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Foreword

Education is life itself

John Dewey

Strathcona is dedicated to providing an enriching education enabling students to reach their full potential. We recognise that life skills and emotional intelligence underpin the drive for academic excellence. Our experience is that the nurturing and stimulating environment provided at Strathcona makes it a place where all can achieve to their very best.

Strathcona regularly reviews all aspects of the curriculum to ensure it offers balance, rigour and challenge. Together with our co-curricular programs, social service ethic and our pastoral care structures, the curriculum encourages the school community to reflect on and embrace Christian values whilst promoting respect for the beliefs and values of others. The use and appreciation of information and communications technologies are embedded in the curriculum and students are challenged and supported to develop deep levels of thinking and application.

If each girl immerses herself fully in the life of the School, her learning will be about developing relationships with others, with her subjects, with the communities in which she lives and grows and with the wider world. Our aim is to provide a broad range of academically and personally challenging programs that will help each girl gain the capabilities she needs to confidently engage with life in this way.

From Year 7 through to Year 10, the School provides a rich core of subjects to provide the breadth of education required to prepare our students for the many pathways they may choose to follow in the future. As students move up the school, the opportunity for them to make choices about their subjects increases. In making these subject choices, each girl must consider her interests, skills and longer-term goals.

This booklet provides information about the subjects offered by the School and the resources available to students. It outlines the special programs designed to acquaint students with multiple intelligences and learning styles, accommodate difference, develop independence and interdependence, initiative and resilience, strengthen self-esteem and responsibility and support them to become reflective, insightful, healthy young women.

Information Services

Information Resource Centre (Main School)

Hours of Opening:

- MONDAY 8:00 a.m. - 5:00 p.m.
 - TUESDAY 8:00 a.m. - 5:00 p.m.
 - WEDNESDAY 8:00 a.m. - 4:30 p.m.
 - THURSDAY 8:00 a.m. - 5:00 p.m.
 - FRIDAY 8:00 a.m. - 4:30 p.m.
-
- A comprehensive collection is available to all students. This includes print, non-print and electronic sources of information. *The Age*, *The Australian* and *The Herald Sun* newspapers are kept in the Library for twelve months.
 - Borrowing is for a fortnight; however, some resources are available for overnight loan only. Material, which is set aside for research projects, may also be on overnight loan for the duration of the project.
 - Students are able to borrow six items. VCE students are able to borrow eight items.
 - Students are responsible for all material borrowed in their name.

- A printing/photocopying card system is via Student ID cards. A4 black and white 5 cents, A3 black and white 10 cents, A4 colour 50 cents, A3 colour \$1.00. Student ID cards can be recharged at the Library Loans Desk for \$5.00 or \$10.00. Photocopying is subject to Copyright legislation.

Tay Creggan Library (Hawthorn)

This branch of the Library contains a comprehensive fiction, non-fiction and reference collection, which supports the Year 9 curriculum. Periodicals, newspapers, maps and posters are part of the collection. CD ROM and Internet facilities are available and there are computer workstations in the Reading Room

Audio Visual Department

The AV Librarian can assist with a variety of services. These include

- access to AV materials listed on the library computer catalogue, including videos, kits and sound recordings
- video and DVD viewing
- borrowing material and equipment on a restricted basis – please check with the AV Librarian first. Prompt return of all material borrowed is imperative. Materials borrowed are for school use only.
- copying videos and audiotapes (subject to Copyright) for uses such as House Drama, Music Concerts, Alliance Française competition, etc.
- assistance with lighting and sound in Featherstone Hall and the Theatre
- video and audio editing services, off air television and radio recordings can be arranged

Computing

The school has excellent computer facilities, which are integrated into the Library/Information Centres. Students are encouraged to use this technology for school work responsibly, creatively and critically.

A range of software is available for publishing, multimedia authoring, web page development, music technology, design, spreadsheet/statistical graphing, database, video editing etc.; however, the school may not support all software that is used at home. Students are encouraged to inquire about the school's software standards.

It is essential that:

- secure and regular back-up of work is made (usually via a USB memory stick available on book lists).
- home computers have anti-virus software installed, particularly if disks are brought from home to school
- each student enters an Ethics Agreement to ensure the responsible use of all hardware and software. This is signed by parents. We encourage you to read it with your daughter.

Strathcona provides access to School resources and student files through the Internet. This allows students to:

- download and work at home on assignments saved on the school computer system
- access online information resources
- access Email
- access subject pages for homework

Further information is available from the Information Services Manager (Mr Taylor) during business hours.

The Advanced Learning Centre

The Advanced Learning Centre has been established to further enhance and extend Strathcona's focus on the individual learning differences of students within the school community. There is a particular emphasis on how likeminded learners engage with the curriculum. Importantly, this focus includes developing the individual gifts of the students to enable them to become talented individuals. The students' interests and love of ideas are honoured by programs which are developed within the classroom and beyond the timetabled curriculum.

The Advanced Learning Centre also supports the learning of teachers and parents through consultation, team planning, teaching sessions and resourcing.

Curriculum Support

Curriculum support is available for those students who have been identified as needing support with their learning. Standardised testing is carried out at the classroom level on initial entry at Year 7, and if necessary, additional diagnostic testing is carried out with the School Psychologist and/or a consultant Speech Pathologist. This testing, combined with teacher observation and consultation with parents, becomes the basis for withdrawal from one LOTE class for up to three periods per week for Years 7 - 9, should this level of intervention be required. Assistance for students in Years 10 – 12 is individually negotiated with the Year Coordinator and the Leader of Advanced Learning.

Curriculum Support Classes Years 7 – 9

Curriculum support classes are designed for students who require specific intervention. The formation of these classes is a collaborative process between the Leader of Advanced Learning, the School Psychologist, the Year Coordinator, a Speech Pathologist, the parents and the student.

Features of the curriculum support program include:

- Development of oral and written language skills, including grammar, spelling and reading
- Using computer technology as a learning tool
- Understanding personal learning styles
- Using tools such as graphic organisers, mind mapping and memory strategies to support learning
- Development of high level thinking skills
- Development of study skills and organisational skills

Learning Support Years 10 – 12

Students in Years 10 – 12 can access learning support by booking sessions with the Leader of Advanced Learning. These sessions are intended to heighten the student's understanding of the learning processes necessary for examinations. They will also continue to reinforce the skills developed at previous year levels. Sessions may also focus on designing individual study programs which consider the unique nature of each student's learning experience. They will also offer assistance with reducing anxiety sometimes associated with examinations.

