

YEAR 9 - 2016 COURSE SELECTION HANDBOOK



**ST ALBANS**  
SECONDARY COLLEGE



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# YEAR 9 2016 COURSE SELECTION HANDBOOK

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# YEAR 9 COURSES

1. In choosing subjects at Year 9 level you should always make sure that you keep all your options open and take as wide a range of subjects as you can. In other words, do not decide to drop subjects which later on you may decide to take up again. This applies especially to subjects where you build up your knowledge and skills each year, for example, languages and art and craft subjects.
2. If you have no real idea of what you want to do when you leave school, it might help to talk to Mr Kortuem in the Careers Room. It is difficult to choose subjects if you do not know what you are aiming for.
3. You will study 5 compulsory subjects: English, Health and Physical Education, Humanities, Mathematics, Science, and one of French, Italian, Japanese or Vietnamese. You will have the choice of 4 elective units.
4. When choosing your elective subjects, think about your interests and ability in the different subject areas. You must do at least one semester from the Arts Elective area. Your remaining electives may be chosen from any of those electives listed on page 6.  
  
You have been asked to select 4 more electives than is necessary. This is so that if your first choices do not run due to low class sizes, you will be placed in your next choice as much as possible. So it is important to list electives in order of priority. The electives offered will depend on staff availability, student demand and certain other organisational arrangements.
5. Any questions about the material in this booklet can be directed to your Year Level Coordinator, Subject Coordinator, and the Careers Teacher.

**Ms McKenzie**  
**Ms Annetts**  
**Ms Dorigo**  
**Ms McFarland**  
**Mr Ryan**

**Middle School Coordination Team**

# CAREERS INTRODUCTION

There are 3 factors to be considered when deciding on subjects:

1. Do you have some ability in the type of subject?
2. Do you enjoy that field of study?
3. How does it relate to your career intentions?

You should begin now finding out as much information as possible about different careers. To find out more about careers:

1. **Talk to People** - A good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.
2. **Work Experience** - This can give you an insight into the world of work and an awareness of whether a particular job is right for you. Year 10 students do work experience the last two weeks of term two.
3. **Vocational Guidance** - There are people who can offer you specialised help in the careers area. Begin by visiting the Careers Room and talking to your Careers teacher at school.
4. **Check out the following web pages:**
  - My Future: [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - Job Guide: [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au)
  - VTAC Course Link (free service)  
An interactive web-based program aimed to assist students in Years 10-12 and their parents to investigate course options based on arrange of criteria, including interests, studies undertaken and results. [www.vtac.edu.au](http://www.vtac.edu.au)

# YEAR 9 COURSE SELECTION SHEET

All students study the following **core subjects**:

**FULL YEAR**

English/EAL/Extension English

**Choose either English, EAL or Extension English  
(Enrichment English is only available to Yr 8 ACL students)**

Mathematics/Year 10 Maths A  
Health and Physical Education  
Science  
Humanities

**Choose either Maths or Year 10 Maths A  
(Maths A is only available for Extension students)**

**ALL STUDENTS ALSO STUDY ONE OF:**

French  
Italian  
Japanese  
Vietnamese

**Must be the same subject you studied in Year 8**

All students must complete **four electives**, one of which must be an Arts Elective and one must be a DCandT Elective. The remaining two can come from any of the four groups.

Art Electives	Design Creativity and Technology (DC and T)	Health and Physical Education	Science	Extension
Art	Electronic Systems	Health Education	Horticulture	Advance
Dance	Food and Technology	Elite Exercise Science		Extension English
Drama	Information Technology	Physical Education		Forensic Science
Multimedia Art and Design	Textiles			Maths B (Maths B Semester 1 and 2 for Year 8 Extension students only)
Music	Woodwork			
Visual Communication				

**1st**

**3rd**

**2nd**

**4th**

Choose **four other electives** in case you are unable to be placed in your first preferences, one of which must be an Arts Elective, and one must be a D.C. and T. Elective.

**1st**

**3rd**

**2nd**

**4th**

**Parent Signature:**

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## ENGLISH

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### Length of Course

Full year subject.

### Aims

- To develop students' ability in approaching language critically.
- To develop in students the ability to use various styles for different writing situations.
- To develop students' speaking and listening skills.
- To develop students' appreciation of literature.
- To improve and consolidate students' basic English skills, and where possible, to develop students' computer skills.
- To develop in students the ability to read for pleasure.

### Overview

Participation in many aspects of Australian life depends on effective communication in Standard Australian English and English is invaluable globally. The study of English helps create confident communicators, imaginative thinkers and informed citizens and helps young people develop the knowledge and skills needed for education, training and the workplace.

### Contents / Skills

In English, students learn to:

- Listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts;
- Appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, interact with others, entertain, persuade and argue; and
- Develop interest and skills in inquiring into various forms of texts, and literature.

