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At Daylesford Secondary College:

Our **VISION** is

- To AIM HIGH, united as one school that provides endless opportunities for learning, personal growth, and achievement to one’s greatest potential

Our **MORAL PURPOSE** is

- To foster a school community of curious, knowledgeable, skillful, and responsible citizens. We must nurture and develop individual talents, capacity, and motivation to enhance learning, achievement and contribution both globally and within our local community.

We **VALUE**

- **Respect** We care for and take pride in ourselves, each other, our relationships, our community, and our environment
- **Cooperation** We work together as one team to support each other and to reach our goals
- **Endeavour** We are enthusiastic, resilient and persistent, and we give our very best in everything we do.
- **Honesty** We are truthful and trustworthy in all our behaviours and actions. We are responsible for our own choices and conduct
- **Courtesy** We willingly show regard for others and are polite and helpful in all our gestures.

Student’s in Years 9 and 10 make up our **MIDDLE YEARS LEARNING COMMUNITY**.

*Our Middle Years Learning Community strives to achieve our overall College moral purpose by providing our young people with breadth and opportunity in all their learning experiences, whilst they are able to acquire and develop new skills desirable for their future pathways. We seek to provide many and varied opportunities via our Middle Years Curriculum so that students can sample a wide selection of subject areas, in order for them to make informed choices regarding their futures educational option.*

**Our Middle Years Leaders for 2014**

- Please contact either of the below Leaders should you have any questions or concerns regarding matters related to the Middle Learning Community for this year or next year.

  **Learning Community Managers:** Mr Nick Pethica and Mr Dean Jones
### CURRICULUM STRUCTURE

#### YEAR 9

*Students complete the following:*

**Core Subjects:**
- English
- Maths
- Science
- Health & Physical Education
- History

**Elective UNITS:**
- A selection of 8 Units across the year
  (4 Units are completed each semester)

#### YEAR 10

*Students complete the following:*

**Core Subjects:**
- English
- Maths

**Elective UNITS:**
- A selection of 14 Units across the year including Careers which is compulsory for all Year 10 students
  (7 Units are completed each semester)

**MORE OPTIONS?**
- Students in Year 10 are also able to select **ONE UNIT** from the Senior Learning Community- for example a VCE Unit 1&2 subject or a VET Unit 1&2 Subject.
- Should a student select a Senior UNIT, this will reduce the number of Middle Learning Community UNITS to 10 over the course of the year.

*Students therefore complete 22 UNITS over two years where A UNIT is ONE semester in duration.*
UNIT SELECTION PROCESS

Students are required to attend a **Parent Information Evening** where representatives from each Key Learning Area will be in attendance to assist with UNIT choices. Student must complete the hard copy UNIT Selection Planning Sheet. This is to be signed by their parent/guardian and submitted to the General Office as follows. UNIT Selection MUST also be completed via the ONLINE Selection process.

**KEY DATES:**

**Year 9 2015 Parent Information Evening** - **MONDAY 11th AUGUST 2014 6:30pm**

**Year 10 2015 Parent Information Evening** - **TUESDAY 12th AUGUST 2014 6:30pm**

**Submission of unit choices** - **TUESDAY 26th AUGUST 2014 9:00AM**

*Please note, both the online submission of unit choices and the completed hard copy planning sheet must be submitted by no later than 9AM on Tuesday 26th August 2014*
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<td>Successfully completing Turbo 1 &amp; 2 will achieve a VCE General Maths Unit 1&amp;2 pass.</td>
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**CAREERS**

All Year 10 Students will complete one Unit of CAREERS.
THE ARTS

OVERVIEW

ALL Art UNITS have a ‘built-in element’ that allows for flexibility of choice, style, and direction within the program as planned, and permits students to work at their own pace, if they display individual and independent work habits.

IF A STUDENT wishes to work with materials, or methods that have their own extra financial demands, outside the normal program, some costs may be involved

Note: All UNITS have a compulsory theory and written component.

UNIT CHOICES

VISUAL ARTS

Advisor- Mr Alec Cimera

DRAWING, PAINTING, PRINTMAKING

Students make and present works that focus solely on drawing, painting and printmaking. This is a standard, popular, all-round course that aims to further develop a student’s confidence, skill and understanding of art. New materials, techniques and reasons for making art are introduced. A balance of teacher initiated tasks and students being able to follow areas of particular interest and/or ability.

CERAMICS AND SCULPTURAL FORMS

Students build upon skills acquired in Year 8 Ceramics to further their skills with clay hand-building. Students start to work on a larger scale to create ancient Egyptian relics, masks, wheel pots and a variety of projects using moulds. Decoration techniques are further explored through glazing techniques, etching, applique and mono printing. Through exploring many practical and written tasks, students will gain a deep understanding and appreciation for the ancient material of clay. Students will look at the pottery styles of different cultures and use these influences in their own work.
VERY COOL, VERY NEW

This unit introduces students to the ideas and art making of Contemporary and Post-Modern Art. Some units of work include Street Art, Conceptual Art, Installation and Performance Art, Digital Art and Photography as well as Mixed-Media assemblage. Students will explore contemporary artists and artworks in order to expand their understanding of art and its role in society. This unit is for all students wishing to push new boundaries and ideas with art making.

INSIDE – OUTSIDE

A school and community focused program with both conceptual and practical tasks. Students work in a variety of configurations, including – Solo, Pair, and Group.