Gifted and Talented Program

This includes:

- Curriculum differentiation supported by the Leader of Advanced Learning, informed by a range of assessments
- Involvement in co-curricular and extra curricular activities (An extensive list of these programs can be found on our website <http://www.strathcona.vic.edu.au/>)
- Subject acceleration into VCE units
- Involvement in the Boroondara Secondary Gifted Network (including the United Nations Youth Association Security Council Debate and Philosophy workshops)
- Opportunities to participate in competitions and external Gifted Education programs (such as the Da Vinci Decathlon)
- Enrolment in the Virtual School for the Gifted courses where appropriate

These programs build on the Mellor House Curriculum Extension program.

Curriculum Grid

SUBJECT	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Art	■	■	Electives 2D Art 3D Art	2D Art 3D Art VCD I VCD 2
Christian Education	■	■	■	■
Combined Arts Elective				A Confident Performance
Commerce				Commerce Electives - Dollars and Sense - Powerful People
Drama	■	■	Elective	Drama – Play Production and the Actor
English	■	■	■	■ Journalism Literature – The Power of Love
Extension Program			■	
Food Technology		■	Elective	Food Technology 1 Food Technology 2
Geography/International Studies	■	■	■/Elective	International Issues, Resource Management, People and Places■
Life Skills and Wellbeing Program	■	■	Extension Program	
History	■	■	■	■ American History: A Nation in Conflict: <i>The Civil Rights Movement</i>
Information and Communications Technologies, Multimedia and Information Literacy	■	■	Extension Program	Lights, Camera, Action Web Design Digital Animation
LOTE – French	■	**	Elective	Elective
LOTE – Chinese	■	**	Elective	Elective
LOTE – Italian		**	Elective	Elective
Mathematics	■	■	■	■*
Music	■	■	Elective	VCE Units 1 & 2 Music Performance* or Elective Music – History and Styles
My Future (Pathways & Work Skills)				■
Physical Education	■	■	■	■
Science	■	■	■ Plants and their Environment Elective	■ Sports Science Elective

■ Core Subject * VCE Unit/s 1 & 2 if studied in Year 10

** Students will continue with French and Chinese or may be able to replace one of them with Italian

Art

Art is a core subject in Years 7-8. The course provides students with an understanding of the elements and principles of art and develops skills in a range of two and three-dimensional art media. These enable students to

- communicate their feelings visually
- understand themselves and other people
- explore a wide range of creative problem solving

Year 7:

Students are encouraged to work both individually and cooperatively in groups and topics will incorporate one or more of the Multiple Intelligences. Each student works in the following five areas during the year: Ceramics, Painting/Drawing, Digital Imaging, Textiles and Design.

Aims: *Students will*

- use a variety of sources for inspiration and ideas, drawing upon experiences, observation and imagination
- use trialing to develop and extend ideas
- make two and three-dimensional art works combining and manipulating art elements and principles
- use a wide variety of media and techniques
- research different types of art forms and techniques from a range of cultures
- be encouraged to develop informed opinions
- be able to enjoy creating and looking at art works

<p>Unit 1 – Ceramics <i>Topic 1: Tea cups and bowls</i> <i>Topic 2: Animal Sculpture</i> <i>Topic 3: Wheel throwing</i> <i>Topic 4: Written tasks</i></p>	<p>Unit 3 - Textiles <i>Topic 1: Fabric Hand Painting</i> <i>Topic 2: Art Installation</i> <i>Topic 3: Written Project</i></p>
<p>Unit 2 - Painting/Drawing <i>Topic 1: Abstract Warm/Cool Colour Painting</i> <i>Topic 2: Outdoor Sketching</i> <i>Topic 3: Fauvist Portrait Painting</i> <i>Topic 4: Written Project</i></p>	<p>Unit 4 – Design <i>Topic 1: Elements of Design</i> <i>Topic 2: Typography Design 1</i> <i>Topic 3: Typography Design 2</i> <i>Topic 4: Technical Drawing</i> <i>Topic 5: Poster</i> <i>Topic 6: Research: Typography & Symbols</i></p>

Year 8:

This course aims to develop and extend the skills and working methods begun in Year 7 by using a range of two and three-dimensional media to visually communicate ideas and understanding of self and the society in which one lives. Students work in 6-7 week blocks in each of the following areas: - Ceramics, Painting/Drawing, Design and Textiles.

Aims: *Students*

- explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination
- trial a number of possible solutions to a topic
- make two- and three-dimensional art works combining and manipulating art elements and principles
- use a wide range of media and techniques with increasing skill
- explore art concepts such as movement, proportion, perspective
- research different types of art forms and techniques from a range of cultures
- analyse the design, techniques and meaning of art works
- be able to enjoy creating and looking at art works
- develop informed opinions

<p>Unit 1 – Ceramics <i>Topic 1: Arkley inspired architecture</i> <i>Topic 2: Silk screen printing on ceramics</i> <i>Topic 3: Wheel throwing</i> <i>Topic 4: Written task</i></p>	<p>Unit 2 - Painting & Drawing <i>Topic 1: Surrealist Collages</i> <i>Topic 2: Shading in drawing and painting</i> <i>Topic 3: Perspective Painting</i> <i>Topic 4: Written Project</i></p>
<p>Unit 3 – Textiles <i>Topic 1: Tie Dyed garment</i> <i>Topic 2: Fashion and costume design</i> <i>Topic 3: Written Project</i></p>	<p>Unit 4 - Design <i>Topic 1: Retail Package Design 1</i> <i>Topic 2: Package Design 2</i> <i>Topic 3: Research – History of Graphic Design</i> <i>Topic 4: Computer Design</i></p>

Year 9: Electives

There are two semester length courses aimed at developing theoretical knowledge and artistic skills and/or visual communication and design knowledge and skills. Students wanting to study Art or Visual Communication and Design at Year 10 are strongly encouraged to choose both 2D Art and 3D Art at Year 9.

