YEAR 9 COURSE SELECTION HANDBOOK

2024

ST ALBANS
SECONDARY COLLEGE

St Albans Secondary College
Main Road East
ST ALBANS, 3021

Telephone: 9366 2555
www.stalbanssc.vic.edu.au

ST ALBANS
SECONDARY COLLEGE

YEAR 9
2024 COURSE SELECTION HANDBOOK

Table of Contents

PRINCIPAL'S MESSAGE

We are pleased to present this Course Selection Handbook as a part of the school's Pathways Program to assist students in their selection of suitable courses and pathways into and through their middle and senior years of secondary education.

The Handbook contains up to date information on the core subject requirements and the electives to be offered in 2024 at our school, as well as the requirements needed to satisfactorily complete each unit of work.

This Handbook serves as a guide only for students, and should be used in conjunction with advice from the Careers and Course Selection Teams, and the information you have researched as part of your Course Selection assignment.

We wish you every success in your future studies.

Kerrie Dowsley
Principal

YEAR 9 COURSES

1. When choosing subjects at Year 9 level you should make sure that you keep all your options open and take a wide range of subjects.

2. If you don't know what you want to do when you leave school, it might help to talk to the Careers Team. It is difficult to choose subjects if you do not know the Career Pathway you are aiming for.

3. You will study 5 compulsory subjects: English, Health and Physical Education, Humanities, Mathematics, Science, and LOTE or English Support Programs. 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 the subjects listed on page 7.

   You have been asked to select 4 reserve units. If your first choices do not run, you will be placed in one of your reserve subjects. 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 Team.

Enquiries about the contents of this booklet should be made to:

Ms Armstrong	*Careers/Pathways/VET Coordinator*
Mr McIntyre	*Middle Sub School Leader*
Mr Alexandrescu	*Assistant Middle Sub School Leader*
Mr Ryan	*Middle Sub School Coordinator*
Ms Mana-Mohan	*Middle Sub School Coordinator*
Ms Dickinson	*Middle Sub School Coordinator*
Mr Winduss	*Middle Sub School Coordinator*
Ms Bekiaris	*Middle Sub School Coordinator*

Learning Area Coordinators:

Mr D'Aglas	*Arts*	Mr McCall	*Digital Technology*
Ms Pantelli	*Drama*	Ms Narasaki	*LOTE*
Mr Orchard	*Music*	Mr Vincent	*Mathematics*
Mr Stammers	*Commerce*	Ms Hanley	*Science*
Mr Rowland	*English*	Ms Panayiotou	*Design Technology*
Mr Lac	*English as an Additional Language*	Ms Gough	*VCE – Vocational Major Learning Coordinator*
Mr Lakovski	*Health & Physical Education*	Mr Krysinski	*VCE Learning Coordinator*
Mr O'Connell	*Humanities*		

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. **Vocational Guidance** - There are people who can offer you specialised help in the careers area. Begin by visiting the Careers Department and talking to the Careers team at school.
3. **Remember to speak with your current teachers about your subject selection.**

SELECTING YOUR YEAR 9 PROGRAM

Your Year 9 Program

In addition to the core subjects of Health & Physical Education, Science and Humanities, Year 9 students will study:

ENGLISH

You will continue on from your Year 8 English subject in either English, EAL or Extension English.

MATHEMATICS

You will continue on from your Year 8 Mathematics subject in either Year 9 Mathematics or Year 9 Mathematics (Accelerated).

Year 10 Mathematics B is only available to SEAL students, Mathematics B and Mathematics B (Advanced) must be selected.

LOTE/LEP

You will continue on from your Year 8 LOTE (either Japanese or Italian) or LEP.

LEP students will continue LEP for 1 semester in Year 9 and will receive an extra elective subject in the other semester.