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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### Length of Course

Full year subject.

The EAL course at St Albans Secondary College is structured according to the language needs and levels of the EAL students. Students are assigned to the appropriate language level classes that will best meet their needs.

### Aims

- To improve listening, speaking, reading and writing skills through practice and reflection.
- To communicate effectively in writing and speech in a variety of contexts.
- To understand and use in meaningful contexts the systems of spoken and written English, that is, its conventions of sounds, spelling, word formation, vocabulary and grammatical structures.
- To enjoy and find value in a wide range of language activities.
- To develop the skills of comprehension and interpretation.

### Overview

Participation in many aspects of Australian life depends on effective communication in Standard Australian English and English is invaluable globally. The study of EAL helps create confident communicators, imaginative thinkers and informed citizens and helps students from non-English speaking backgrounds to develop the knowledge and skills needed for education, training and the workplace. EAL classes provide students with additional time and support and specialised teaching to address students' developing language proficiency.

### Contents / Skills

In EAL, students learn to:

- Listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts;
- Appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, interact with others, entertain, persuade and argue; and
- Develop interest and skills in inquiring into various forms of texts, and literature.

### Selection Advice

EAL classes are for students who speak a language other than English at home and who have been enrolled in an Australian school for less than five years.

## EXTENSION ENGLISH

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### Overview

Extension English focuses on developing students' analytical, creative and critical thinking and communication skills. Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses.

### Contents / Skills

Extension English students refine their skills by engaging critically and creatively with texts and they hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations. In addition to the content and skills of the English course, Extension English aims to develop students':

- Understanding of the use of the English language;
- Appreciation and creation of interpretive, persuasive and imaginative texts; and
- Engagement in critical analysis and reflection.

### Selection Advice

Extension English is offered to students who achieve an exemplary result in Year 8 Extension English and it may be offered to other Year 8 students if their English teacher recommends them for the course. Students of Extension English need to be highly motivated to study at an advanced level and to take on an increased workload.

# LITERACY SUPPORT / LITERACY SUPPORT EAL

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### Overview

The Literacy Support Program is designed to develop students' literacy and communication skills in order to help them meet the academic demands of secondary school students.

### Contents / Skills

- During highly structured lessons, students in the Literacy Support Program develop decoding and reading comprehension skills during independent and group reading sessions.
- Continue to build their vocabulary and practice proofreading and editing; and learn the skills to write a variety of text types.
- Learn to identify, understand and analyse a variety of visual texts.
- Begin to create meaningful visual texts of their own.

### Selection Advice

Entry into the LSP subjects is by teacher recommendation.

## HEALTH and PHYSICAL EDUCATION

### Length of Course

Full year subject.

### Aims

- To develop the desire and ability to actively participate in physical activity throughout life.
- To develop the ability, knowledge and understanding of movement and movement skills in a range of physical recreational pursuits.
- Students maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity.

### Contents / Skills

- Core Physical Education consists of two practical periods and one period of theoretical work per week. Activities will involve the use of facilities which are school based as well as community based activities.

#### Practical Activities

- |              |                     |                   |
|--------------|---------------------|-------------------|
| • Fitness    | • Softball          | • Football Codes  |
| • Basketball | • European handball | • Indoor Hockey   |
| • Tennis     | • Badminton         | • Ten Pin Bowling |

#### Theoretical Activities

- Describing the qualities essential to forming positive relationships.
- Define factors that shape personal identity.
- Examine potential consequences of developing more intimate relationships.
- Develop, implement and evaluate a personal physical activity and fitness plan.
- Describing lifelong physical activities from other cultures designed to develop the mind and body.

### Required Clothing

- School Sports tracksuit pants / shorts.
- School Sports polo top and tracksuit top.
- Runners.

**NOTE:** There is a charge attached to the Ten Pin Bowling activity.

## HUMANITIES

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### Length of Course

Full year subject.

### Aims

- To provide students with the opportunity to understand the Australian economy and to learn how to best manage their personal finances.
- To develop students understanding of how humans interact with natural environments and how we can best manage these environments.
- To understand the history of the modern world from 1750-1918.
- To take a holistic approach to studying the Humanities, making links between disciplines and always drawing on knowledge and skills learnt outside the focus of the study.