2D Art

Creating and Making

Painting, Drawing, Printmaking, Mixed Media and Digital Imaging

Exploring and Responding

Art Appreciation relating to the creating and making aspect of the course

3D Art

Creating and Making

Sculpture (in its various forms), Textiles, Jewellery and Mixed Media

Exploring and Responding

Art Appreciation relating to the creating and making aspect of the course

Year 10 Electives

A wide selection of electives is offered to provide a rich and varied learning experience. For those students who are intending to continue with Art at Years 11 & 12, it is strongly recommended they take either 2D Art for a whole year or 2D Art for Semester 1 and 3D Art for Semester 2. For students intending to do VCE VCD, it is strongly recommended that both VCD 1 & VCD 2 be chosen at Year 10 as a preparation for VCE VCD.

2D Art 1 (either full year or Semester 1 only)

Creating and Making

Painting, Drawing, Printmaking, Mixed Media and Digital Imaging – this is the practical part of the course. Students create a series of pieces.

Exploring and Responding

Art Appreciation relating to the creating and making aspect of the course – this is the written, theoretical and discussion part of the course.

3D Art (Semester 2)

Creating and Making

Sculpture (in its various forms), Textiles and Mixed Media – this is the practical part of the course. Students create a series of pieces.

Exploring and Responding

Art Appreciation relating to the creating and making aspect of the course – this is the written, theoretical and discussion part of the course.

Both 2D and 3D Art will involve the production of a folio and visual diary, which trials ideas and shows development of artistic and technical skills. Both units will also involve the description, analysis, interpretation and comparison of art works.

Visual Communication & Design Units I & 2

The Art department offers two one semester elective units of Visual Communication and Design (VCD) at Year 10. Both units will involve the students in using a range of paraline and orthogonal drawing systems, using both manual and electronic instruments, to complete instrumental drawings. Students will also draw from direct observation, in proportion, and render the drawings. Both units will involve the use of Photoshop and other relevant digital technologies in the application of design elements and principles to satisfy a stated purpose.

Research, analysis and written communication skills will be important aspects of both units. Written reports, supported by visual material, explaining the visual communication production process will be required in each of the units of VCD at Year 10.

Christian Education

Christian Education is a core subject.

Year 7: A Man Called Jesus

The curriculum plan is to introduce the person of Jesus Christ through the New Testament; to build up a picture of Jesus through what he said and taught, through the miracles he performed; to discuss and reflect on how he has influenced so many people of all nations throughout the ages; to introduce Judaism and its influence through the Old Testament/Jewish Scripture on Christianity. **Textbook:** Good News Bible

Aims:

- to gain knowledge and appreciation of Jesus Christ and Christianity which is central and basic background to our Australian culture in the arts, literature, and music and through our festivals of Christmas and Easter
- to reflect on the Christian faith and its message for us today
- to encourage at all times an open attitude to all that is presented and discussed
- underlying all our teaching and discussions is the ultimate desire that our students will seek to pursue a faith journey relevant to their age and understanding

<p>Term 1 <i>Unit 1: Introduction to Christian Education</i> <i>Unit 2: Jesus of Nazareth</i> <i>Unit 3: Easter</i> Reflection</p>	<p>Term 3 <i>Unit 1: Jesus and His challenges to us</i> <i>Unit 2: Jesus and His parables</i> <i>Unit 3: Prayers including `The Lord's Prayer`</i> Reflection</p>
<p>Term 2 <i>Unit 1: Life in 1st Century Palestine</i> <i>Unit 2: The Gospel of Mark</i> <i>Unit 3: Jesus and His Miracles</i> <i>Unit 4: Rewrite a Jesus story for children</i> Reflection Chapel Service</p>	<p>Term 4 <i>Unit 1: Jesus and His friends</i> <i>Unit 2: Christian love</i> <i>Unit 3: Christmas Comes Again</i> Reflection Chapel Service</p>

Year 8: God's People and their Journey in Life

The curriculum plan is to show God as creator of our world, a loving God who planned this world for our good and pleasure; to show the Old Testament/Jewish Scripture as a record of what God has done for his people and what God expects of his people; to study the lives of the Old Testament/Jewish Scripture characters and what they tell us of God. **Textbook:** Good News Bible

Aims:

- to gain knowledge of God and an appreciation of the Old Testament/Jewish Scriptures which is central and basic background to our festivals, literature, art and music in Australian culture
- to reflect on the Christian faith and its message for us today
- to encourage at all times an open and positive attitude to all that is presented and discussed
- underlying all our teaching and discussions is the ultimate desire that our students will seek to pursue a faith journey relevant to their age and understanding

<p>Term 1 <i>Unit 1: Creation stories</i> <i>Unit 2: Creation Prayers and Psalms</i> <i>Unit 3: Adam and Eve</i> <i>Reflection</i></p>	<p>Term 3 <i>Unit 1: Moses</i> <i>Unit 2: The Bible in Art. Individual projects</i> <i>Unit 3: Moses and Martin Luther King</i> <i>Reflection</i></p>
<p>Term 2 <i>Unit 1: Noah and the Ark</i> <i>Unit 2: Abraham, Isaac, Jacob & Joseph</i> <i>Video project</i> <i>Reflection</i></p>	<p>Term 4 <i>Unit 1: The Prophets – Jonah, Daniel.</i> <i>Unit 2: Women in the Old Testament</i> <i>Ruth, Miriam or Hannah</i> <i>Chapel Service</i> <i>Reflection</i></p>

Year 9: The Christian Input as the Connecting Point for a Meaningful Life

The curriculum plan is to pursue a journey of searching for meaning in life through reflection on the Christian faith. A study of such biblical and world documents on guidelines and the teachings of Jesus; to reflect on relationships and the issues of friendships, prejudices and racism; to confront life and death ethical issues and discuss the decision-making processes; to reflect on the saints of old and modern martyrs; to document the ‘Rites of Passage’ and delve into issues of justice; to continue experiencing stillness and silence.

