and index laws
- Rates and ratios
- Linear equations
- Linear graphs

Assessment

- The assessment options include but are not limited to:
  - tests
  - investigations
  - student guided instruction/demonstration
  - real world application assignments

YEAR 8 MATHEMATICS | MATHEMATICS SOAR

By invitation only

Course Overview [SEMESTER 1]

In this subject, SOAR students work to solve for the unknown in measurement and geometry and statistics and probability. They build upon their knowledge of statistics and explore measures of centre and spread. Students are introduced to more complex applications of probability and chance and begin utilising their CAS calculator to display data and to solve equations. Students will explore the index laws and develop their skills when working with very large and small numbers. Students are introduced to a range of linear and non-linear relationships in algebraic settings.

Areas of Study

- Geometry and measurement
- Data and chance
- Indices and scientific notation
- Linear equations

Assessment

- Formative tasks
- Summative tasks
- Examinations

Future Pathways

Year 9 Mathematics SOAR [Semester 2]

Prior Learning

Year 8 Mathematics SOAR

Course Overview [SEMESTER 2]

SOAR students develop their understanding of the relevance of algebra in real- world applications both with and without the use of technology. Mathematics progresses far beyond just working with numbers. It allows us to analyse sequences and patterns in both natural and artificial constructs. Maths allows us to interpret patterns and construct rules and formulae that can assist in making estimates and predictions. This subject introduces students to some of the more abstract components to the maths curriculum in the area of number and algebra. Students are introduced to a range of linear and non-linear relationships in both algebraic and graphical settings, with a focus on the key features of linear graphs including gradient, midpoint, and length of line segments.

Areas of Study

- Algebraic techniques
- Linear graphs
- Pythagoras' theorem and trigonometry

Assessment

- Formative tasks
- Summative tasks
- Examinations

Future Pathways

Year 9 Mathematics Advanced

Year 9 Mathematics Accerelated SOAR

Prior Learning

Year 9 Mathematics SOAR [Semester 1]

YEAR 9 MATHEMATICS | MATHEMATICS ADVANCED

By invitation only

Course Overview [SEMESTER 1]

In this subject, students will enhance their understanding of the relevance of mathematics in real-world applications, both with and without technology. They will build upon their knowledge of algebra and geometry, applying these concepts to practical problems. Students will explore real-life applications of linear simultaneous equations, as well as measurement, Pythagorean theorem, and trigonometry. In the measurement section, students will deepen their understanding of calculating the area of composite shapes and the volume of prisms and pyramids. They will also be introduced to more complex mathematical applications and will begin using their CAS calculators to solve problems effectively.

Areas of Study

- Linear equations
- Algebraic techniques
- Pythagoras theorem and trigonometry
- Geometry
- Measurement

Assessment

- Formative tasks
- Summative task

Future Pathways

Year 9 Mathematics Advanced [Semester 2]

Prior Learning

Year 8 Mathematics

Year 8 Mathematics SOAR

Course Overview [SEMESTER 2]

In this subject, students are introduced to more abstract components of mathematics. They will explore a range of linear relationships in both algebraic and graphical settings, including gradient, midpoint, segment length, and perpendicular and parallel lines. Students will gain a deep understanding of surds and index laws, solving real-life application problems involving exponential growth and decay, as well as exploring concepts related to probability and statistics. The subject is designed to stretch students' thinking and introduce them to complex mathematical concepts such as the algebraic manipulation of quadratic expressions and equations. It also delves into quadratic graphs and their applications in solving complex real-life problems, both with and without the use of a CAS calculator.

Areas of Study

- Linear relations
- Quadratic expressions and equations
- Indices and surds
- Parabolas
- Probability and statistics

Assessment

- Formative tasks
- Summative task

Future Pathways

Year 10 Mathematics

Year 10 Pre-Mathematical Methods Advanced

Prior Learning

Year 9 Mathematics Advanced [Semester 1]

YEAR 9 MATHEMATICS | MATHEMATICS ACCELERATED SOAR

By invitation only

Course Overview [SEMESTER 1]

SOAR students undertake a range of topics in this course including polynomials which are at the forefront for industries that deal with physical phenomena or modelling situations. This subject is designed to stretch students' thinking and introduce them to complex mathematical concepts such as algebraic manipulation of polynomial expressions, including parabolic and cubic functions. Students learn skills in transforming functions and finding their intersection points. Measurement provides a focus on specific shapes such as cylinders, cones and spheres and composite shapes.