### Contents / Skills

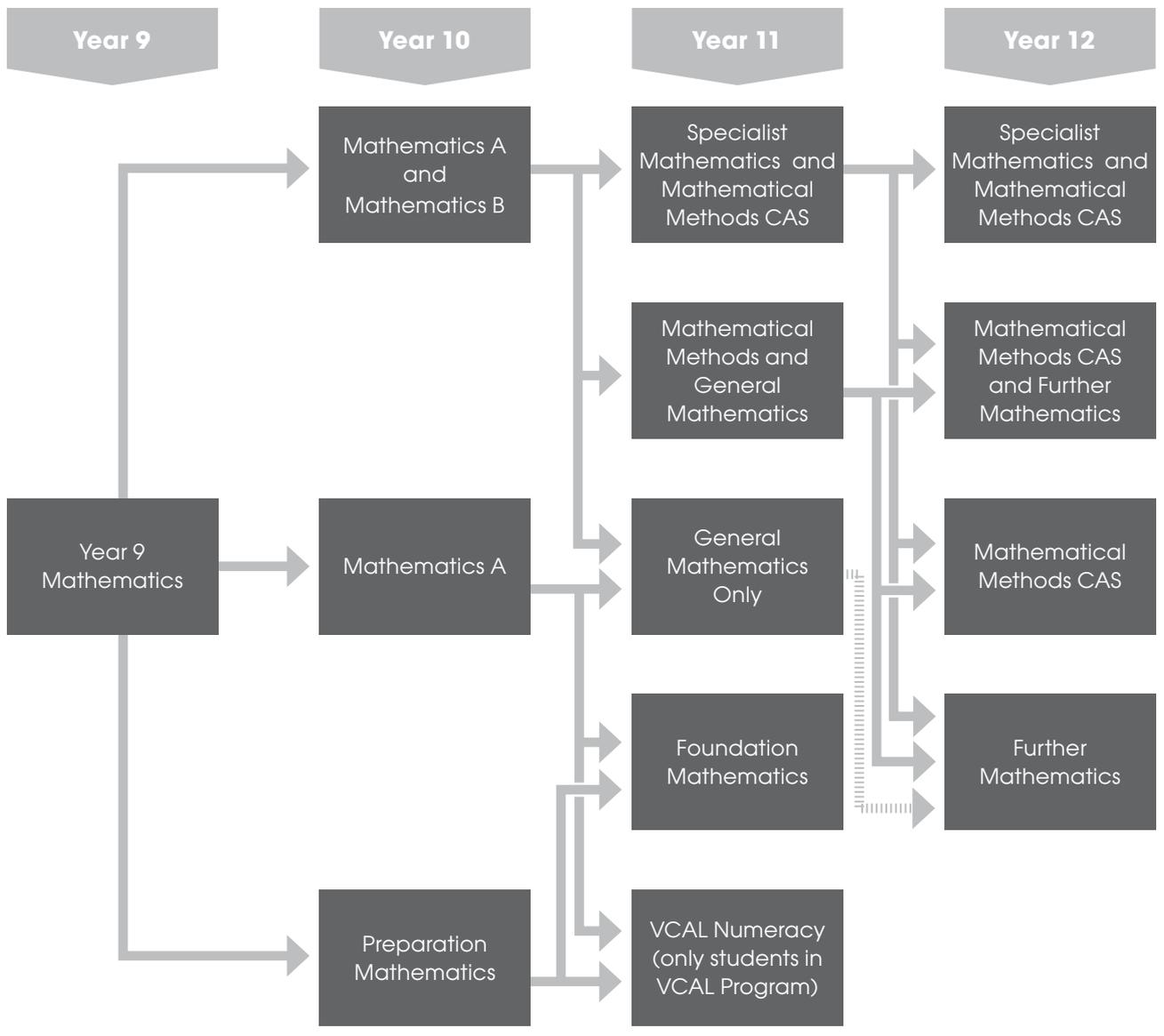
The subject involves the study of Humanities (Commerce, Geography, Civics and Citizenship, History) and the City Experience.

Students will study the following topics:

- The Australian economy.
- How to make informed personal economic decisions.
- The Industrial Revolution.
- Australian History from colonial times until federation.
- The First World War.
- What democracy means in Australia.
- Biomes and food security.
- Tourism.

## MATHEMATICS

### MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12



**Key**

-  Usual pathway based on satisfactory completion
-  Possible pathway

## MATHEMATICS

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### Length of Course

Full year subject.

### Aims

- To provide students with the opportunity to study Mathematics in the areas of number theory, algebra, geometry, measurement, trigonometry, and statistics.
- To prepare students for Year 10 Mathematics subjects.

### Contents / Skills

The course in this subject will involve study in the following topics;

- |            |                              |                     |
|------------|------------------------------|---------------------|
| • Number   | • Measurement                | • Solving Equations |
| • Algebra  | • Trigonometry               | • Graphing          |
| • Geometry | • Probability and Statistics | • Quadratics        |

### Pathways into Year 10

- Eligibility for inclusion in both **Mathematics A and Mathematics B** requires a 'C' or above topic test average in both semesters at Year 9.
- Eligibility for **Mathematics A only** requires a 'D' or above topic test average in both semesters at Year 9.
- **Preparation Mathematics** is appropriate for students who had difficulty in achieving a satisfactory result during Year 9 Mathematics or who were on a modified program.