ELECTIVES

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

Art Choose at least 1	**Technologies** Choose at least 1		**Health and Physical Education**	**Extension** Requires teacher approval
	Design Technology	**Digital Technology**		
Art	Food and Technology	Applied Coding	Health Education	Advance 2 Semesters (enter twice)
Dance	Textiles	Electronic Systems	Elite Exercise Science	
Drama	Woodwork	Information Technology	Physical Education	Forensic Science
Multimedia Art & Design				
Musical Futures				
Visual Communication Design				

Entering Your Year 9 Program into Edval

You will be emailed shortly with the Edval website and your personal webcode.

Once you have this you can log in and select your electives.

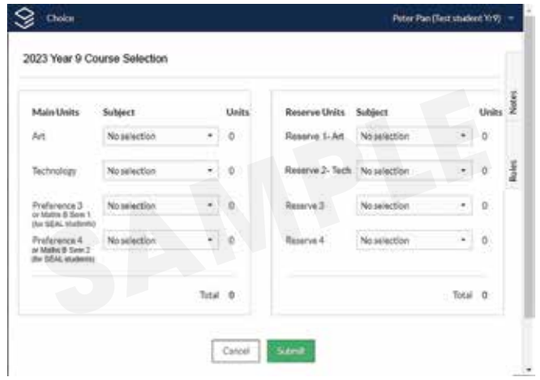
The website will look like the picture to the right; you will be asked to select:

- One Art elective
- One Technology elective
- Two electives from any area
  OR Maths B Sem 1 & 2 for SEAL students

You'll then have to select your reserves; these are back up options in case your first choices don't run.

YOU CANNOT SELECT THE SAME SUBJECT TWICE!

Advance students will not be able to select Advance (Dukes) in Edval. Those who receive teacher approval will be interviewed individually after course selection.



**Sample webpage may look slightly different to actual webpage*

ENGLISH

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
- develop interest and skills in inquiring into various forms of texts, and literature.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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 viewing, and writing skills through practice and reflection.

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
- develop interest and skills in inquiring into various forms of texts, and literature.

Selection Advice

To be eligible for EAL, students must fulfil one of the following criteria:

1. Not been resident in Australia or New Zealand or another predominantly English-speaking country for a total period of not more than seven years over the period of your education.

   AND

   English has not been a major language of instruction for a total period of not more than seven years over the period of your education.
2. Aboriginal or Torres Strait Islander person whose first language is not English.

EXTENSION ENGLISH

Overview

Extension English focuses on developing students' communication skills, and analytical, creative, and critical thinking. 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
- engagement in critical analysis and reflection.

Selection Advice

Extension English is offered to students who are enrolled in the Year 9 SEAL Class. Students of Extension English need to be highly motivated to study at an advanced level and to take on an increased workload.

LITERACY ENRICHMENT PROGRAM

Overview

The Literacy Enrichment Program is designed to enhance students' literacy and communication skills in order to facilitate a growth in reading and writing literacy skills.

Contents / Skills

During highly structured lessons, students in the Literacy Support Program:

- enhance decoding and reading comprehension skills during independent and group reading sessions
- build their vocabulary and practise proofreading and editing written texts
- identify the features of a variety of text types, and use these to construct their own written texts
- identify, understand and analyse a variety of visual texts in order to create meaningful visual texts of their own
- enhance summarising and note-making skills.

Selection Advice

Entry into the LEP 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.
- Basketball.
- Tennis.
- Softball.
- European handball.
- Badminton.
- Football Codes – Futsal.
- Indoor Hockey.
- 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 workbook charge for this subject and also extra charges attached to the Ten Pin Bowling and Laser Tag activities.

HUMANITIES

Length of Course

Full year subject.

Aims

- To understand the history of the modern world from 1750-1918.
- To develop students understanding of how humans interact with natural environments and how we can best manage these environments.
- 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.
- To provide students with the opportunity to understand the Australian economy and to learn how to best manage their personal finances.