Areas of Study

- Algebra
- Linear and non-linear relationships
- Measurement
- Polynomials
- Real numbers

Assessment

- Formative tasks
- Summative tasks
- Exam

Future Pathways

Year 10 Pre-Mathematical Methods

Recommended Prior Learning

Year 9 Mathematics Accelerated SOAR

Year 9 Mathematics Advanced

Course Overview [SEMESTER 2]

SOAR students continue with their studies including the many fields of mathematics which started from the study of real-world problems, before the underlying rules and concepts were identified. These concepts were then defined as abstract structures such as Algebra. In this subject, students extend their knowledge of statistical analysis, solve logarithmic and exponential equations. Students investigate circular functions, circle angle theorems, the unit circle and its relationship to trigonometric functions and their graphs.

Areas of Study

- Chance and data
- Geometric reasoning
- Pythagoras' theorem and trigonometry

Assessment

- Formative tasks
- Summative tasks
- Exam

Future Pathways

VCE Mathematical Methods Unit 1&2

VCE Specialist Mathematics Unit 1&2

Recommended Prior Learning

Year 10 Pre-Mathematical Methods Advanced

Music

YEAR 7

YEAR 8

YEAR 9

YEAR 7 MUSIC

Course Overview

Year 7 Music introduces students to the fundamentals of music performance, and the theoretical components that accompany it. In Music, students will select and study an instrument of their choosing. These range from clarinet and flute, to trombone and trumpet, violins and cellos, and contemporary instruments such as drums, bass, and guitar. Students will also engage with basic theory concepts and utilise these to inform composition work in Music lessons. These theoretical concepts, such as rhythm, pitch, and range are all explored through singing as well to further enhance the practical and aural skill sets of students.

Students develop their fundamental skills on their instrument with a specialist teacher, along with comprehensive skills in learning to interpret rhythms, notational pitch, and other unique elements of musical literacy. Within these practical skill classes, students will expand their understanding of why Music is important, and the way in which studying Music can positively impact their creative mind sets. At the end of their time with Music in Year 7, students will perform at a concert to show their achievements for the semester, and also be offered a place in the Junior Ensemble Program.

Areas of Study

- Music performance
- Music theory
- Music composition
- Singing

Assessment

- Theory tests
- Solo performance
- Group performance

YEAR 8 MUSIC

Course Overview

Year 8 Music continues the development of students' fundamental music performance skills and extends the theoretical components examined in Year 7. In Year 8 Music, students will either continue studying their prior instrument or commence studies of a contemporary/rock-based instrument. Students will also engage with more advanced musical theory concepts and utilise these to inform their composition work. These theoretical elements, such as advanced rhythms, musical styles, and new pitches, are all explored to further enhance the practical and aural skills of the students.

In these practical skill classes, students will reinforce their understanding of the importance of music appreciation and how studying music can support their critical thinking and problem-solving skills. At the end of Year 8, students will perform for a public audience, showcasing their achievements for the semester, and will be offered a place in the Intermediate Ensemble Program.

Areas of Study

- Music performance
- Music theory
- Music composition
- Singing

Assessment

- Theory tests
- Solo performance
- Group performance

Future Pathways

Year 9 Music

Prior Learning

Year 8 Music

YEAR 9 MUSIC | COURSE OVERVIEW

Music [SEMESTER OR YEAR LONG]

Year 9 Music can be taken as a semester or year long subject. It builds upon the foundational skills developed in earlier years and provides students with the opportunity to further develop their individual musicianship through solo performance. Students will continue studying an instrument of their choosing and will work towards refining their technical skills, performance confidence, and expressive capabilities. Through regular practical lessons, students will learn to interpret increasingly complex rhythms, melodic passages, and musical styles, while developing greater independence as performers.