### **ACCELERATED MATHEMATICS**

Accelerated Mathematics will be offered to students who have studied Year 8 Extension Mathematics.

The course will allow students who are highly motivated to study Mathematics at a higher level of complexity and at a higher level than other Year 9 students.

A possible pathway for these students is shown in the extension mathematics diagram shown on the next page.

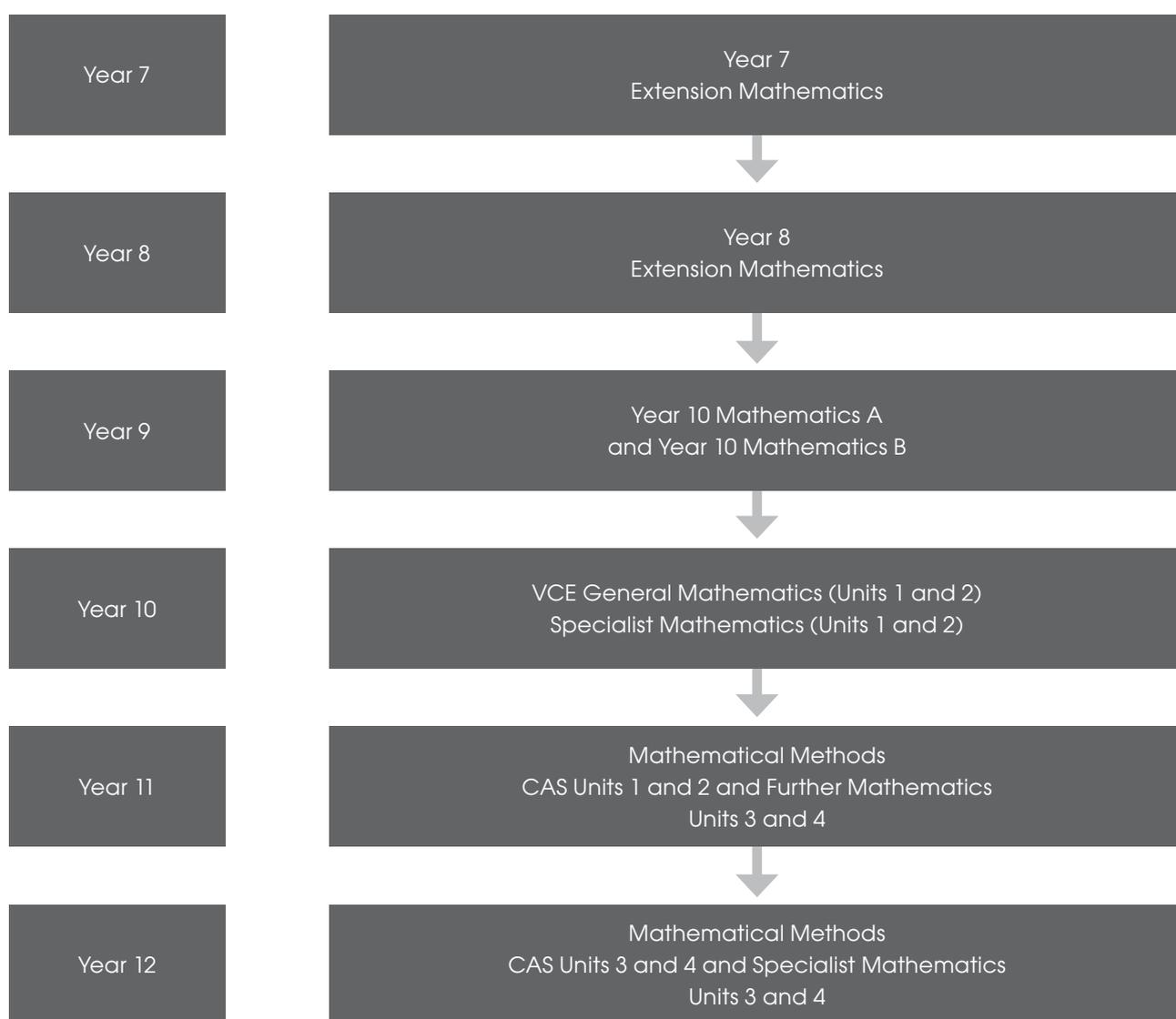
# CORE SUBJECTS

## EXTENSION MATHEMATICS

### PATHWAY FROM YEAR 7 TO YEAR 12

During Year 7 and Year 8, students complete the Year 7-9 Mathematics Curriculum.

In Year 9, students complete Year 10 Mathematics B as their CORE Maths and Year 10 Mathematics A as one of their electives.