ART AND DESIGN GOES POP

This unit involves students working with design, colour and influences from the world of popular culture to create new work. Through practical and other response tasks, students will develop a greater understanding of the style, motivation and historical influences that identify pop art, and how this developed as a significant cultural and artistic movement.

ART AND SCULPTURE

This unit focuses on 2D and 3D art forms with a general and varied approach to Art, including drawing, painting, collage and sculpture. Students develop artworks from a range of materials and processes, and explore traditional and contemporary art making methods. Students are required to make personal responses to their own practical work, as well as show their understanding of art from selected cultures, artists and periods in history. Students will have the opportunity to follow ideas of personal interest and construct work as part of a group.

HIDDEN TREASURES - ART HISTORY - PRE VCE UNIT - YEAR 10 ONLY.
Looking at the story of art, from different times, cultural and personal contexts. Know more about what you’re looking at, why some works are special. A balance of both practical art making, and other response tasks. The unit primarily focuses on preparation for studies at V.C.E. level - covering important aspects of both Art and Studio Art.

**VISUAL COMMUNICATION & DESIGN**

**Advisor:** Mrs Coralie Rowbotham

*There will be four Middle School Units offered in the areas of Visual Communication and Design.*

**VISUAL COMMUNICATION AND DESIGN UNIT 1- PIZZAZZ**

Students work on a range of design projects selected from communication (graphic) design, architectural design and product design fields. They use a design process to explore and develop their visual ideas. Technical and perspective drawing systems are studied and students build on their knowledge of design elements and principles. The study of design history and theory is undertaken.

**VISUAL COMMUNICATION AND DESIGN UNIT 2- FLAIR**

Students work on a range of design projects selected from communication (graphic) design, architectural design and product design fields. They use a design process to explore and develop their visual ideas. Technical and perspective drawing systems are studied and students build on their knowledge of design elements and principles. Computer graphics and the theory and history of design are also studied in this course.

**VISUAL COMMUNICATION AND DESIGN UNIT 3- ENDEAVOUR**

Students work on a range of design projects selected from communication (graphic) design, architectural design, and product design fields. They use a design process to explore and develop their visual ideas. Technical and perspective drawing systems are studied and students build on their knowledge of design elements and principles. The study of design history and theory is undertaken.

**VISUAL COMMUNICATION AND DESIGN UNIT 4- DEEPEN**

Students work on a range of design projects selected from communication (graphic) design, architectural design, and product design fields. They use a design process to explore and develop their visual ideas. Technical and perspective drawing systems are studied and students build on their knowledge of design elements and principles. Computer graphics and the theory and history of design are also studied in this course.

**NB:**

- Students can choose one or all of the Units to be studied over the two year period.
- A highly motivated student planning to select Visual Communication Design at a VCE level is well advised to study all four units at the middle level of schooling.
- It is not advised that students choose to do more than one Unit in any one semester.
PERFORMING ARTS

Advisors: Mr Wayne Pickering & Ms Susan Verbyla

There will be four Middle School Units offered in the areas of Drama & Theatre Studies. These can be taken as a sequence over the two years or students can select individual units at any point over the two years. There are no pre-requisites for any of the units apart from an interest in the dramatic arts.

**DRAMA & PERFORMANCE- 1 (SEMESTER 1)**

Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. The use of dramatic elements such as tension, focus, space and climax are explored. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts. There will be an opportunity for students to negotiate a project, which may include the areas of dance, puppetry, mask-making or circus skills.

**DRAMA & PERFORMANCE- 2 (SEMESTER 2)**

Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of improvisation and character development. They experience solo performances through scripted and self-devised monologues and complete a unit on script interpretation. They further develop their use of dramatic elements including rhythm, timing, symbol, contrast and conflict. They continue to use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts. There will be an opportunity for students to negotiate a project, which may include the areas of dance, puppetry, mask-making or circus skills.

**DRAMA & PERFORMANCE- 3 (SEMESTER 1)**

Students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. Students explore ways of creating characters with depth and credibility and interact with other characters in scenes and plays. They consolidate their understanding of stagecraft through designing sets, costumes, props, lighting grids and make-up. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works and identify ways in which they can be developed and refined. They identify the role of performance in particular traditions and times in history in a range of cultures.
DRAMA & PERFORMANCE- 4 (SEMESTER 2)

By exploring a range of themes and issues, students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. They are introduced to the dramatic and theatrical styles and conventions of selected cultures and historical periods while exploring the influence of innovators such as Stanislavski, Brecht and Boal on the development of modern drama. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works. They identify the role of performance in particular traditions and times in history in a range of cultures. Assessment includes performance and written work throughout the semester.

MUSIC & PERFORMANCE UNITS 1, 2, 3 & 4 (UNITS 1 & 3 ARE SEMESTER 1, UNITS 2 & 4 ARE SEMESTER 2).

It will be expected that all students who undertake one or more of the following Music and Performance Units will learn or already be learning a musical instrument/singing and undertake lessons in either a formal or informal capacity. For example: attend instrumental lessons on a regular basis, or be prepared to learn and improve their skills using the available classroom instruments (keyboard and/or glockenspiel) and practice these on a regular basis. All students are expected to perform a program on at least three different occasions, either formally or informally. For example: classroom performances to the students and teacher/s, perform in front of the school at a lunchtime concert, perform at a local gig. Students will follow the VCE:VET Certificate II in Music Course and undertake the completion of a number of units. These units include OH&S issues, listening journals, theory, the planning of a gig, operating a PA system and understanding the music industry in general. Year 10 students should aim at completing the one year certificate.