Contents / Skills

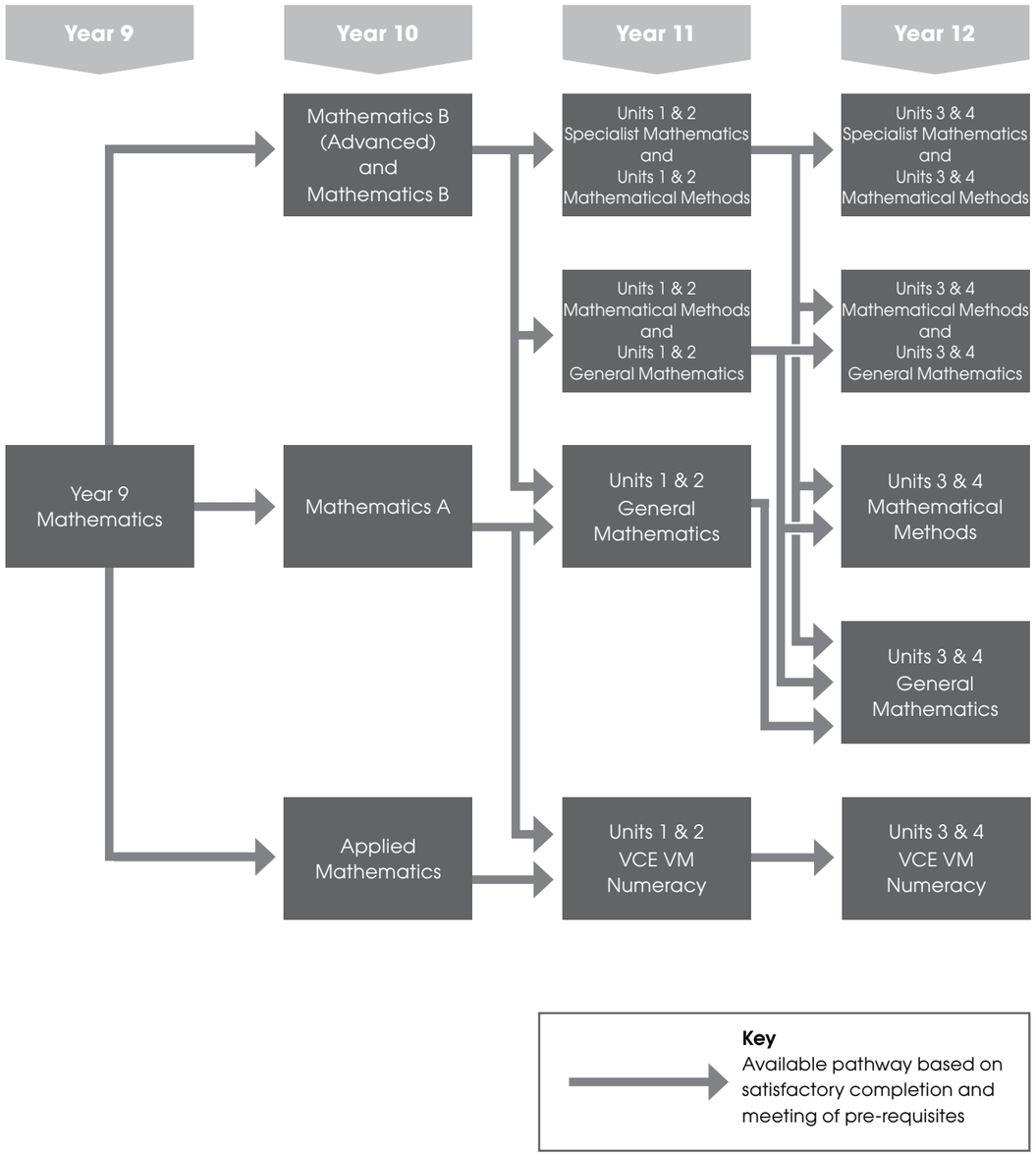
The subject involves the study of Humanities (Commerce, Geography, Civics and Citizenship, History) and the City Experience.

Students will study the following topics:

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

MATHEMATICS

MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12



MATHEMATICS

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.
- Algebra.
- Geometry.
- Measurement.
- Trigonometry.
- Probability and Statistics.
- Solving Equations.
- Graphing.
- Quadratics.