**Key**

Usual pathway based on  
satisfactory completion

## MATHEMATICS A

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### Aims

Mathematics A has two main aims;

- To give students a general background in Mathematics which builds on previous knowledge.
- To prepare students for further study in mathematics at VCE level.

### Contents / Skills

Students will study:

- Mensuration - Pythagoras' Theorem, area, surface area and volume;
- Algebra - expanding and factorising linear, and simple quadratic equations;
- Linear relationships - gradient, intercepts, lines of best fit, simultaneous equations, and inequations;
- Trigonometry - trigonometric ratios, calculations in two and three dimensions;
- Probability; and
- Statistics.

### Eligibility

- Eligibility for **Mathematics A** of year 8 requires students to have studied year 8 Maths Extension.

## MATHEMATICS B

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### Overview

Mathematics B must be taken in conjunction with mathematics A. The topics studied build on, and extend the topics done in Mathematics A, there are also topics that specifically relate to the VCE Mathematics Study Design. Students will have the opportunity to use graphics calculators to develop their skills in the use of the technology, prior to studying VCE.

### Content/ Skills

Students will study:

- Number - indices and index laws, standard form, surds, exponential relationships;
- Quadratic relationships - algebraic techniques for factorising and solving quadratic equations, graphing techniques;
- Geometry: circle theorems and construction; 3 – dimensional drawing and the geometry of solids; triangle construction; transformations, the unit circle; and
- Matrices - definition, addition, subtraction, multiplication, inverses, application in equation solving and practical situations.

### Eligibility

- Eligibility of Mathematics B requires students to have studied Year 8 Mathematics Extension.

## SCIENCE

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### Length of Course

Full year subject.

### Aims

- To develop scientific knowledge.
- To use a range of tools (i.e. computer models and simulations) to explain and interpret observations.
- Perform and design controlled experiments.
- Present data and reports of investigations.

### Contents / Skills

- Introduction to Science
- Biology
  - Living with microbes
  - Ecosystems
  - Body Balance
- Chemistry
  - Everyday reactions
- Physics
  - Light and sound
  - Using electricity
  - Electrical Energy
  - Inside the Atom
  - Communication Technology
- Geology
  - Dynamic Earth

## FRENCH

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### Pre-Requisite

Students to have studied French in Years 7 and 8 prior to this course.

### Length of Course

Full year subject.

### Aims

- To improve communication, listening, reading and writing skills in French on a variety of specified topics.
- To enjoy and find value in a wide range of language activities to promote interest in the French way of life, geography and history.
- To encourage students to recognise the connection between different languages and to enhance their appreciation of their own cultural background.

### Contents / Skills

- Young people in France and Australia penfriends.
- Planning and going on a trip to Paris and other places in France.
- How people use their French outside of the classroom.
- The French speaking presence in Melbourne.

During these topics, new parts of grammar will be introduced. These include irregular verbs, simple past and future tenses.

Some topics in the Personal world, health and travelling will be covered and students will complete a Travel Destination project in Semester Two.

## ITALIAN

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### **Pre-Requisite**

Students to have studied Italian in Years 7 and 8 prior to this course.

### **Length of Course**

Full year subject.

### **Aims**

- To improve communication, listening, reading and writing skills in Italian on a variety of specified topics.
- To enjoy and find value in a wide range of language activities to promote interest in the Italian way of life, geography and history.
- To encourage students to recognise the connection between different languages and to enhance their appreciation of their own cultural background.

### **Contents / Skills**

- Young people in Italy and Australia penfriends.
- Planning and going on a trip to Rome and other places in Italy.
- How people use their Italian outside of the classroom.
- The Italian speaking presence in Melbourne.

During these topics, new parts of grammar will be introduced. These include irregular verbs, simple past and future tenses.

Some topics in the Personal world, health and travelling will be covered and students will complete a Travel Destination project in Semester Two.

# JAPANESE (2ND LANGUAGE)

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### **Pre-Requisite**

Some topics in Japanese history and culture will be covered, and students will complete cultural projects.

### **Length of Course**

Full year subject.

### **Aims**

- To improve communication and writing skills in Japanese on a variety of specified topics.
- To enjoy and find value in a wide range of language activities to promote interest in the Japanese way of life, geography and history.
- To encourage students to recognise the connection between different languages and to enhance their appreciation of their own cultural background.

### **Contents / Skills**

Revision of topics covered in Years 7 and 8, followed by a variety of new topics including:

- Weather;
- Seasons and festivals;
- Folk tales;
- Shopping;
- Food;
- Reading and writing Kanji;
- Word processing in Japanese scripts using the school computers; and
- The Japanese presence in Melbourne's CBD.

## VIETNAMESE

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### Pre-Requisite

Basic reading and writing skills are required to be accepted into this course.

### Length of Course

Full year subject.