ICT SPECIFIC

Advisor: Ms Erin Low

COMPUTER TECHNOLOGY- MULTIMEDIA

Students work with a variety of software packages to develop basic skills and knowledge of these programs. Students learn the foundations of effective design and demonstrate their understanding through practical and written tasks. No prior knowledge of computers is needed, as this is an introductory level course. Practical tasks include editing and manipulating images in Photoshop and designing and creating websites and animations. This subject will interest student’s wishing to improve their digital graphic design skills, as well as those intending to complete the Interactive Digital Media Certificate II course in future years of study.
Advertising is everywhere. It can be amazingly clever, funny and moving or boringly annoying, but always with a purpose. We examine the best and worst examples and the ideas behind them. As a class we use our knowledge of advertising marketing and techniques to produce an ad’ of our own, to share with the school community.

Digital photography is an additional creative activity. How do advertisers transform actors into characters on a billboard? Use Photoshop to turn yourself into a high glamour billboard star. The course concludes on the weird and wonderful world of abstract photography. Learn to use your eye to see and then photograph the amazing that is hidden amongst the ordinary.
DESIGN & TECHNOLOGY

UNIT CHOICES

TECHNICAL

Advisors: Mr Michael Sayn & Mr Sean Coleman

LIGHT FURNITURE

Students work will be based around a series of set projects where they can start to develop and express basic design skills using the key processes associated with the study of: Product, Design and Technology. They will be introduced to a wide range of hand/power tools, equipment and construction techniques. Students will observe safe working conditions when using hand/power tools and equipment in a safe manner.

Advisor: Mr Michael Sayn

JEWELLERY MAKING

Students will use a range of materials to produce jewellery that they have designed using skills they have learnt and practiced. Students will also be required to research for places within the local area where materials that can be used to produce items of jewellery can be found in their natural state. This information will be used as a basis for an excursion in which the students will search for these materials using methods they have also researched.

Advisor: Mr Sean Coleman

WOOD FOR GIRLS

Wood for girls is specifically designed to encourage girls to do a technology subject working in a comfortable environment without boys. Students work will be based around a series of set projects where students can start to develop and express basic design skills using the key processes associated with the study of Product, Design and Technology. They will be introduced to a wide range of hand/power tools, equipment and construction techniques. Students will observe safe working conditions when using hand/power tools and equipment in a safe manner.

Advisor: Mr Michael Sayn
ANTIQUE FURNITURE RESTORATION

If you are keen to repair, restore and bring back to life a family heirloom or a small piece of furniture (chair, small cabinet, old picture frame etc.) you may have picked up at the local market or garage sale then this class is for you.

Students will learn how to restore furniture by bringing in a smallish (due to restricted storage space) piece of furniture item that you wish to repair and restore, you will get an idea on how much you save by restoring your own furniture. This course provides students with the skills they need to repair/reconstruct and restore antique and modern furniture, including staining, clear lacquering and French polishing. Students will observe safe working conditions when using hand/power tools and equipment in a safe manner.

Advisor: Mr Michael Sayn

DESIGN & CONSTRUCTION- METALS

In this subject students will start with a safety training unit that will prepare them for the manufacture of at least two projects that differ in the tools and/or equipment required to produce them. These projects will require that they learn to safely use not only hand tools, but equipment such as a lathe, and a vertical/horizontal mill. As part of the use of these machines the students will also be required learn how to sharpen the tooling that they will use in them.

Advisor: Mr Sean Coleman

DESIGN & CONSTRUCTION- PLASTICS

In this subject the students will complete a unit of work that demonstrates they can safely work with the tools and equipment in manufacturing products from acrylic plastics. This will then be used as a basis for them to build on their knowledge and skills in producing at least two products from plastics based materials. Furthermore, the students will then evaluate the effectiveness of their work to see how it meets pre-established criteria.

Advisor: Mr Sean Coleman
INTRODUCTION TO SYSTEMS ENGINEERING- SMALL ENGINES (YEAR 9)

An introduction to the operation and repair of small engines. Projects include two and four stroke theory of operation. Correct use of tools and procedures is developed.

INTRODUCTION TO SYSTEMS ENGINEERING- ELECTRONICS (YEAR 9)

An Introduction to electronic systems which are based on printed circuit boards, students are required to design and build their own circuits by etching and then complete a pre etched complex circuit. Students may also choose to study the operation of small engines with, or as an alternative to the electronic course.

Students also are required to complete an assignment investigating the impact of a technological system on the environment.

SYSTEMS ENGINEERING- ADVANCED ENGINES (YEAR 10)

Students are required to investigate the operation and repair of two and/or four-stroke engines using correct tools and work practices to dismantle, repair as necessary, and assemble the operating systems. Students may also choose to construct a model using a chosen method of welding. Students must complete an assignment investigating the impact of a technological system on the environment.

SYSTEMS ENGINEERING- ADVANCED ELECTRONICS (YEAR 10)

Students must design and construct a circuit based on an etched circuit board. They must plan, etch and fit all components required to produce an operating, electronic system. They may then choose to complete a commercial electronics kit or investigate a mechanically based system.

Students also are required to complete an assignment investigating the impact of a technological system on the environment.
FOOD FOR THOUGHT

Have you ever thought about why you eat the food you do? Do you want to learn how to make good food choices? Choose this unit and learn how to make informed choices about what you eat. Make preparing and eating food an enjoyable experience. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject. (recommended for Year 9)

VEGETARIAN COOKING

Did you know that 43% of Australians report consuming more vegetarian meals now than they did a couple of years ago? Learn how vegetarians can eat a balanced diet without eating meat. Make preparing and eating vegetarian food an enjoyable experience. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.