Pathways into Year 10

- Eligibility for inclusion in <u>both</u> **Mathematics B and Mathematics B (Advanced)** requires a 'B' or above topic test average in both semesters at Year 9.
- Eligibility for **Mathematics A only** requires an 'E' or above topic test average in both semesters at Year 9.
- **Applied 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

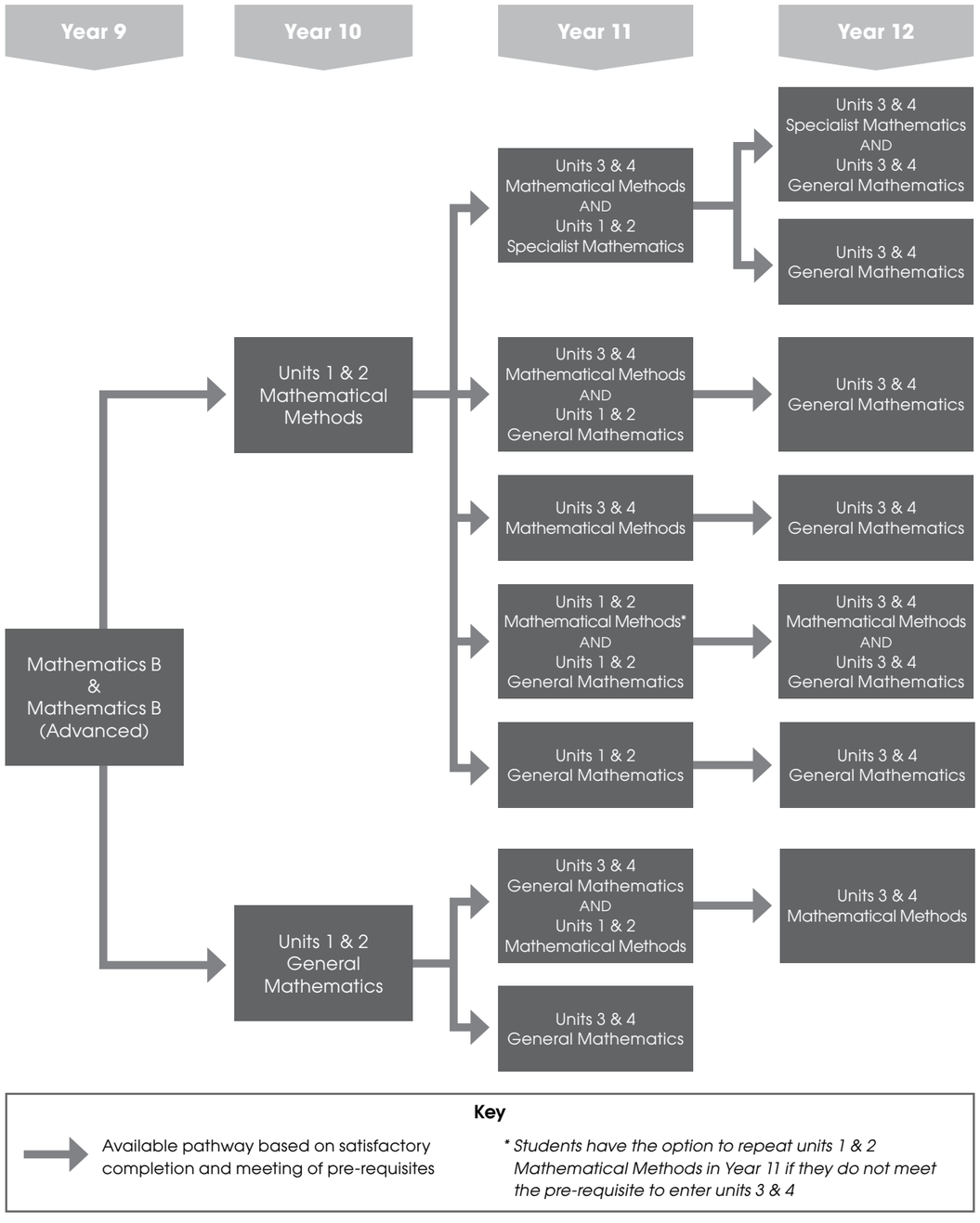
Accelerated Mathematics will be offered to students who are enrolled in the Year 9 SEAL class.