### Aims

- To provide students with the ability to read and write in such a way as to allow them to be aware of their surroundings in Vietnamese.
- To prepare students with the basic fundamentals in understanding the Vietnamese language.
- To help students develop and understand an awareness of the way different ideas can be expressed in Vietnamese.

### Contents / Skills

- Education.
- Career.
- Commerce.
- Transport.
- Travelling.
- Sports.
- Health and Environment.
- Science and Technology.
- History - Vietnamese Heroes: Tran Hung Dao and Ly Thuong Kiet.
- The Vietnamese presence in Melbourne's CBD.

**NOTE:** It is assumed that students are able to speak in Vietnamese and have a basic ability to read and write in Vietnamese.

## ART

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### Length of Course

One semester.

### Aims

- To develop an understanding of the art-making process for 2 Dimensional Works.
- To inquire into art materials and techniques.

### Contents / Skills

- Students will develop an understanding of the elements of 2 Dimensional Art through drawing, painting and print-making.
- Students will develop their ideas and thoughts within a workbook.
- Students will make a range of artworks based on their workbook designs.
- Students will explore and respond to various historic styles and Artists' individual approach to art making.

## DANCE

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### Overview

Students will choreograph and perform duet and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences. They will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices. Students will develop awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances. They will use the language of dance to analyse and respond critically to a range of dance works.

### Contents / Skills

Students will study:

- Elements of Dance – Body, Action, Space, Time, Energy;
- Technical Skills – Accuracy, Control, Balance, Rhythm, Flow, Focus; and
- Expressive Skills – Involvement of Whole Self, Projection, Interpretation, Musicality, Group Awareness.

### Eligibility

The study of the Arts is an inclusive curriculum. This subject is open to all Year 9 students and is an ideal platform to celebrate diversity.

### Pathways

Successful completion of Year 9 Dance begins a pathway to enrolling in VET and VCE Dance in Years 11 and 12.

## DRAMA

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### Length of Course

One semester.

### Aims

- To develop expressive skills such as movement, voice, gesture and facial expression to portray characters.
- To develop a knowledge of dramatic elements such as Gesture, Symbol, Conflict. Contrast and Mood.
- To become familiar with basic stagecraft elements such as costume, props, make-up, sound and lights.
- To develop knowledge of different theatre styles, including Storytelling, Melodrama, Comedy, Naturalism and Non-naturalism.
- To confidently present solo and group work in class and in front of an audience.
- To reflect on work done in class, through discussions and by keeping a journal.
- To develop a language with which to talk and write about dramas.
- To develop script writing and script adaptation skills.
- To develop an understanding of conventions.
- To analyse and evaluate a professional performance.
- To focus on the processes used to develop and create non naturalistic and naturalistic performance pieces.

### Contents / Skills

- Activities to develop expressive skills and an understanding of dramatic elements, including character development, mime, role plays and Theatre sports. This will involve individual work as well as small and large group work.
- Lessons to teach theatre skills, such as make-up, sound and lights.
- The study of Melodrama, Storytelling, Comedy, Naturalism and Non-Naturalism.
- The development of a play in the style of either a Melodrama, Storytelling, Comedy, Naturalism or Non-Naturalism including workshops, improvisations and rehearsals.
- At least one presentation of a play using a particular performance style.
- A research project on Melodrama or Comedy.
- A performance analysis on a professional performance.
- A reflective journal for the analysis of the performance making process.

# MULTIMEDIA ART and DESIGN

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### Length of Course

One semester.

### Aims

- Students increase their knowledge of computer application in a range of design processes.
- Develop and apply knowledge of production and manipulation of digital images.

### Contents / Skills

- Create a range of imagery from digital stills to animation.
- Apply the design process to create and manipulate digital images.
- Explore Industrial knowledge including health and safety.
- Apply a range of multimedia software, equipment and processes including digital projection, scanning, printing, animation and digital photography to create artworks and visual designs.
- Produce and manipulate digital images.
- Create, manipulate and incorporate digital images into a range of products including web pages.

# MUSICAL FUTURES

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### Length of Course

One semester or two semesters.

### Aims

- To develop skills in practical music and performance in solo and group contexts.
- To present a prepared program in performance.
- To develop skills in the creative organisation of sound.
- To develop aural comprehension skills.
- To become familiar and experiment with the characteristics of the work of selected composers and performers.
- To develop an awareness of aspects of the instrument and the performer.

### Contents / Skills

- Instruction study – musical futures ensemble program.
- Group performance skill development.
- Creative organisation of sound – composing, improving and arranging.
- Studies in musical style – Perspectives in performance.
- Music Theory: musical relationships and music theory skills.
- Aural comprehension development – melodic intervals and rhythm dictations.

### Additional Information

The Year 9 Music course may vary according to student background and interest and can range from Classical to Rock/Pop.

The subject is designed to enable students to develop the necessary skills to play an instrument in both solo and group contexts and in developing general musicianship.