MULTI-CULTURAL FOODS

Did you know that 6 million migrants, born in over 200 countries, live in Australia? Australian food choices have been influenced by many factors especially the arrival of people from other countries as can be seen by the variety of cafes/eating places in our local community. Have a fun experience investigating, planning, preparing and eating a variety of multicultural food. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.

MAKE, BAKE & DECORATE

Do you celebrate important occasions with food? Baked products are an important part of our socialisation. Birthdays and Christmas are celebrated with cakes. Coffee/tea breaks are accompanied by biscuits and slices etc. Students investigate, plan and prepare a range of baked products finishing with a formal decorated cake. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject. Please note: this unit is recommended for Year 10 and is a Semester 2 subject only. (recommended for Yr 10 and is a Semester 2 subject only)
COTTON COLLABORATION

Did you know that cotton is a plant fibre and has many useful properties? Choose this comfortable and lightweight fabric to make exciting products (e.g. clothing or craft) whilst using a range of textiles equipment. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

FABRIC CREATIONS

Do we have to wear hessian under-garments? No we do not. Learn about different fabrics and their properties and uses. Using this information students design and produce an article of their own choice. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

MAKE, CREATE & DECORATE

Embroidery, applique, dyeing, printing, fabric trims, buttons, sequins, beads, studs, frills, lace, ribbon and threads are only a few examples of fabric embellishment. Learn more about designing and producing embellished products. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

A STITCH IN TIME

Did you know that fashion is a cyclic process – this means that fashion trends of bygone eras often reappear in a new format. Students investigate the many factors that have contributed to changes in fashion and then go on to design and produce their own fashion item. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit. (Year 10 only)
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating. Students interpret, create, evaluate and discuss a wide range of literary texts, as well as texts designed to inform and persuade.

**Reading and Viewing:** Students read and view a variety of text types including film, novels, short stories, poetry and multimodal texts. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language is used to influence an audience.

**Writing:** Students use a variety of language features to create different levels of meaning; they demonstrate how manipulating language features and images can create innovative texts. They also create texts that respond to issues and integrate ideas from other texts.

**Speaking and listening:** Students listen for ways texts position an audience. They explore how interpretations can vary. They write and deliver presentations, and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

**ELECTIVE UNITS**

**LITERATURE**

This unit involves an analytical study of the poetry and prose of Henry Lawson and the writers of the 1890s. Students will develop an appreciation of early Australian literature and an awareness of what gives it a uniquely Australian flavour. Students will undertake the following thematic studies: survival in the bush; the harshness of the bush; the role of women in the bush; relationships.

This unit of works leads into VCE Literature studies in years 11 and 12. It encompasses an introduction to the basic concepts and metalanguage of the subject including:

- Imagery, analogy and metaphor, tone and atmosphere
- Rhythm and the importance of rhythmic emphasis
- Structure and plot development
- Construction and development of character
- Text response essay writing

It is highly recommended that students who wish to enrol in this literature unit have achieved a minimum grade of B in their English course prior to application. An interest in literature and a desire to continue such studies at senior level would also be beneficial.
DEBATING

This unit covers the skills and techniques required to participate in formal debates. Students are taught to prepare and participate in debates covering various topics and issues. They learn how to develop a team case around matter, manner and method and the art of rebuttal. Once debating skills have been mastered, the focus will be on practicing these skills in a debating challenge. Students will be given the opportunity to act as chairpersons and adjudicators as well.

With its focus on persuading an audience to a point of view and challenging others’ points of view, this unit is useful in preparing students for the ‘Using Language to Persuade’ VCE Area of Study. With its emphasis on research, writing and clear thinking it develops skills useful in either VCE English or VCAL Literacy.

FILM AS TEXT

In this unit students will view and study in depth at least two films. They will analyse and discuss the films’ features such as genre, setting, mood, lighting, sound and music, symbols, costuming, narrative and themes. Students will be required to take notes while viewing the film, take part in class discussions to present and argue a point of view and complete a variety of analytical and creative writing tasks such as reviews, essays and story writing.

This unit provides a pathway to VCE English and Literature as students will develop the skills necessary to interpret and analyse film as text.

POETRY

This unit examines the development of poetry from medieval to modern times. Students will be given the opportunity to study different styles of poetry and the techniques the poet has chosen to use. Assessment will involve students developing their analytical skills and learning how to compare and contrast different poems. There is also an oral component which involves interpreting a poem with one’s voice. Students may also be asked to respond creatively. Poets to be studied will include: Chaucer, Sir Thomas Wyatt, William Shakespeare, Gerard Manley Hopkins, Robert Browning, Emily Dickenson, Thomas Hardy and E.E. Cummings.

This Unit provides a pathway to VCE English and Literature as students will develop the skills necessary to interpret and analyse poetry.
This unit incorporates elements of publishing including journalism and graphic design. Students will work on developing and publishing publications such as the college newsletter, collections of students’ writing, e-zines, a class blog or the college magazine as part of their studies. They will develop an understanding of the different forms and styles of writing that make up a variety of publications and develop an ability to write in a range of these forms and styles. Students will also develop interview, photography and ICT skills.

This unit provides a pathway to either VCAL or VCE; students will develop skills relevant to both the Creating and Presenting and Using Language to Persuade Areas of Study.