Textbook: Good News Bible

Aims:

- to gain knowledge and appreciation of Christianity as basic background to our Australian culture, to our festivals, literature, art and music
- to reflect on the Christian faith and its message for us today
- to encourage at all times an open attitude to all that is presented and discussed
- underlying all our teaching and discussions is the ultimate desire that our students will seek to pursue a faith journey relevant to their age and understanding

<p>Term 1 <i>Unit 1: In search of meaning</i> <i>Reflection</i></p>	<p>Term 3 <i>Unit 1: The community of the Church</i> <i>Unit 2: People who inspire us</i> <i>Unit 3: A call to act justly</i> <i>Reflection</i></p>
<p>Term 2 <i>Unit 1: In relation with others</i> <i>Reflection</i></p>	<p>Term 4 <i>Unit 1: Rites of Passage</i> <i>Unit 2: Our preparation for Christmas</i> <i>Reflection</i></p>

Year 10: A Challenge to Question and Reflect

The curriculum plan is to provide an arena for interfaith discussion on the roots and heritage of the Christian faith; in relation to Islam, Hinduism, Buddhism and Judaism. A basic understanding of each of these mainstream faiths will be taught through video presentations, discussions and activities. Students involved in the Building Bridges (Interfaith Dialogue in Melbourne schools) Program will share their experiences and interaction with other members of the class.

Topical issues such as gossip, drugs, body image, sex, death, depression, racism, homosexuality and success are discussed with the aid of the Eric video series. Each of these issues is looked at individually in the context of our interfaith discussion.

Easter and Christmas; the Gospel accounts are read and reflected upon.

Regular times set aside for stillness and quiet.

Key Textbook: The Good News Bible

Aims:

- to gain knowledge of God and the Christian faith which is central and basic background to our sense of justice and to our festivals, literature, art and music in Australian culture
- to reflect on the message of justice revealed in the Bible and its relevance and importance for us today
- to gain knowledge and understanding of other faiths
- to gain knowledge and understanding of the historical background of Christian Denominations and in particular the Baptist denomination
- to encourage at all times an open and positive attitude to all that is presented and discussed
- underlying all our teaching and discussions is the ultimate desire that our students will seek to pursue a faith journey relevant to their age

<p>Term 1 <i>Unit 1: Study of Religions</i> <i>Unit 2: The Hindu Faith</i> <i>Unit 3: Eric Series – Gossip</i> <i>Unit 4: Buddhism</i> <i>Unit 5: Christian celebration of Easter</i> <i>Reflection</i></p>	<p>Term 3 <i>Unit 1: Eric Series - Death</i> <i>Unit 2: Jewish Faith</i> <i>Unit 3: Eric Series – Racism</i> <i>Unit 4: Interfaith Research Project</i> <i>Reflection</i></p>
<p>Term 2 <i>Unit 1: Eric Series – Body Image</i> <i>Unit 2: The Islamic Faith</i> <i>Unit 3: Eric Series – Depression</i> <i>Reflection</i></p>	<p>Term 4 <i>Unit 1: Eric Series - Homosexuality</i> <i>Unit 2: Christianity and Mark’s Gospel</i> <i>Unit 3: Eric Series - Success</i></p>

Combined Arts Elective

A Confident Performer (or ways to a better performance)

Year 10 Elective

Most people have been inhibited by nerves at some time or another, and many top performers have been paralyzed by them at times, yet their creativity and reputation triumphed. This course is designed for students who would like to feel confident when performing – whether performing music, poetry, public speaking, doing job interviews, examinations and anything else that requires one to stand in front of an audience, or perform out of one’s comfort zone. This course develops skills in how to prepare for a confident performance, changing performance tension into vital energy.

The first part of the elective identifies the problem and symptoms of fear and the reasons behind the fear. Brainpower is discussed and some positive strategies put forward. The second part of the elective offers solutions – how to perform to the best of your ability, how to prepare physically. Specific situations are also covered.

Aims

This study aims to involve students in analyzing their own performances and those of others, identifying their own fears before and during performance and analyzing self-talk that may occur during performance. It aims to give students the skills and resources to produce a quality performance to the best of their ability while gaining enjoyment in the process of preparation and performance.

This study is designed to develop:

- Confident students
- An enjoyment of performing to and communicating with an audience, large or small
- The ability to analyze a less successful performance and turn it into a learning tool rather than carrying it into the next performance as a negative
- The ability to place oneself 'in the flow' when preparing for a performance and when actually performing
- Strategies to ensure physical and mental preparation for peak performance and excellent outcomes

Assessment Tasks: 3 performances; essay/report; and a folio – personal preparation techniques, analysis of performances (self and others) and reflections

Commerce

Year 10

Commerce electives

Students may take ONE or BOTH of these units.

Semester 1: Dollars and Sense

Area of Study 1: Why is everything made in China?

This area of study will provide an introduction to Australian and global economic issues will be investigated. China will be used as a case study.

Area of Study 2: Will I ever be able to afford to visit China?

Students will be introduced to many aspects of personal financial management. Topics covered will include basic budgeting and bookkeeping, the share market (including participation in the ASX share market game), travel, credit cards, investing and workplace survival skills.

Semester 2: Powerful People

Area of Study 1: Politics

This area of study will provide an introduction to the Australian political system. The role of federal, state and local government will be explored. The use of cartoons and humour will enable students to understand the current political issues and allow the role played by the various characters to be explored. The students will participate in a mock election and visit State Parliament.

Area of Study 2: Is your ignorance of the law a defence?

This area of study will provide an introduction to the law and the legal system. International legal issues, human rights and the role of the United Nations and issues facing young people will be explored. Students will develop their knowledge of global citizenship.

Assessment:

Outcome for each area of study: 25%

Examination: 50%

Drama

YEAR 7

The Year 7 Drama course introduces the students to a vast array of drama styles and conventions with the specific aim of developing drama awareness, personal confidence and performance skill in a safe and affirming environment. Students will be introduced to a new drama project every week, which they will brainstorm and then work collaboratively to develop and refine. Students will be given the opportunity to perform their work every week so that performance skills are constantly being developed and refined. Critical reflection and evaluation of the work follow every performance.

Aims

To introduce students to a variety of dramatic forms and to provide the opportunity to improvise, workshop

and perform their work for others. Students work collaboratively on developing improvisations on a common topic, theme or genre. They develop skill in using stagecraft elements such as costumes and props in order to enhance the meaning of their drama. Teachers introduce different dramatic genres to assist students to identify dramatic features and conventions. Teachers introduce strategies by which students may improve their work, and help them to structure their work to meet the needs of different audiences. Students are encouraged to use feedback from their peers as audience in order to improve their own work. Through discussion they learn to assess the effectiveness of their drama in conveying intended meaning. Teachers ensure that students use correct terminology when making and describing their own and others' drama works. Students learn to manipulate elements of time and space in their drama.