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 accelerated mathematics diagram shown on the next page.

ACCELERATED MATHEMATICS

ACCELERATED MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12



MATHEMATICS A

Aims

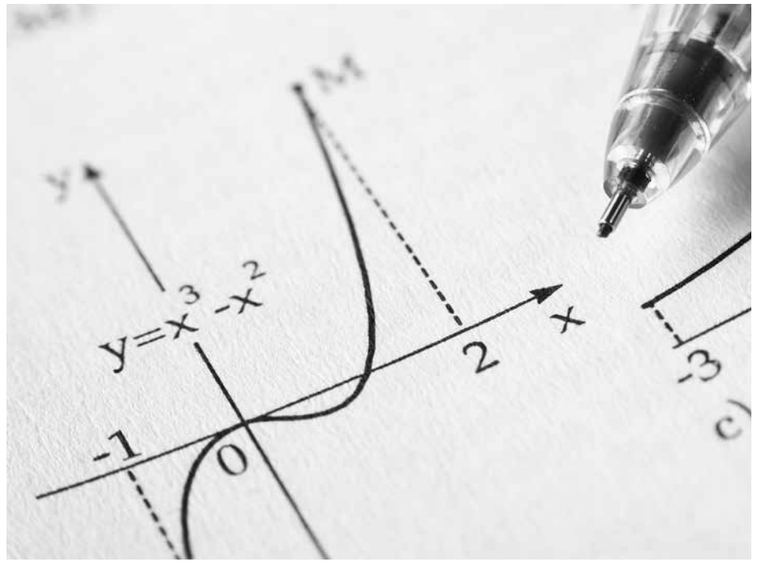
Mathematics A has two main aims:

- 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
- Linear relationships - gradient, intercepts, lines of best fit, simultaneous equations, and inequations
- Trigonometry - trigonometric ratios, calculations in two and three dimensions
- Probability
- Statistics.



MATHEMATICS B

Overview

Mathematics B must be taken in conjunction with Mathematics B (Advanced). The topics studied build on, and extend the topics done in Year 9 Mathematics, there are also topics that specifically relate to the VCE Mathematics Study Design. Students will have the opportunity to use Computer Algebraic System (CAS) 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
- Matrices - definition, addition, subtraction, multiplication, inverses, application in equation solving and practical situations
- Measurement – volume and surface area of 3D shapes.

Eligibility

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

MATHEMATICS B (Advanced)

Overview

Mathematics B (Advanced) is an elective subject that is designed to run in conjunction with Mathematics B. The topics studied build upon concepts covered in Mathematics B and are aligned with the content covered in Year 11 Mathematics Methods and Specialist Mathematics.

Content / Skills

Students will study:

- Exponentials and Logarithms
- Polynomials
- Trigonometry
- Geometry.

Eligibility

- Eligibility of Mathematics B (Advanced) requires students to have studied **Year 8 Mathematics Extension**.

SCIENCE

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.
- To perform and design controlled experiments, including fieldwork.
- To present data and reports of investigations.

Contents / Skills

- The Scientific Method

- Biology
  - Living with microbes
  - Ecosystems
  - Body Balance

- Chemistry
  - Everyday reactions

- Physics
  - Magnetism and Electricity
  - Electric Circuits
  - Inside the Atom

ITALIAN

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 lifestyle and culture.
- To encourage students to recognise the connection between different languages and to enhance their appreciation of their own cultural background.

Contents / Skills

- Youth.
- Music.
- Food.
- Sport.

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

JAPANESE (2ND LANGUAGE)

Pre-Requisite

Students must have studied Year 7 & 8 Japanese prior to this course.