These units will focus on developing foundation literacy skills which are required in all aspects of everyday life including: reading, hand writing, writing coherently, grammar and spelling. It is recommended that students who are working below the expected level in English take this class as it will enable them to receive explicit teaching of basic literacy skills such as control of the mechanics of English language, reading comprehension and writing coherently in a variety of styles relevant to everyday life.

Completing these units will enable students to enter into and succeed at VCAL; some may progress to VCE English Units 1 and 2.
HEALTH & PHYSICAL EDUCATION

UNIT CHOICES

PHYSICAL EDUCATION

Advisor: Ms Gemmah Gill

SPORT FOR BOYS 1

The unit offers boys the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, cricket, basketball, Australian Rules Football, soft-lacrosse, gym sessions, handball, badminton, volleyball and tennis. They will investigate the history, rules and any other relevant information of all the sports undertaken.

All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. The PE uniform is compulsory at Daylesford Secondary College. (Year 9/10 Boys Only)

SPORT FOR BOYS 2

The unit offers boys the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, cricket, basketball, Australian Rules football, soft-lacrosse, gym sessions, handball, badminton, volleyball and tennis. They investigate different fitness components of physical fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its success.

Uniform: All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. The PE uniform is compulsory at Daylesford Secondary College. (Year 9/10 Boys Only)

SPORT FOR GIRLS 1

The unit offers girls the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, netball, cricket, basketball, Australian Rules football, soft-lacrosse, gym sessions, handball, badminton, volleyball and tennis. They investigate different sports and sports people, focusing on women’s sports. Students investigate women in sport and how the media portray this. Students learn to set personal fitness goals, develop fitness programs and evaluate its success.

Uniform: All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. The PE uniform is compulsory at Daylesford Secondary College. (Year 9/10 Girls Only)
SPORT FOR GIRLS 2

The unit offers girls the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, netball, cricket, basketball, Australian Rules football, soft-lacrosse, gym sessions, handball, badminton, volleyball and tennis. They investigate different fitness components of fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its success. (Year 9/10 Girls Only)

***NOTE: Sports for Boys or Girls can be done as either a one semester unit or as a whole year selection. If you wish to do this for a whole year you must select option 1 and 2.

Uniform: All students are expected to be changed for all sessions, for health and safety reasons. This includes a School PE shirt, black shorts, skirts and/or tracksuit pants, a change of socks and a warm top for winter (preferably same colour as your house) and runners or sneakers, not school shoes. The PE uniform is compulsory at Daylesford Secondary College. Students can wear the college black jacket, a plain black jacket with no hood or a black long sleeve top under their shirt.

PHYSICAL RECREATION- YEAR 9 ONLY

This is a student directed subject where the curriculum is negotiated according to student needs, interests, perspectives and backgrounds. The practical component of the subject will involve actively participating in a range of recreational activities that might include lawn bowls, wheel chair basketball, modified games, beach volleyball, indoor soccer, golf, ten pin bowling, table soccer, fishing, circus skills, aerobics, weight training and darts. In theory the major project will require all students to plan, organise and evaluate a recreational activity of their choice. The theory component will reinforce and consolidate the aims, rules and code of conduct of each recreational activity.

OUTDOOR EDUCATION- YEAR 9 ONLY

This unit introduces the range of outdoor adventure activities available within the local outdoor environment. Practical activities include bush walking, navigating, abseiling, rock climbing, camp cooking, canoeing, orienteering, cross-country bike riding, horse riding and tent setting up. Theoretical activities: understanding weather patterns, care of equipment, using a compass, safety of individuals and care of environment through minimal impact.

INTRO TO VCE PE - YEAR 10 ONLY

Get a head start on your PE studies. This subject is designed to give students a better understanding of important topics in VCE. Intro into VCE provides an overview of the fundamental aspects preparing students for units 1 & 2.

The unit offers the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, cricket, basketball, Australian Rules Football, gym sessions, handball, badminton, volleyball and tennis.
HEALTH
Advisor: Ms Natalie Kirby

GLOBAL HEALTH

Did you know that Australian women have the third highest life expectancy in the world? Did you know that 69 million children in the world have no access to education? This unit looks at health issues not just in Australia, but the world. Students will work together to develop and/or participate in a program for improving world health.

This unit is a great introduction to VCE Health & Human development.

HUMANITIES
Advisor: Mr Martin Hogan

OVERVIEW

*Humanities subjects develop student knowledge and understanding of societies, and the individual, through the fields of History, Geography, Legal Studies, Business (Accounting), Civics and Citizenship (Politics) and Philosophy. Humanities subjects cater for all student learning styles and provide a solid base for students wishing to pursue future higher level academic studies. Each Humanities unit is structured to enable all students’ access to the learning they need. Study units provide a range of assessment options, which are designed to help all students achieve success.*

*Students interested in pursuing a Humanities pathway through VCE should choose two or three Humanities subjects over year 9 and 10. The broad choice on offer will allow students to either sample from a range of topics, or, to develop a particular focus or direction.*

YEAR 9 CORE HISTORY

The Year 9 History curriculum is drawn from the new National Curriculum, and provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

Throughout Year 9 History, students develop Historical Knowledge and Understanding, and Historical Skills, through a detailed overview of the key features of the period 1750 to 1918. The course introduces students to the nature and significance of the Industrial Revolution and how it affected living and working conditions. Students investigate the movement of peoples during the period, including slaves, convicts and free settlers, and map the extent of European expansion across the globe. Economic, social and political ideas are also explored through the depth study topics; ‘Making a Nation’ and ‘World War 1’. Whilst expanding their historical knowledge and understanding, students build critical historical skills such as questioning, research, analysis, perspectives and interpretations. Students develop their capacity to explain and communicate their
understanding and opinions through a variety of written and verbal communication forms, in preparation for senior school.