Term 1	Term 2	Term 3	Term 4
Choreography – War Dance	TV Commercials	Soap Opera Genre	Documentary Drama
Poetry as a stimulus for performance	Short scripts used as stimulus for performance	Murder Mystery genre	Fractured Fairy Tales
Group devised Drama using different stimulus material	Fairy Tale Genre	Musical Comedy Genre	Performance of a script to a live audience
Dance Drama	Thriller Genre	Theatre Sports	Picture books as stimulus for performance
Mime	Parable Plays	Gangster Plays	
Space Jump – Theatre Sports	The Western Genre	Horror genre	

YEAR 8

The Year 8 Drama course aims to develop many of the skills established in Year 7. Students will continue to work collaboratively in developing and presenting coherent, polished drama statements. The emphases are on planning, collaborating and sequencing. An essential aim of the course is concerned with the development of performance skills. Moreover, the Year 8 course aims to introduce students to the challenge of Elizabethan Theatre, Improvisation, Commedia dell'arte and Ancient Greek Theatre. A primary objective of the course is to foster student awareness of some of the great historical dramatic art forms that have evolved through the ages. Again, students will be encouraged to use theatrical terminology when discussing work at hand.

Aims

The course concentrates on drama from different historical times and cultures. Students explore the different historical times and cultures. Students explore the different performance styles and associated theatrical conventions of Elizabethan Theatre, Commedia dell'arte street theatre and Ancient Greek Theatre. The course continues to focus on the development of skills in improvisation and critical analysis. Students will learn to make their own artistic statements by using a variety of dramatic forms from different historical periods and genres. Sequencing is another key skill that is developed through the course. Students learn to organise their drama so that meaning is identified and clarified. Stagecraft elements will continue to be used to reinforce the impact of the performance and lighting and set will be added to costumes and props. Performance skills will include the incorporation of pertinent theatrical conventions when developing the expressive tools of gaze, gesture, movement and voice.

Term 1	Term 2	Term 3	Term 4
Elizabethan Theatre	Improvisation	Commedia Dell'arte	Naturalism
Performance Style – Elizabethan Theatre	Theatrical conventions - Improvisation	Performance style – Commedia dell'arte	Naturalism
Theatrical Conventions Elizabethan Theatre	Variety of Improvisation Games and challenges	Theatrical conventions - Commedia	Theatrical Conventions – Stanislavski Method Acting
Creation – heightened movement scene – Dance Drama	Performance of improvised scenes	Creation and rehearsal – group devised Commedia play	Naturalist text
Performance – Excerpt from Shakespeare's Macbeth	Performance analysis of the Year 12 Play	Performance – group devised Commedia play	Performance – excerpt of Naturalistic Script

YEAR 9

Performance Drama is a semester elective aimed at developing skills in performance making and script analysis. Students will work on both group devised and scripted plays, embracing a variety of theatrical styles and conventions. In Unit 1 students participate in the preparation and performance of a non-naturalistic theatre piece of 20-25 minutes duration. The performance will be student devised and incorporate the use of specified non-naturalist theatrical conventions. Students will manipulate dramatic elements to convey meaning and incorporate linking devices such as song or frozen images. In Unit 2, the students will be introduced to a non-naturalistic script by Bertolt Brecht or Eugene Ionesco to develop as a performance piece. They will be required to analyse the script, develop characterisations and interpret the text within the style of Didactic Theatre or Theatre of the Absurd.

Aims

Students will develop the skills to work collaboratively on a given theatrical project. They will create or interpret a script for presentation to an audience, taking into account the special nature of the performance space at Tay Creggan. They will use dramatic elements such as conflict and mood to enhance the performance and the expressive skills of movement, voice and gesture to portray characters. They will also demonstrate the skill to manipulate drama for specific purpose and enhance the performance with appropriate stagecraft requirements. Audition and rehearsals skills are also acquired and the skill of working as an effective member of an ensemble on a class production.

Unit 1	Unit 2
Group devised Non naturalist Performance	Non naturalistic script
<i>Theatrical Conventions</i> – Transformation of character, space and object, disjointed time sequences, caricature and satire. <i>Dramatic Elements</i> – Mood and conflict <i>Playmaking techniques</i> – Brainstorming, improvisation, rehearsing <i>Performance</i> 2-25 minutes duration	<i>Theatrical Conventions</i> – Didactic Theatre or Theatre of the Absurd <i>Interpretation of Script</i> – Informed and well constructed <i>Character Development</i> – expressive skills <i>Ensemble skills</i> – rehearsal techniques <i>Performance</i>

Year 10 Drama Elective - Whole Year course

It is strongly recommended that students wishing to enrol in Drama 3/4 or Theatre Studies 3/4 have completed this elective.

Drama: Play Production and the Actor

Semester 1: Play Production

This unit focuses on the interpretation of a play script or excerpts from play script/s for production to an audience. It considers the actor as part of a carefully planned and presented production involving acting and the selection of one area of stagecraft from the following: set, props, costumes, lighting, sound, direction, multimedia, makeup, promotions and stage management. Students will be involved in BOTH stagecraft and acting roles in the development of a play script/s for performance. The course includes a History of Theatre component which delves into developing an understanding of the performance styles and associated theatrical conventions inherent in both the play/s selected for performance and Elizabethan Theatre. They will also choose a Shakespearean duologue to develop for presentation to a live audience. Students must attend at least ONE professional performance from a recommended list and write an analysis of the performance. They are encouraged to attend a range of performances on their own.

Area of Study 1: Play Production

Students will work collaboratively on the interpretation and performance of a play script or excerpts from play script/s utilising the appropriate performance styles and theatrical conventions. Each student will participate in both acting and one area of stagecraft. The process in developing the stagecraft will be documented in a folio.

Assessment Task: Play Production - Acting

Acting and the application of stagecraft will be assessed through the four stages of the production process.

Assessment Task: Production - Folio

Development of a Stagecraft folio documenting the design process over the four areas of the production process.

Area of Study 2: Performance Analysis

Students will describe and evaluate the use of stagecraft in a professional performance.

Assessment Task: Performance Analysis

A written analysis and evaluation of a professional performance.