Students will explore a range of theoretical concepts, including pitch, rhythm, texture, and compositional devices, applying these ideas to both performance and composition tasks. Aural skills and music analysis are further developed through listening, singing, and the study of diverse musical genres and traditions. Students will also investigate how musicians communicate meaning and emotion through performance and composition.

A significant focus of Year 9 Music is the preparation and presentation of solo performances. Students will learn effective rehearsal strategies, goal setting, and performance techniques to support their growth as confident and accomplished musicians. At the conclusion of the course, students will showcase their achievements through a solo performance and will be encouraged to continue their musical journey through the school's ensemble and performance programs.

Year 9 Music Performance students are encouraged to purchase their own instrument. Those requiring the use of a College instrument will incur a $150 hire fee per semester.

Areas of Study

- Performance
- Theory
- Composition

Assessment

- Performance
- Preparing for performance
- Music language

Future Pathways

Year 10 Music

Year 10 Music Technology

Recommended Prior Learning

Year 7 and 8 Music

YEAR 9 MUSIC | COURSE OVERVIEW

Music Technology [SEMESTER LONG]

Music Technology incorporates the artistic and technical application of music technology through composition, recording, editing, mixing and performance.

Throughout the course, students develop theoretical and practical understanding of the basics of audio & music technology, while incorporating the creation of music for a variety of mediums including gaming, film and live performance. They learn to communicate as musicians to connect with global social networks. As part of the course, students will visit a recording studio where the students will be guided by a professional sound engineers. The course is designed to be a pathway to VCE Music Composition.

Areas of Study

- Production
- Studio Engineering
- Film Score Composition

Assessment

- Performance through technology
- Industry knowledge

Future Pathways

VET Music

VCE Music subjects

Recommended Prior Learning

Year 7 and 8 Music

Outdoor Education

YEAR 9

YEAR 9 OUTDOOR EDUCATION | COURSE OVERVIEW [SEMESTER 1]

Rock Adventures

Through exploration and environmental understanding, Rock Adventures offers students the opportunity to become proficient in rock climbing and abseiling, and to build their knowledge of first aid and rescue techniques.

Rock Adventures involves a camp.

Areas of Study

- Climbing
- First Aid
- Abseiling

Assessment

- Climbing practical assessment
- First aid practical assessment and written report
- Abseiling practical assessment

Future Pathways

VCE Outdoor and Environmental Studies Unit 1&2

Recommended Prior Learning

No prior learning required

YEAR 9 OUTDOOR EDUCATION | COURSE OVERVIEW [SEMESTER 2]

River Adventures

River Adventures provides a unique opportunity for students to explore the river environment and the natural forces that drive it. This subject offers students exciting experiences in white water rafting. Students will also develop a practical knowledge of rivers and an understanding of the role that weather plays in regulating river systems.

River Adventures involves a camp.

Areas of Study

- Adventure Skills
- Weather and the River
- River Running

Assessment

- Practical paddling skills assessment
- River paddling trip plan
- Weather written report

Future Pathways

VCE Outdoor and Environmental Studies Unit 1&2

Recommended Prior Learning

No prior learning required

Performing Arts

YEAR 8

YEAR 9

YEAR 8 PERFORMING ARTS | DRAMA

Course Overview

Students extend their understanding of role, character, and relationships, deepening their dramatic practice. They explore the use of voice and movement to fully embody and sustain characters across a range of situations. Through developing skills in focus, timing, and spatial awareness, students learn to enhance the dramatic impact of their performances.

Students draw inspiration from diverse cultures and historical periods, analysing and appreciating both traditional and contemporary drama styles. This enables them to develop an understanding of the social, cultural, and historical influences that shape theatrical productions.

A significant component of the course centres on movement-based drama. Students explore Melodrama through the lens of superheroes and villains, with a focus on character development and exaggerated movement. They also investigate Greek Theatre traditions using a movement-based approach, emphasising collaboration, unity, and ensemble performance through the application of the Greek Chorus.