Course advisor: Mr Hogan

UNIT CHOICES

HISTORY FOCUS

HISTORY: WAR & PEACE – 1920S TO PRESENT (YEAR 10 ONLY)

This unit is designed to incorporate key elements of AusVels Level 10 History, where Students develop Historical Knowledge and Understanding along with Historical Skills. War and Peace is a lead in subject for VCE History. Students investigate a number of conflicts with specific focus on causes, significant events, outcomes and broader impact as an episode in world history. Students examine key events, issues and experiences through the analysis of primary and secondary sources of evidence. The unit contains a focus on Australia’s involvement in a range of international conflicts such as the Great War, World War II, the Cold War, Korean and Vietnam Wars and recent conflicts in Central Africa and the Middle East.

*War and Peace is a recommended subject for students considering taking VCE History Units 1-4.


The Good, The Bad, The Ugly, investigates significant and influential people from History in order to understand the strengths, weaknesses and leadership qualities of each character. Students analyse the positive and negative features of a range of leaders such as Julius Caesar, Alexander the Great, Queen Elizabeth 1, Attila the Hun, Joan of Arc or Genghis Khan. To help develop their critical thinking, students look at various sources of evidence to help construct arguments for, or against, the historical significance of individuals from our distant history. The subject also delves into the turmoil and great changes that occurred during the twentieth century. Students explore various types of influential organisations, individuals, elected leaders, spiritual leaders, cult figures, extremists and criminals that have shaped our recent past such as Gandhi, Nelson Mandela, Emmeline Pankhurst, Martin Luther King, Joseph Stalin, Pol Pot, JFK, Aung San Suu Kyi, Al Capone and Charles Manson.

* 'The Good, The Bad, The Ugly' is a recommended subject for students considering taking VCE History Units 1-4.
BACK PACK ADVENTURES

Travel and adventure are defining experiences for people everywhere. We love deciding where to go, what to do and how to make the most of the experiences. But we also want to know about the risks and dangers we might face being far from home. And what about the places we visit? What benefits and what problems can tourism bring? Back Pack Adventures is designed to help students explore their travel dreams and equip themselves with knowledge of their destinations. An investigation of the tourist industry, locally, nationally and internationally will cover topics such as environmental impact, sustainability, ethics and cultural identity. The informed traveller is the best traveller.

WORLD OF GEOGRAPHY

Students investigate the characteristics of development that occur across Asia and the globe. They use an inquiry based approach to explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales. Students examine patterns of development and evaluate the relevance of such classifications at global, national, regional and local scales.

NATURAL AND MAN MADE DISASTERS

Throughout history, humans have been afflicted by major disasters; Mt. Vesuvius, the Titanic, The Plague or starvation in Africa. In this subject, students examine the sometimes incredible human errors behind man-made disasters and the physical and environmental causes of natural disasters. Students conduct investigations into a range of disasters including bushfires, cyclones, drought, volcanic eruptions and tsunamis. Students also investigate human involvement in disasters such as nuclear meltdowns, plane crashes, sinking ships, building collapses and skyscraper fires. The role of authorities, media, rescue organisations and the behaviour of people during and after the disaster is also analysed.

COMMERCE FOCUS

LEGAL STUDIES

Is our legal system fair? This question underpins this unit where students examine laws and the procedures used in criminal law such as arrest, the court system and sentencing. The study equips students to make an informed evaluation about fairness and our legal system. In the process, students distinguish between criminal and civil law and learn how to read and interpret legislation. Guest speakers from the legal community contribute to the topic. The course also looks at the role of forensic psychology in criminal investigations and a study of a specific crime or legal issue is also included.

* Recommended subject for students considering taking VCE Legal Studies Units 1- 4.
MONEY MATTERS

In this unit students learn about money management to enable them to make informed decisions regarding their personal financial goals. Consumer issues will also be investigated, including consumer behaviour, wise buying and legislative protection for consumers. Basic economic concepts will be introduced, such as scarcity, the allocation of resources and supply and demand. Students will also participate in the schools' share market game.

THOUGHT PROVOKING

PHILOSOPHY

What is the sound of one hand clapping? Can you swim in the same river twice? Could your teacher be an (evil) machine with no feelings at all? Does God exist? Are wind farms worth it? Is capital punishment immoral? And what really does make something good? If you are interested in questions like these and you want a way to start answering them, then this subject is for you.

ITALIAN

Advisor: Ms Jenny Penaluna

OVERVIEW

Why study languages? Another language:

- helps link students to a wider world and to them see themselves as part of a global community
- develops important thinking and problem solving skills
- builds confidence
- it is a discipline that develops academic and scholastic skills
- at VCE level unit 3 & 4 language students’ language scores are marked up.
- it’s fun and challenging

UNIT CHOICES

YEAR 9 – SEMESTER 1 & 2  9IIT1 & 9IIT2

In year 9 Italian Language students will continue to build their knowledge of Italian language and their ability to write and converse in Italian. This course focuses on students’ understanding and use of Italian within the world of their own experience and imagination. Students, exchange personal information and opinions, make requests, arrangements and choices. Students read and write short texts and create and perform short skits. Students read and write short texts, learn about broader cultural topics and develop a sense of connectedness to Daylesford’s Italian heritage.
Students will also have an opportunity to take part in the annual CO.AS.IT Performing Arts competition in Melbourne, which is a wonderful opportunity to show off their spoken Italian and help build confidence as Italian speakers.