Area of Study 3: Elizabethan Theatre

Students will select a Shakespearean duologue to develop and perform. Each student will select a partner and decide on a duologue to contextualise and develop into a performance utilising Elizabethan performance style and theatrical conventions. The performance will be in front of an audience. It will also be videotaped for analysis and evaluation purposes.

Assessment Task: Performance of Shakespearean duologue

Application of expressive skills and appropriate performance styles and conventions to present a Shakespearean duologue in performance.

Semester 2: The Actor

Area of Study 1: Ensemble Performance

Students will work collaboratively on developing a non-naturalistic performance on a given stimulus. The study of Non Naturalism will be integral to the work developed during this outcome. The ensemble will be presented in an evening performance in front of an audience.

Assessment Task: Creating and presenting ensemble performance.

Development and presentation of character/s within an ensemble performance.

Area of Study 2: Monologue Performance

Each student will choose a character from the VCE Theatre Studies Monologue Examination list and create a 7 minute Monologue for performance to a live audience. The students will research the appropriate performance style of their chosen monologue.

Assessment Task: A Solo Performance
Development and performance of monologue

Area of Study 3: Performance analysis

Students will attend a professional performance from a recommended list and write an analysis of the work of actors in the play.

Assessment Task: A written analysis of a professional performance
Analysis and evaluation of the acting in a professional production.

Written examination:
Analysis of the development of both the ensemble and the monologue performances.

English

English is the core study of language and literature mandated at every level of secondary school.

- the Multiple Intelligences Theory of Howard Gardner
- Bloom's Taxonomy
- a number of approaches to thinking / learning styles

It is recognised that each student in a mixed ability classroom is exercising her language skills in each of the five domains - reading, writing, speaking, listening, and thinking - at an individual level of attainment, recognised and mapped by the VELs documents. Consequently, although a common or core approach is adopted at each chronological year level, the nature of the tasks and the execution of those tasks is varied to accommodate individual needs, either of the group or of the individuals within any particular classroom grouping.

Students are encouraged, in the context of *Project Nautilus* which begins at Year 7, to develop an awareness of the eight intelligences model of Gardner and to recognise their own strengths and weaknesses, and indeed their own inclinations and predilections, across the range of intelligences. Consequently, they are encouraged to build on their strengths and redeem their weaknesses, as highlighted by particular activities, tasks, and outcomes under the broad umbrella of the subject discipline called English. At Year 10, in one sense the cusp with the mandated post compulsory curriculum of the Victorian Certificate of Education, there is in addition a particular focus on different learning styles, thereby encouraging girls to develop the flexibility to adopt a range of approaches to tasks and processes in order to develop their mastery of skills and, ultimately, their cognitive capacity.

The five domains of English are interdependent, in that a student's capacity to use language for a variety of purposes, in a variety of contexts, is necessarily reflective of her capacity to engage with the ideas of others, with texts of all types, with people around her and with the wider world in the most general sense. It is also therefore reflective of her capacity to express herself in relation to the world and to others. In a manner peculiar to English the student is afforded the opportunity to engage with herself as an individual, with others, and with social and cultural contexts, both her own and that of others.

English is therefore both the means by which a student becomes literate in increasingly sophisticated and flexible ways, and the means by which the student develops a self-conscious awareness of the ways in which the language and ideas of others both shape the world round us and create a sense of self. Mastery of language then affords a student the opportunity to engage with issues and ideas of increasing complexity and to appreciate the use of language in creating works of aesthetic value, of transmitting complex ideas with logic and clarity and allowing a student to engage productively with the world. In a fundamental sense the study of English is therefore sequential and articulated within the secondary curriculum.

The more specialised study of Literature is fostered in the early and middle secondary years by the selection of particular texts, which represent the range of achievement in English in a variety of genres and representing a range of cultural and social contexts.

In the post compulsory years, students may choose to study Literature rather than English or Language. The encouragement, however, of the practice of close reading, the skills of discrimination and discernment and exposure to a range of master works are seen to be the province of English as a whole and not peculiar to Literature.

Aims Years 7-10:

- to help students develop the skills of literacy with increasing levels of competence and confidence
- to foster a love of language and literature
- to facilitate the acquisition of personal skills in reading, writing, speaking and listening through regular and varied practice, emphasising accuracy, flexibility, breadth, and appropriateness
- to encourage initiative and self-reliance in the use of language and the exploration of texts and ideas
- to nurture the self-confident expression of the individual through the medium of language
- to challenge students to read work of increasing complexity, even difficulty, with a sense of achievement, profit, and pleasure
- to introduce students to a range of texts, encompassing classic works in the main genres and contemporary texts drawn from a wide range, including contemporary film and media texts, thereby developing the skills of comprehension, interpretation, and evaluation
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources
- to practise the use of different media for communication, exploring the different conventions attached to these
- to enrich the cultural and social awareness of students by exposing them to a wide variety of ideas and material
- to empower students by encouraging a metalinguistic and metacognitive awareness of themselves as language users and as thinkers
- to enhance an awareness of the creative, imaginative, and aesthetic potential of language to hone the skills of logical and critical thought

Years 7- 10

The three dimensions in English are:

- *Reading and Viewing*
- *Speaking and Listening*
- *Writing*

The Reading and Viewing dimension asks students to read and respond to a range of classic, contemporary and popular texts which include:

- *Literature*
- *Everyday Texts*
- *Media Texts*

The second of these, Speaking and Listening focuses on providing opportunities to produce a range of spoken texts in a variety of formal and informal situations.

Students analyse critically the relationship between texts, contexts, speakers and listeners.

The Writing dimension develops students skills in writing appropriately and effectively in a range of text types for a variety of purposes and audiences. They are encouraged to explore different perspectives on complex and challenging issues.

Within each of these categories, the following learning outcomes are mapped within very broad parameters loosely tied to: the middle years (Years 5-8): and the later years (Years 9-10).

Assessment of Outcomes

The outcomes are in accordance with the VELS and assessment is criterion-based, using the indicators attached to the learning outcomes at levels 4-6, and to an assessment model based on Information Processing, Thinking, Communicating, and the Inter/Intrapersonal domains. It is the school's policy to then transfer these to a norm-referenced matrix and to allocate a summative letter grade. Descriptive assessment is also used both for record keeping and reporting. When possible, assessment is common and subject to consensus moderation. It is the policy of the English Department, if appropriate, to favour global assessment across a number of criteria.