Students will develop skills in the organisation of sound, exploring the use of modern technology, aural training and analytical skills through listening, performance and studying musical concepts.

In specially approved cases it may be possible for a student to undertake the course for a full year.

# VISUAL COMMUNICATION

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### Length of Course

One semester.

### Aims

- To provide an introduction to advanced graphic techniques, elements, principles, devices and systems.
- To provide experiences which will enable the students to better understand careers in Art/Craft teaching, Advertising, Architecture, Graphic Design, Computer Graphics, Fashion, and Interior Design.

### Contents / Skills

Students explore information design, promotional design, and technical design.

Students are involved in a range of inquiries including:

- Freehand, Instrumental and Computer Generated Designs;
- Mapping;
- Symbols;
- Technical Drawing and Product design; and
- Illustration.

# ELECTIVE SUBJECTS – DESIGN, CREATIVITY AND TECHNOLOGY

## FOOD and TECHNOLOGY

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### Length of Course

One semester.

### Aims

- To develop problem solving techniques for use with the design process - investigate, design, produce, evaluate.
- To use and evaluate a range of tools, equipment and machines.
- To develop awareness of dietary needs.

### Contents / Skills

- Developing recipes and work plans.
- Using tools, equipment and machines.
- Explore nutritional requirements.
- Develop an understanding of design briefs and workplans.

### Additional Information

This course enables students to access a range of year 10 courses in Food for Thought and Food Technology and Health.

# ELECTIVE SUBJECTS – DESIGN, CREATIVITY AND TECHNOLOGY

## TEXTILES

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### Length of Course

One semester.

### Aims

- To build up a basic knowledge of and practical skills relating to the use of tools, machines and equipment and the techniques and processes involved in the production and use of textiles.
- To build up a sense of achievement through self-expression and self-reliance in using new skills and to adapt these skills using the design process.

### Contents / Skills

- Fabric Decoration, e.g. machine embroidery, applique and craft work, basic pattern development.
- Written Assignment Work to cover use and care of equipment, and the technology of the construction of fibres.

# ELECTIVE SUBJECTS – DESIGN, CREATIVITY AND TECHNOLOGY

## WOODWORK

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### Length of Course

One semester.

### Aims

- To develop basic skills and techniques associated with the use of wood.
- To encourage the use of design principles and concepts and develop problem solving skills.

### Contents / Skills

- Theory: Advancement in related technology, health and safety, and the nature of materials used and the care of tools.
- Skills in designing and planning of individual projects, and problem solving.
- The use of some simple power tools and machines.
- The practical and appropriate use of hand tools.
- Basic processes such as cutting, shaping and joining of wood.

## ELECTRONIC SYSTEMS

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### Length of Course

One semester.

### Aims

- To design and construct a number of devices and systems making use of a range of materials and energy sources.
- To develop the process of problem solving through the investigation, design, production and evaluation of electronic circuits.

### Contents / Skills

Possible topics could include:

- Making toys, robots and working models;
- Games, including electronic devices and board games;
- Plant control systems (for growing, watering etc);
- Switches, alarms, security systems; and
- Devices for disabled people.

## INFORMATION and COMMUNICATION TECHNOLOGY

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### Length of Course

One semester.

### Aims

- To learn the operation of different software programs.
- To describe the types and functions of some information technology developments and explain how the developments have affected both individuals and society.
- To plan and implement solutions to specific information problems, and evaluate the efficiency of the processes and the quality of the information produced.

### Contents / Skills

- Proper use and care of computer equipment.
- Experience in using different software through the completion of folio work.
- Investigation of the basic operating principles and functions of different types of information technology equipment.
- Solve information problems for specific audiences.
- Apply the four phases of the technology process: investigating, designing, producing and evaluating.
- Produce solutions to problems using design briefs.

**NOTE:** Students using IBM compatible computers with the latest Microsoft software.

# ELECTIVE SUBJECTS – HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION

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### Length of Course

One semester.

### Aims

- To enable students to increase their knowledge and understanding of the social, emotional and physical dimensions of health.
- To examine the ways in which good health might be achieved, by examining the major health interests and concerns of all sections of the community.

### Contents / Skills

- **What is Health and Wellbeing**  
To understand the factors that affect health including energy and nutrition requirements for healthy living.
- **Exploring Identity**  
Establishing identity, self esteem, coping with peer pressure, body image and stereotypes.
- **Understanding Mental Health**  
Importance of family and friends, bullying and mental health strategies to enhance mental health.

**NOTE:** There is a charge of approximately \$27.50 per year for this program to cover the cost of excursions and external programs.

# ELECTIVE SUBJECTS – HEALTH AND PHYSICAL EDUCATION

## ELITE EXERCISE SCIENCE

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### Length of Course

One semester.