Throughout the course, students build essential literacy skills by analysing, evaluating, and reflecting on their own work and the work of their peers. Finally, students explore Indigenous Theatre, developing an appreciation of this rich theatrical tradition through the application of stagecraft and creative thinking.

Areas of Study

- Melodrama
- Greek Theatre
- Script Analysis and Stagecraft Application

Assessment

- Melodrama Performance
- Greek Theatre Performance
- Indigenous Theatre Written Stagecraft Analysis

Future Pathways

Year 9 Theatre Studies

Theatre production, acting and performance, directing, playwriting, set designer, critic, costume designer, light and sound, technician, journalism, content creator, radio, podcaster, producer, reporter, animator, mindset coach, lawyer, business

Recommended Prior Learning

No prior learning required

YEAR 9 PERFORMING ARTS | COURSE OVERVIEW

Theatre Studies

In this subject, students explore both performance and stage production, gaining practical experience in onstage and backstage roles. Students may take on responsibilities such as lighting designer, sound technician, or actor, working collaboratively as a class to create fully realised performances.

Through the use of digital technologies, students learn to set up, record, and operate lighting cues. They also develop foundational skills in Foley, creating live sound effects to accompany well-known television or film clips. These technical and performance skills are combined to support student-devised works, which are performed in class as part of formal assessment.

In addition, students have the opportunity to view and analyse a professional theatre performance, developing an understanding of how dramatic works are interpreted and transformed from page to stage.

Areas of Study

- Production Roles
- Live Production Viewing
- Live Production Presenting

Assessment

- Production Role Presentation
- Performance Analysis
- Live Production Presentation

Future Pathways

Year 10 Theatre Studies

VCE Theatre Studies Unit 1&2

Theatre production, acting and performance, directing, playwriting, set designer, critic, costume designer, light and sound, technician, journalism, content creator, radio, podcaster, producer, reporter, animator, mindset coach, lawyer, business

Recommended Prior Learning

Year 8 Drama

Science

YEAR 7

YEAR 8

YEAR 9

YEAR 7 SCIENCE

Course Overview

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems.

Students explain the role of classification in ordering and organising information about living and non-living things. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They also learn how the properties of the different states of matter can be explained in terms of motion and arrangement of particles. Students explain changes in an object's motion by considering the interaction between multiple forces. They make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

Areas of Study

- Scientific Enquiry
- States of Matter
- Mixtures
- Forces and Machines
- Classifications
- Ecosystems
- Earth, Moon and Sun

Assessment

- Scientific report
- Practical investigation task
- Topic tests
- Research task

Future Pathways

Year 8 Science

YEAR 8 SCIENCE

Course Overview

Science provides opportunities for students to develop an understanding of important science concepts and processes, its contribution to our culture and society and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Students explore changes in matter at a particle level and distinguish between chemical and physical change. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Students will also use light microscopes to explore different cell types, structures and functions. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students make accurate measurements and control variables in experiments to analyse relationships between system components. Students explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

Areas of Study

- Elements and Compounds
- Physical and Chemical Change
- Cells
- Body Systems
- Energy and Electricity
- Dynamic Earth and Rocks

Assessment

- Topic tests
- Practical investigation tasks
- Research tasks
- Quizzes
- Scientific report

Future Pathways

Year 9 Science

Recommended Prior Learning

Year 7 Science and strong literacy skills

YEAR 9 SCIENCE

Course Overview

Students develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims. Students also learn to solve problems and make informed, scientific evidence-based decisions about applications of Science.

In this course students learn that scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. They study about ecosystems which consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems. Students learn how different types of chemical reactions are used to produce a range of products and can occur at different rates. Students will also study electric circuits focusing on how the operation of circuits can be explained by the concepts of voltage and current.