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:

- housing
- time
- school
- weather
- shopping
- reading and writing Kanji
- word processing in Japanese scripts using devices.

ART

Length of Course

One semester.

Aims

- To explore starting points for the creation of artworks.
- To develop a practical understanding of the art-making process for 2 Dimensional Works.
- To explore art materials and techniques.
- To develop an understanding of how the role of art changes.

Contents / Skills

- Develop an understanding of how art elements and principles are utilised by artists when generating ideas and creating artworks.
- To develop and transfer art-making skills to create a range of 2D art.
- To refine skills in drawing, painting and print-making.
- To be able to document and annotate the refinement of ideas and the creation of finished artworks within a workbook.
- Critically examine historic events and social norms that influenced the emergence of historic art styles of the 18th and 19th century.
- To be able to identify key features of historic art styles.

DANCE

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
- 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

Length of Course

One semester.

Aims

- To develop knowledge and understanding of drama skills, techniques and elements.
- To develop knowledge and understanding of different performance and theatre styles and conventions.
- To focus on the playmaking techniques used to create and recreate dramatic works.
- To analyse and evaluate a professional performance.
- To analyse and evaluate own and peer performances.

Contents / Skills

- Use the playmaking techniques to devise a performance.
- Use expressive skills to create, recreate and present characters.
- Incorporate dramatic and stagecraft elements in performance.
- Use leadership, communication and collaborative skills.
- Devise and perform dramatic works in a specific performance style.
- Present a performance and character to an audience.
- Analyse and evaluate professional, peer, and own performance works.

MULTIMEDIA ART AND DESIGN

Length of Course

One semester.

Aims

- Develop an understanding of how ideas are developed and refined to meet the needs of a target audience.
- Establish knowledge and skills in a range of design processes and conventions for generating a range of multimedia works.
- Develop and apply research and scripting skills.
- Develop and apply knowledge of story development and animation.

Contents / Skills

- Utilise a range of software and production skills to create digital images, animation and film .
- To be able to create a range of imagery from digital stills to animation.
- Apply the design process to create a range of digital products.
- Know industrial knowledge including health and safety.
- Create and manipulate multimedia products to appeal to a specific target audience.

MUSICAL FUTURES

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 and/or solo performance skill development.
- Creative organisation of sound – composing, improving and arranging.
- Studies in musical style – Perspectives in performance.
- Music Theory: Knowledge of western musical notation, and terms and symbols.
- Aural comprehension development – melodic intervals and rhythm dictions.

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 either or 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 DESIGN

Length of Course

One semester.

Aims

- To provide an introduction to visual design conventions and advanced graphic techniques through an exploration of design elements, principles, devices and systems.
- To provide experiences which will enable the students to better understand careers in Engineering, Architecture, Advertising, Graphic Design, Computer Graphics and Interior Design.

Contents / Skills

Students explore information design, promotional design, and technical design. Students are involved in a range of practical inquiries including:

- Freehand
- Instrumental and Computer Generated Designs
- Environmental Design - architecture and landscape drawing conventions
- Design elements and symbols
- Technical Drawing
- Product Design
- Illustration.

FOOD STUDIES

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 Year 10 courses in Food Studies and Health.

Links to Further Study

- Year 10 Food Studies.
- VCE Food Studies.
- VET Kitchen Operations/Hospitality.

TEXTILES

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, appliqué and craft work, basic pattern development.
- Written Assignment Work to cover use and care of equipment, and the technology of the construction of fibres.

WOODWORK

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.

APPLIED CODING

Length of Course

One semester.

Aims

This subject is for students who are interested in coding and wish to develop their skills.

- To develop coding skills through the use of Edisons, Arduinos and App Inventor.
- To look at how different software have similar coding structures.
- To plan and implement solutions to specific information problems, and evaluate the efficiency of the processes and the quality of the information produced.
- To understand how computational thinking is used to debug programming errors.