Year 10 English Electives

Journalism

Overview of course

The course will introduce students to the main principles of journalism. It is designed for students who have an interest in the media and would like to learn some of the strategies and skills that are used in the media to target and communicate to an audience. The course further develops critical reading skills, writing skills (creative and analytical), oral communication, analytical viewing skills and ICT skills.

Aims

The study aims to involve students in reading, writing and talking about issues and general human-interest stories that feature in media publications and television programs. Students will learn how to write a variety of newspaper and magazine articles, as well as critically examine the power of television and visual images in conveying news and current affairs.

The unit is designed to enable students to develop the following:

The ability to investigate a variety of stories for publication

The ability to write effectively in a number of styles: feature article, editorial, news report, sports feature, interview, human interest article, and reviews

The ability to critically examine and analyse the ways in which the media uses words and images to misrepresent/show bias/manipulate the reader or viewer/generate interest or public concern/challenge those in power/question actions and decisions of governing bodies

An understanding of the different ways in which media materials are constructed

The ability to read and view closely and critically

Interpretative and evaluative skills by analysing, synthesising, hypothesising, questioning and drawing inferences from media texts

Assessment Tasks

Students will critically analyse a variety of print media

Students will critically analyse a variety of television news and current affairs programs

Students will individually produce a newspaper

Students will individually produce a 5 to 10 minute video or 'live studio demonstration' in the style of a television news program or current affairs program

Literature – The Power of Love

Overview of course

The course is designed for students who have a passion for literature and enjoy thinking deeply about the complex nature of humans and their relationships with others, and the places and times they inhabit - a truly stimulating course that further develops English skills. The course covers various kinds of literature - poetry, novels and fiction in films - and focuses on the ways in which literature re-creates and explores human experience. Students produce creative and analytical pieces and engage in the evaluation of critical commentary.

Aims

The study aims to involve students in reading, writing and talking about the nature and value of a wide range of literature. It is designed to enable students to develop the following:

Enjoyment of literature;

An interest in reading widely and independently;

An understanding of the variety of human experience and critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature;

An understanding of the different ways in which literary texts are constructed;

The ability to read closely and critically;
The ability to relate what they read to their own lives and social contexts
Interpretative skills by hypothesising, questioning, and drawing inferences from texts;
And, the capacity to present analytical, critical and creative responses to texts orally and in writing.

Content

Poetry study – this will be an intensive study of a selection of some of significant poems from various ages. Assessment will be by oral presentation.

Novel study – one of the 'great' novels will be studied. Assessment: creative responses, passage analyses and creation of a website.

Fiction in Films – a stimulating text and its film adaptation will be studied. Assessment: an analytical essay.

Assessment Tasks

Students will do a variety of creative and analytical responses
Students will present their personal response to an audience
Students will complete an end of semester examination

Extension Studies

Extension Studies is a special program designed for Year 9 students and conducted on one day of each week. Students are divided into small tutor groups and work to complete six projects: Robotics, Community Involvement, Construction and Deconstruction, Filmmaking, Discovering Democracy and Outdoor Education. The Outdoor Education project includes a four-day residential program.

The students also complete a personal development program focusing on sense of self, place in significant social groups, health education, decision making and values.

Throughout Extension Studies, team-building, cooperation, the development of independence and initiative, and various aspects of self-management are emphasised. Students are expected to reflect on and review their development through each part of the course.

Twice a year, students make a formal presentation about a project they have completed to a panel of staff, parents and members of the wider school community during an evening session.

Aims

- To develop individual and cooperative learning strategies to achieve common goal.
- To develop investigative skills such as research skills, analysis and synthesis of research materials
- To develop communication skills and provide evidence to support personal opinions
- To extend awareness of a range of different approaches to learning
- To develop the qualities of self-reliance, initiative and social awareness
- To encourage self-discipline, enterprise, perseverance and a sense of personal responsibility and responsibility to the community.

Community Involvement

This project introduces students to the roles and responsibilities of working as a volunteer. The students work in pairs and attend five sessions at a community service organisation the local area.

Key Outcomes: to gain an understanding of the role of the volunteer in organisations within the wider community; to gather and record information from direct experience and to complete a diary which reflects and reviews the placement.

Construction and Deconstruction

This project introduces students to the concepts of construction and deconstruction together with identification and safe use of construction tools. 3-D forms are developed and created using the design process through the completion of a number of creative exercises.

Key Outcomes: to develop knowledge of and competence with basic hand tools, textiles and metal craft; students investigate, plan, design and construct simple 3-D items within a specified design brief; students reflect on the ideas and processes developed in the project and communicate ideas effectively.

Discovering Democracy

This project aims to develop students understanding of citizenship, its rights, privileges and responsibilities through the investigation of a current issue and the production of a promotional portfolio.

Key Outcomes: to become more aware of and informed about political processes in Australia; to develop skills of active citizenship and to complete a project which advocates a specific position on a current issue.

Outdoor Education

This project develops kinaesthetic abilities, planning, organisation and leadership skills as well as individual and cooperative learning strategies. Students engage in a range of activities, which they may pursue for life.

Key Outcomes; knowledge of survival skills, cycling, orienteering, canoeing, rock climbing and Nordic skiing; to complete a project in which students research and a two-day cycling trip including map, route, equipment and safety procedures.

Film making

This project aims to develop students' understanding of the art and processes of film making. In small groups, the students are requested to develop a story, script, storyboard, act, film, direct and produce a short film.

Key Outcomes: to produce a short film using a range of techniques with video camera, lighting and computer editing systems; and to develop organisational and communication skills.

Robotics

This project aims to develop the students logical and sequential thinking. Using the *Lego Mindstorms*, robotics package, students are required to design, build and program a robot capable of carrying out a range of tasks.

Key Outcome: to investigate, plan and design a robot suitable for the task; to develop independent problem solving skills, computing skills and time management skills.

Duke of Edinburgh's Award Scheme and Compass Program

The Compass Program is available to students in Years 5-8 and is based upon similar principles to the Duke of Edinburgh's Award Scheme. The award challenges participants to broaden horizons and develop a greater sense of self-worth through learning new skills and undertaking new adventures. There are three separate awards, Bronze, Silver and Gold. Commencing with Bronze in Year 9, the participants work their way through to completing the Gold level by the end of Year 12. Each level includes the pursuits of Service, Expeditions, Skills and Physical Recreation. Gold participants must also complete a Residential Project which usually involves taking part in the Year 7 Camp as a leader. To assist with the introduction, Year 9 students have the opportunity to complete some of the requirements for the Bronze Award within the Extension Program based at Tay Creggan.