Areas of Study

- The Atom
- Generating Electricity
- Control Systems, Coordination, Reproduction
- Chemical Reactions
- Global Systems
- Light and Sound

Assessment

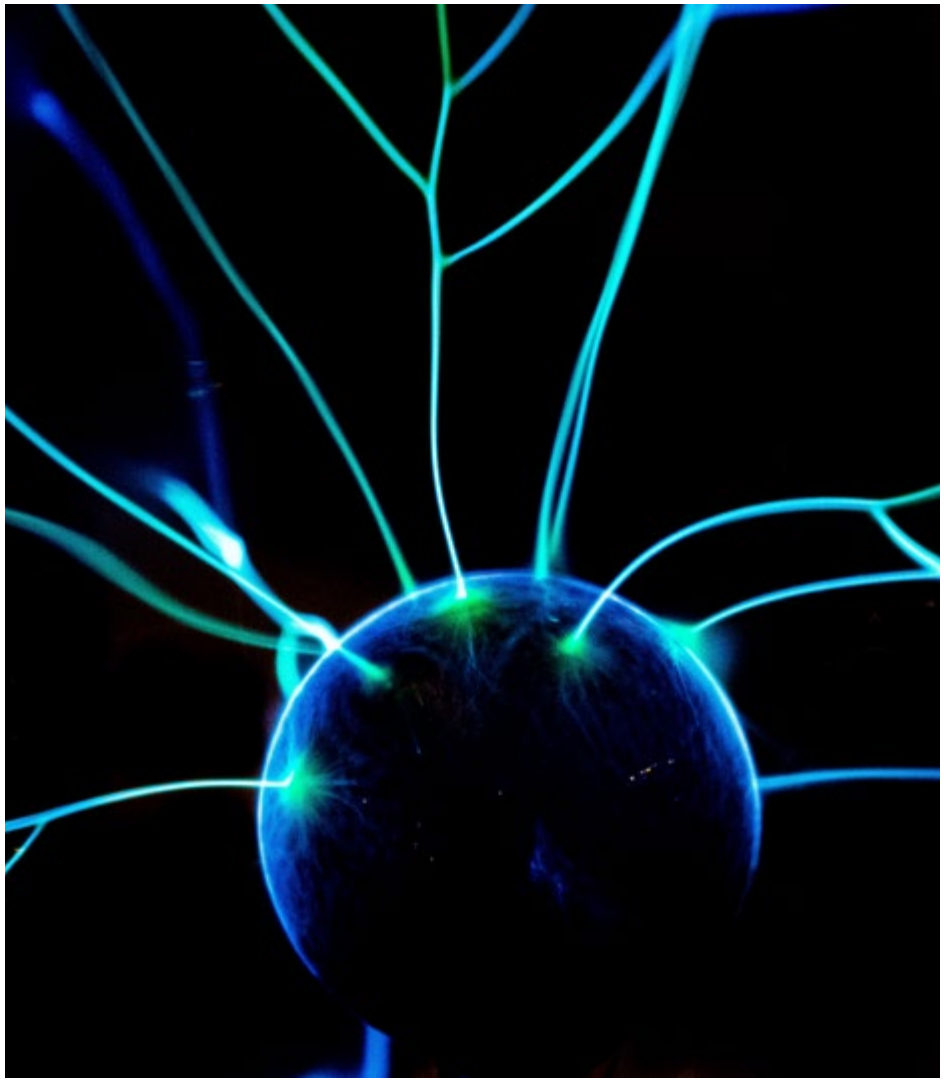
- Topic tests
- Practical investigations
- Research tasks
- Quizzes
- Scientific report

Future Pathways

Year 10 Science subjects, specialising in one discipline

Recommended Prior Learning

Year 8 Science and strong literacy skills



Visual Arts

YEAR 7

YEAR 8

YEAR 9

YEAR 7 VISUAL ARTS | ART

Course Overview

Year 7 Art introduces students to a variety of techniques, processes and art forms through the creative process. Students develop art practices through exploring, creating and presenting artworks. This course is designed to teach students skills and techniques in painting, drawing and sculpture. Responding to different artists and artworks, students begin to learn about art analysis and art language.