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.
- Error detection and debugging.
- Solve information problems.
- Apply the four phases of the technology process: analysis, design, development and evaluation.

Links to Further Study

- STEM related subject.
- Year 10 Infographics.
- Year 10 Webpage Design.
- VCE Applied Computing and Data Analytics.
- VET Certificate III in Information, Digital Media & Technology.

Selection Advice

This unit will provide skills in the use of specific software that will assist if completing computer based subjects at VCE.

ELECTRONIC SYSTEMS

Length of Course

One semester.

Overview

Students develop an understanding of the components of electronic systems and how changes made to inputs and processes affect outputs. Students will build, investigate and evaluate electronic circuits based on discrete electronic components. Students develop fault finding skills and electrical safety awareness.

Contents / Skills

In Electronic Systems, students learn about:

- function of discrete electrical components
- how input transducers are connected to output devices
- circuit fault finding and rectification.

Links to Further Study

- STEM related subject.
- Year 10 Physics.
- VCE Physics.

Selection Advice

This unit will provide a practical basis for electronic circuit building. Students interested in STEM related subjects are encouraged to consider.

INFORMATION AND COMMUNICATION TECHNOLOGY

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: analysis, design, development and evaluation.
- Produce solutions to problems using design briefs.

Links to Further Study

- STEM related subject.
- Year 10 Database Management.
- Year 10 Infographics.
- Year 10 Webpage Design.
- VCE Applied Computing and Data Analytics.
- VCE VET Certificate III in Information, Digital Media & Technology.

Selection Advice

This unit will provide skills in the use of specific software that will assist if completing computer based subjects at VCE.

HEALTH EDUCATION

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 Mental Health and Nutrition.

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: Students will be required to use the textbook and workbook from the core Physical Education classes. There is no practical element in this subject.

PHYSICAL EDUCATION - THEORY AND PRACTICE

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.
- To develop theory and practical knowledge and skills required as a pathway into VCE Physical Education.

Contents / Skills

- Consists of one (double) practical classes per week and one theoretical class per week.
- The structures, functions and workings of the muscular system and circulatory system.
- The theory of participating and performing in games and sports.
- Practical activities – Games, sports and recreational activities such as netball, volleyball and weight training will be taught through games sense instruction; this is where students try to solve challenges presented while playing games, sports and recreational activities.

Required Equipment

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

ADVANCE – DUKE OF EDINBURGH'S AWARD (DUKES)

Length of Course

ADVANCE is a Full Year subject – you must select it as **two** of your electives.

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), an internationally acclaimed award.

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.
- Public speaking.

Selection criteria

Students must complete a written application to be considered for ADVANCE and be nominated by their Year 8 teachers. **Students will not be able to select this subject in Edval, those who receive teacher nomination will be interviewed individually after course selection**.

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

INDEPENDENT INVESTIGATIONS

Overview

This extension Science subject aims to provide high-ability students the scaffolding and skills needed to critically analyse experiments and experimentally derived data, and to understand the importance of experimentation in the advancement of scientific knowledge. Students will use this knowledge to design, conduct and report on their own investigations (one minor and one extended).

Contents / Skills

In Independent Investigations, students study:

- The Scientific Method
  - Why are experiments so important to science?
  - How and why are experiments refined or improved?
  - What role have experiments played in the advancement of scientific knowledge?
- Minor Investigation
  Guided by the teacher, students will choose an area of interest and design a series of experiments aimed at answering a core investigation question. They will then present their findings as a poster, website, video or in another format of their choice.
- Major Investigation
  Students will be given the opportunity to extend their minor investigation or conduct a series of experiments on a new area of interest. The final product will be a practical report in a format of their choice.

Links to Further Study

Any Science.

Selection Advice

This unit is strongly recommended for students with a strong interest in, and capacity for, science.

ST ALBANS
SECONDARY COLLEGE

St Albans Secondary College
Main Road East
ST ALBANS, 3021

Telephone: 9366 2555
www.stalbanssc.vic.edu.au