Daylesford Secondary College has also entered into a sister-school partnership with Belmont High School in Geelong, where students from both schools will work together to develop a project and interact regularly using Skype and school visits. Students who wish to study Italian at VCE level they need to complete both semesters of Italian in Year 9.

**YEAR ’10’- SEMESTER 1 AND 2**

In year 10 students will continue to build their knowledge and ability to converse in Italian. This course focuses on students’ understanding and use of Italian within the framework of their experiences in the classroom. Students are encouraged to, exchange personal information and opinions, make requests, arrangements and choices and create and perform short skits. Students read and write short texts and learn about broader cultural topics including Italian history and geography such as twentieth-century Italy, the formation of the republic and the ‘Made In Italy’ modern industrial Italy, its geography and cuisine.

Daylesford Secondary College continues their sister-school partnership with Belmont High School in Geelong, where students from both schools can work together to develop project ideas and interact through Skype and school visits. Students wishing to study Italian at VCE level need to complete both semesters of Italian in Year 10.

**YEAR 9 AND 10 CLIL HISTORY/ITALIAN**

What is CLIL? CLIL stands for, ‘Content and Language Integrated Learning’ and it is a teaching method, which combines the learning of content (History) and of language (Italian). This history unit would be taught entirely in the language of Italian. Findings show that studying a subject, through a foreign language, does not disadvantage students. On the contrary, they show that students’ capacity to think and learn is enriched by the challenge.

How will students learn the content of the subject if taught in Italian? This question is at the heart of every lesson, which is why in teaching this subject all materials are chosen carefully and made accessible to students by vocabulary and concepts being explicitly taught and understood before reading text and using new vocabulary to discuss the content. As tuition is in Italian it is imperative that in every a lesson, the intended learning is made clear at the beginning of the lesson and a thorough summing up and evaluation takes place before the lesson’s end to gauge whether or not students have understood the content. Whilst the aim is to use Italian throughout the unit, there will be a lead up time where the students and teacher will discuss and put into place a working agreement as to when the classes will be entirely in Italian.

This History Unit will examine nineteen-century migration to Australia and twentieth-century Italy. The focus being on Italy and the Italian diaspora, in particular, Swiss and Italian migration to the Hepburn and Daylesford area, Mussolini’s alliance with Hitler, the internment of Italian migrants in Australia during WW II, and post war migration.

Students would not have to study the offered Italian Language Units in conjunction with this study but may do so should they wish to. Should you have any questions or concerns about this offering please speak with Maria Mazzitelli or Jenny Penaluna on the information night.
CORE MATHS AT YEAR 9

CORE: Year 9 Mathematics is 4 periods per week over a full year

The year 9 core mathematics unit is a full year unit based on the Australian Curriculum strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning. Students are expected to keep a neat written record of class notes, examples and activities. They are also required to complete all necessary homework and assignments.

UNIT CHOICES

ALGEBRA 9 (YEAR 9)

This unit completes mathematics studies at a year 9 level. It is a single semester unit based on the Australian Curriculum strand of Number and Algebra. Various teaching strategies will be employed including the introduction to CAS calculators to reinforce and enhance learning.

NUMERACY

This is a single semester unit which may be taken at both year 9 and year 10 level. This unit will reinforce the basic arithmetic concepts through skills building exercises and puzzles, hands-on activities, computer-based activities and problem solving exercises. Students will have the opportunity to revisit areas of weakness and gain confidence with their numeracy.

CHALLENGING MATHS

This is a single semester unit which may be taken at both year 9 and year 10 level. This unit is an opportunity to experiment with a variety of problem solving techniques and tackle some more challenging concepts of mathematics. Students will be encouraged to try problems from the Maths Challenge, the Maths Competition and the Mathematics Olympiad in a supported environment.
There are 3 levels of **CORE** Mathematics at Year 10

### PATHWAY 1 - YEAR 10 MATHEMATICS

Year 10 Mathematics Pathway 1 (5 periods per week over a full year)

This flexible is pathway designed to support numeracy and mathematical development of the individual student. The recommended pathway 1 course will be made by the year 9 teacher, in consultation with both student and parent(s).

This unit is a full year unit based on the Australian Curriculum strands of Number, Measurement & Geometry, and Statistics & Probability. It may not satisfy curriculum requirements for a pass of mathematics at year 10 level and may not satisfy enrolment requirements for courses such as pre-apprenticeship TAFE courses or may not be sufficient for some Defence Force employment. Students passing Pathway 1 Mathematics will be eligible to undertake Units 1 & 2 VCE Foundation Mathematics. Some students passing Pathway 1 mathematics may be eligible to undertake General Mathematics in year 11.

Selection into Pathway 1

- Only on recommendation of year 9 teacher at end of the student’s year 9
- Any student wishing to change from Pathway 2 or 3 into Pathway 1 during the year, will only be considered for acceptance after a face-to-face meeting with the current teacher, parent(s) and student, and following a MIPs/careers interview in which the student is advised of the subsequent limitations of such a decision.

### PATHWAY 2 - YEAR 10 MATHEMATICS

Year 10 Mathematics Pathway 2 (5 periods per week over a full year)

This unit is a thorough preparation for both year 11 General Maths and Maths Methods. This unit is a full year course based on the Australian Curriculum 10 strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.