Areas of Study

- Visual Language
- Elements of Art including Colour, Line, Shape and Form
- Art mediums including painting, drawing and sculpture

Assessment

- Theory / written responses in Art Diary
- Practical tasks

Future Pathways

Year 8 Visual Art
Year 9 Visual Art

Recommended Prior Learning

No prior learning required

YEAR 8 VISUAL ARTS | ART

Course Overview

Year 8 Art builds on the skills, techniques and processes learned from previous years through the creative arts practice. Art forms explored include, painting, printmaking and drawing. Students will learn about a variety of artists and artworks to inspire and inform their own art making. Students begin to analyse art through the exploration of historical and contemporary artists and their artworks.

Areas of Study

- Visual Language
- Drawing
- Printmaking
- Painting
- Indigenous Art

Assessment

- Theory / written responses
- Practical tasks

Future Pathways

Year 9 Creative Arts: Drawing, Painting, Sculpture

Year 9 Creative Arts: Photography

Year 9 Media: Filmmaking

Year 9 Visual Communication Design: Architecture

Year 9 Visual Communication Design: Digital Design

Recommended Prior Learning

Year 7 Art

YEAR 9 VISUAL ARTS | COURSE OVERVIEW [ELECTIVE]

Creative Arts: Drawing, Painting, Sculpture

In Creative Art, students explore materials and techniques in a variety of art forms, such as painting, printmaking and drawing. Using the creative practice as a framework, students begin to form their own personal style and develop technical skills using different materials and processes. Research, sketches and annotations are recorded in a visual diary to support their art practice.

Areas of Study

- Drawing
- Painting
- Printmaking
- Sculpture
- Visual language

Assessment

- Body of work
- Folio / visual diary
- Theory / visual analysis

Future Pathways

Year 10 Art: Art Creative Practice

Year 10 Media: Photography and Filmmaking

Year 10 Visual Communication Design: Architecture and Product Design

VCE Art Creative Practice Unit 1&2

VCE Media Unit 1&2

Artist, illustrator, gallery curator, education officer, art direction, set designer, graphic designer, concept artist for films and video games

Recommended Prior Learning

Year 7 & 8 Visual Arts subjects

YEAR 9 VISUAL ARTS | COURSE OVERVIEW [ELECTIVE]

Creative Arts: Photography

In Creative Arts: Photography students will explore the Art Elements and Principles with the use of DSLR cameras and Adobe programs.

This subject introduces students to the DSLR cameras for the first time developing their understanding of how to use the camera, and ways to manipulate the images they create with Adobe Photoshop. Students will learn how to take a Manual photo, learning how to use the exposure Triangle when taking their photos.

Students in this class will create a series of photographic artworks ranging from Portraiture to Reproduction, will document their creative process in a Digital Folio and present their final artworks in Frames.

Areas of Study

- Art Elements and Principles
- Artworks from a variety of time periods and cultures
- Visual language (Critique and Reflection)

Assessment

- Written Report
- Digital Visual Diary
- Photographs

Future Pathways

Year 10 Art: Art Creative Practice

Year 10 Media: Photography and Filmmaking

Year 10 Visual Communication Design

VCE Art Creative Practice Unit 1&2

VCE Media Unit 1&2

Artist, photographer, filmmaker, gallery designer, animator, illustrator, designer, gallery curator, education officer, art direction, set designer, concept artist for film, TV and video games.

Recommended Prior Learning

No prior learning required

YEAR 9 VISUAL ARTS | COURSE OVERVIEW [ELECTIVE]

Media: Filmmaking

In the making of media arts works, students study and undertake three key production processes: pre-production, production and post-production. This subject introduces students to the moving image and the fundamentals of filmmaking technical and symbolic codes and conventions, from creating simple analogue and digital animations to creating short films. Students learn the importance of developing pre-production techniques, like storyboarding and script writing, production techniques, like compositional techniques using DSLR cameras during image capture to post-production editing techniques using Adobe Premiere Pro. Consideration of media techniques will support student experimentation with creating successful films. Studying how filmmakers across different historical and cultural contexts use film codes and conventions will support the development of students' analytical skills and provide inspiration for ideas to explore in their own filmmaking.