### Aims

- Develop theory and practical knowledge skills required to participate in VCE Physical Education and VET Sport and REC.
- Introduce students to the theoretical aspects and academic vocabulary used throughout Exercise Science in Year 10.
- Develop leadership skills and be involved in all aspects of Sport including Coaching, participating and analysing skill performance.

### Contents / Skills

Emphasis on academic vocabulary and theoretical concepts used throughout Exercise Science and Physical Education including;

- Sports Coaching.
- Anatomy and Physiology.
- Energy Systems.
- Physiological response to exercise.
- Ethical considerations in sports.

Participate in various team and individual sports including but not limited to:

- Netball.
- Football.
- Rock Climbing.
- Archery.

# ELECTIVE SUBJECTS – HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION - THEORY and PRACTICE

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### Length of Course

One semester.

### Aims

- To develop the desire and ability to actively participate in physical activity throughout life.
- To develop the ability, knowledge and understanding of movement and movement skills in a range of physical recreation pursuits.
- To develop theory and practical knowledge and skills required to participate in VCE Physical Education.

### Contents / Skills

- Consists of two practical classes per week and one theoretical class per week.
- The structures, functions and workings of the skeletal system, muscular system, circulatory system and respiratory system.
- Nutrition – food for fitness.
- Fitness fads and fallacies.
- Practical activities – activities may vary according to student interest and background. Traditional sports such as badminton and football codes, as well as other recreational pursuits such as Leisure Centre activities (weight training, boxercise, aerobics etc), ten pin bowling and roller blading may be included.

### Required Equipment

- School Sports tracksuit pants / shorts.
- School Sports polo top and tracksuit top.
- Runners.

**NOTE:** There is a charge of approximately \$27.50 per year for this program to cover the cost of excursions and external programs.

## HORTICULTURE

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### Length of Course

One semester.

### Aims

- To develop a range of skills in understanding agricultural sciences.
- To develop an understanding of issues associated with contemporary agricultural practice.
- To learn how to Plan, Prepare and Develop a range of landscaping ideas.
- To learn about a diversity of plants and their needs.
- To grow a range of plants that have diverse needs.

### Contents / Skills

- Diversity of plants and their needs – commercial crops and local native species.
- Diverse reproduction of plant species and how to propagate them.
- Landscaping and garden design.
- Growing food crops.
- Taking action in the community with links and excursions to visit Iramoo Grasslands, Padley Park and Strathbogie Ranges.

# ADVANCE – DUKE OF EDINBURGH'S AWARD (DUKES)

### Length of Course

Two semesters.

ADVANCE is a school-based initiative of the Department of Human Services (DHS) and is a partnership between the Office of Youth (OFY), Victorian Government secondary schools and community organisations. Students complete the Duke of Edinburgh's Bronze Award (DUKES).

It comprises four sections: Community Service, Skills, Physical Recreation and Adventurous Journey. In the Awards program, students raise their level of fitness, improve a skill of their choice and prepare for an adventurous journey through outdoor living skills such as bushwalking, camp set-up, bush cooking and navigation. Students complete a Level 1 First Aid Course, including CPR; present at the Kids Teaching Kids Conference and learn about people with disabilities (SCOPE).

### Aims

The DUKES concept is an individual challenge designed to encourage young people to develop into mature, active citizens who will positively contribute towards society.

The aims are for students to:

- Plan and engage in a volunteering activity in the school or local community.
- Participate and actively take part in camps, excursions and class-based activities.
- Consistently spend time on skills, fitness and community service to successfully complete the bronze Duke of Edinburgh's Award.

### Contents / Skills

- DUKES Award
- Environmental/Sustainability programs
- Disability programs (SCOPE)
- CPR/Basic First Aid
- Kids Teaching Kids presentations
- Team building
- Leadership
- Volunteering – Community participation
- Bushwalking and Risk Management
- Camping and outdoor cooking
- Navigation, maps and compasses

### Selection criteria

Students must complete a written application to be considered for ADVANCE and be nominated by their Year 8 teachers.

**NOTE:** There is a charge of \$300 to cover the cost of camps, excursions and external programs.

## FORENSIC SCIENCE

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### Length of Course

One semester.

### Aims

- To investigate the theoretical and practical aspects of Forensic Science through experiments, case studies and simulations.

### Contents / Skills

- Crime Scene Investigation.
- Collection of Evidence.
- Forensic Odontology (dentistry).
- Fingerprinting.
- Blood Serology.
- Investigating Fraud.
- Questionable documents and hand writing.
- Computer Simulated Crime Scene Investigation.
- Relevant Science competitions, activities and excursions.

**NOTE:** This Science Enrichment unit would be of interest to students who enjoy, and are good at Science.  
Recommendation from your Year 8 Science teacher will be required for entrance into this unit.





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