### PATHWAY 3 - YEAR 10 MATHEMATICS

Year 10 Mathematics Pathway 3 (5 periods per week over a full year)

This unit is designed for capable year 10 students, who may wish to study Maths Methods in year 11. It is recommended be taken with Turbo Maths 1.

This course is a full year unit based on the Australian Curriculum 10A strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.
UNIT CHOICES

TURBO MATHS 1

Turbo Maths 1 (3 periods per week for 1 semester)

This unit completes mathematics studies at a year 10 level for students who are undertaking Pathway 3. It is a single semester unit based on the more difficult concepts in the Australian Curriculum strand of Pattern and Algebra. Some of the concepts covered by General Mathematics in year 11 and Maths Methods in year 11 may also be introduced. Various teaching strategies will be employed including the use of CAS calculators to reinforce and enhance learning.

TURBO MATHS 2

Turbo Maths 2 (3 periods per week for 1 semester)

This unit follows Turbo Maths 1 and aims to give a thorough preparation for Maths Methods. The unit will continue the introduction to topics from both General Maths year 11 and Maths Methods year 11. Various teaching strategies will be employed including the use of CAS calculators to reinforce and enhance learning.

Please Note:

Students do not have to undertake Turbo Maths 1 and/or 2 if they opt do study Pathway 3 maths. Turbo Maths 1 and 2 are elective units.

Students that are enrolled in Pathway 3 Mathematics, Turbo Maths 1 and Turbo Maths 2, can be enrolled in VCE General Maths Units 1 and 2. If they successfully pass Pathway 3 Mathematics, Turbo Maths 1 & 2, they will be deemed to have successfully completed the Outcomes for VCE General Mathematics 1 & 2.

Please discuss with the Mathematics advisors if you would like more information about this option.
SCIENCE

Advisor: Mrs Elizabeth Woodroofe

OVERVIEW

Science is a subject that impacts on all of our lives. It is important that students have an appreciation of its applications, benefits and limitations. Science education aims to develop students’ abilities to ask questions and find answers about the natural and physical world. It aims to provide students with insights into the way science is applied and how scientists work in the community. Science helps students make informed decisions about scientific issues, careers and further study.

CORE SCIENCE YEAR 9

Science at Year 9 is a CORE Subject that is studied for 3 periods a week.

This course is structured in accordance with the Australian Curriculum guidelines and encourages the further development of skills and knowledge from previous years. Students gain specific knowledge needed in preparation for further studies in science and they also develop specific skills and behaviours. These skills and behaviours will be identified at the start of a topic.

The students work in groups, where possible, in order to enhance their social skills and to help them appreciate the benefit of combining their knowledge and talents with those of others. They work co-operatively to solve problems and complete tasks.

Experimental findings and ideas are communicated in a variety of formats, including the “scientific report” and students are encouraged to make extensive use of computer and ICT skills. Students are expected to keep a neat written record of all class activities. They are also expected to complete all necessary homework and assignments.

Students will require a calculator. Assessment will be based on performance in tests, semester examinations, assignments, homework completion and participation in practical activities.

In addition to the core science, students will have the opportunity to select from Experimental Science, or Introduction to Environmental Science as an extension elective.

UNIT CHOICES

EXPERIMENTAL SCIENCE (SEMESTER 1 AND 2)

This course focuses on experimental techniques and the application of scientific method across biology, chemistry, psychology and physics. It involves collection of data in many experimental situations and allows students to develop skills that will enable them to analyse data in a meaningful manner. Tabulating data; graphing; the mathematical approach to problems; the analysis of variables and scientific report writing is studied. This course is suitable as an extension for year 9 students and also for year 10 students as part of their science pathway.
INTRODUCTION TO ENVIRONMENTAL SCIENCE (SEMESTER 1 AND 2)

This unit develops an environmental awareness amongst the students. It investigates mechanisms by which the individual and the school community can reduce their carbon footprints and their use of non-renewable resources. It investigates and monitors local environments using standard techniques and methodology. Sustainable practises are studied and implemented within the school where possible, including the development of a productive kitchen garden. This course is suitable as an extension for year 9 students and also for year 10 students as part of their science pathway. Students are expected to keep an accurate set of class notes and complete set tasks. Assessment will be based on individual assignment work and participation in practical activities.

**The following electives are recommended for year 10 students only and provide a suitable pathway to study any science offered at the VCE level.**

GENERAL SCIENCE (SEMESTER 1)

This course provides a general grounding in the essential concepts, skills and knowledge required at the year 10 level in biology, chemistry, psychology and physics. It is the recommended precursor to both the Biological Science course and Physical Science course. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, a semester examination, assignments, homework completion and participation in practical activities.

BIOLOGICAL SCIENCE (SEMESTER 2)

This unit builds upon the knowledge and skills acquired in the General Science course and it is designed to provide students with a head start to senior studies in the areas of biology and psychology. The curriculum is designed around the concepts and skills underlying the biology and psychology VCE courses. Some chemistry is also studied to assist students with the biochemical aspects of these topics. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, semester examination, assignments, homework completion and participation in practical activities.

PHYSICAL SCIENCE (SEMESTER 2)

This unit builds upon the knowledge and skills acquired in the General Science course and is designed to provide students with a head start to senior studies in the areas of physics and chemistry. The curriculum is designed around the concepts and skills underlying the physics and chemistry VCE courses. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, semester examination, assignments, homework completion and participation in practical activities.