Areas of Study

- Pre-production – Analysing & planning representations
- Production – Camera & compositional techniques
- Post-production – Film editing techniques

Assessment

- Film analysis
- Pre-production Planning
- Short film

Future Pathways

Year 10 Art: Art Creative Practice

Year 10 Media: Photography and Filmmaking

VCE Art Creative Practice

VCE Media

Recommended Prior Learning

No prior learning required

Visual Communication Design: Architecture

This subject deals with creating the human designed environment. Students plan and design, built environments, with a focus on technical 2D and 3D drawing, freehand drawing and digital design. This includes the creation and design of floor plans, NSEW elevations and 3D representations through the use of point-perspective drawing techniques. Essentially the course will ask students to be problem solvers in a growing world. Students learn about the historical elements and importance of effective architectural design from a range of styles, genres and experts. Design language is studied to assist students with their ideas and planning. The subject is built around the design process and creating and working to design briefs. Students will move from concept to production, learning rendering skills with pencils and ink markers to create surface textures. Programs such as Illustrator and Sketch-Up will be used to enhance 3D architectural forms.

Areas of Study

- Technical drawing for architecture
- Analysis of Architect Design process

Assessment

- 2D / 3D technical drawing tasks
- Manual and digital drawing and rendering tasks
- Folio
- Analysis tasks
- Digital model-making

Future Pathways

Year 10 Visual Communication Design

VCE Visual Communication Design Unit 1&2

Architecture, interior design, landscape design, construction

Recommended Prior Learning

No prior learning required

Visual Communication Design: Digital Design

Students concentrate on several aspects of the design process using manual and digital methods of application. Subjects covered include manual and digital drawing, illustrator, typography, design briefs, factors that influence design and design elements and principles. Common projects covered include design logos (logos and branding), advertising and product packaging.

Illustrator and digital platforms form are large aspect of the course. Students learn about the importance of, and implementation of effective graphic design from historical and contemporary design styles.

Areas of Study

- Digital drawing methods
- Manual drawing methods
- Package design challenge - research, generation of ideas, development of concepts, refinement and resolution of presentational design
- Analyse and evaluate visual communications from different historical, social and cultural contexts

Assessment

- Folio
- Communication design analysis
- Elements and principles

Future Pathways

Year 10 Visual Communication Design

VCE Visual Communication Design Unit 1–4

Graphic designer, illustrator, web designer, animator, video game designer, packaging designer, app designer, comic artist, visual merchandising, concept artist for films and video games

Recommended Prior Learning

No prior learning required

GLOSSARY

Abbreviations and terms explained.

Authentication

The process of ensuring that the work submitted by students for assessment is their own.

Areas of Study

Represent topics, concepts or a group of topics that will be studied during the subject.

Assessment Items

A task set by the teacher to evaluate a student's understanding of the learning. Assessment can come in many forms. Progressive or formative assessment supports student to monitor their progress. Achievement tasks or summative assessment tasks are usually held at the end of topic and give students an understanding of their final level of performance.

Elective

A subject or group of subjects where students have an opportunity to select a preference for their focus of study.

Semester

One half of the school year. Most units are completed in one semester.

Special Provision

Special arrangements that are made for students who are experiencing difficulty and hardship. The categories to gain special provision are very specific and arrangements may be different at different year levels and for different tasks.

Study/Studies

Refers to a subject available for students to complete. This may be a subject that runs for one semester or for two or more semesters.

Unit

A program of study that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1&2 are usually studied in Year 11 and Unit 3&4 in Year 12.

VCE

Victorian Certificate of Education. The most commonly studied senior completion certificate in Victoria.

VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

Strive for the highest

MARCELLIN COLLEGE
160 Bulleen Road, Bulleen VIC 3105 | +61 3 9851 1589 | info@marcellin.vic.edu.au | **marcellin.vic.edu.au**