Food Technology

Food Technology is a core subject in Year 8 and an elective thereafter.

Year 8

This course will provide Year 8 students with the opportunity to develop an understanding of the principles of basic cookery and offer the opportunity to plan, design, produce and evaluate various food products. It will also develop an understanding of the relationship between health and nutrition.

Outcomes: *The development of -*

- positive attitudes to healthy eating
- skills in food selection and preparation
- problem solving skills in relation to food preparation
- organisational, sequential and cooperative skills
- understanding of nutrition using food models
- skills in using food models
- food choices and energy levels
- planning, design, production and evaluation of foods and menus
- initiative, independence and self-reliance
- investigative skills such as research skills
- student's ability to work cooperatively to achieve a common goal
- practical skills
- creativity
- interpretive skills
- a love of food
- fun with food

Term 1 – 4

Safety in the Kitchen

Basic Food preparation

Influences on Food choice

Adolescent nutrient requirements

Choosing a healthy diet

Role of breakfast

Simple Menu Planning

Assessment: (Theory and Practical)

Term 1 – Design, create and evaluate a healthy muffin
Term 2 – Design, create and evaluate a vegetable parcel
Term 3 – Design, create and evaluate a healthy meal
Term 4 – Design, create and evaluate an Australian Biscuit

Year 9 Elective

This is a one semester course which builds on the skills developed in Year 8. It will provide students with the opportunity to develop a further understanding of the principles of nutrition and its application to food choice and preparation. Students will be encouraged to experience new flavours and ingredients and to adapt recipes to suit various circumstances.

Outcomes

The development of:

- positive attitudes to healthy eating
- problem solving skills in relation to food preparation
- skills in food selection and preparation
- organisational, sequential and cooperative skills
- understanding of nutrition using food models
- planning, design, production and evaluation of food and menus
- initiative, independence and self-reliance
- investigative skills
- ability to work cooperatively to achieve a common goal
- food preparation skills
- creativity
- awareness of food legislation, eg labelling of products

Assessment:

- design, create and evaluate Healthy Lunch for a Teenager
- design, create and evaluate Healthy Noodles in a Noodle Box

Year 10

This course will develop an appreciation of the changes in food preparation, advancement in technology in relation to food and the different properties of food. In the last three decades, there has been an extraordinary array of ingredients available in our kitchens and goods are readily accessible throughout the year. Students are encouraged to develop creativity and experiment with these foods and flavours. Historical research has been significant in extending an understanding of the importance of including a wide variety of foods in our daily diet. The link between nutrition and health is well established and new findings are constantly being discovered. The course aims to develop skills and confidence in the individual student in relation to food preparation.

The students will undertake assignments in each semester and a practical test. This test will be based on their understanding of the principles involved in menu planning, time management and skill in food preparation.

They will also do a short theory test – end of semester examination.

The course content is designed to provide a background to further study in Food and Technology, Health and Human Development and VET Hospitality.

Aims

- to develop a love of food
- to revise safety and hygiene factors
- to develop more advanced food preparation skills
- to increase skill level
- to become familiar with the correct use of a variety of utensils
- to develop knowledge in relation to the chemical composition of foods
- to develop a knowledge of properties of food and their influence on food selection
- to encourage initiative, independence and creativity
- to investigate and produce recipes from different cultures
- to plan, design, produce and evaluate menus
- to be well informed in relation to nutrition
- to cook with confidence

This study may be taken over two semesters or studied as a single unit. The content will address aspects of each study unit in a variety of interesting ways and enhance skill development. Hygiene and safety issues relating to safe food practices and the application of safe work practices when handling food will be reinforced in all practical sessions.

Food Technology 1 (Semester 1)

1. Nutrition for today

- protein
- carbohydrate
- fat
- vitamins
- fibre
- water

2. Food Choice

Factors affecting food choice

- economic
- cultural
- beliefs
- physical

Making appropriate food choices:

- dietary guidelines/food pyramids
- energy balance
- Glycaemic Index
- evaluation of commercial products/convenience foods
- influenced technological developments on new food products
- recipe modification
- menu planning
- special dietary requirements, eg Coeliac
- vegetarian diets

3. Breadmaking

4. Chocolate – uses in cookery

Assessment

Students to design, produce and evaluate their own Healthy Risotto

Practical Examination: students to plan, cook and present a two course meal suitable for a teenager.

Theory Examination

Food Technology 2 (Semester 2)

1. The Australian Diet

- Historical influence
- Traditional Australian diet
- Changes in food consumption patterns
- New foods

Pacific Rim Influence on Australian Diet

- Pacific Rim ingredients
- Asian cookery
- Indian cookery
- Thai cookery

Italian Influence

- Cooking with pasta
- Italian ingredients

Herbs and Spices

Rice and Cereals

2. Sensory, chemical and physical properties of key foods

- Eggs
- Milk
- Fruit and vegetables
- Meat
- Cereals
- Legumes, nuts

3. Introduction to cake design

Assessment

- Students design and create a royal iced fruit cake
- Practical Examination 2 hours – students prepare, cook and serve a product using previously unseen recipe
- Theory Examination

Geography

Geography is a semester study at Year 8 and extends the basic skills learned in Year 7. All units at all year levels are in semesters.

Aims:

- to foster an awareness of global issues
- to foster a deep respect for and commitment to our Earth
- to develop and use geographic techniques to investigate the physical world
- to develop and apply graphicacy techniques to represent data and information
- to interpret and use topographic and atlas maps
- to engage in fieldwork
- to process data and information in a variety of systems
- to develop research skills
- to investigate geographic issues comprehensively
- to encourage a problem-solving attitude
- to develop competence in the key geographic ideas: - location, distribution, scale, region, movement, spatial association, spatial interdependence, spatial change over time, and power)

Year 7

This year is the preliminary year for the study of Geography. It introduces studies at local, national, and global scales.

Outcomes: *Students will*

- use and interpret maps competently
- explain how natural processes operate
- explain how human activities change environments
- compare factors that affect human distribution patterns
- present ideas clearly and creatively

<p>Semester 1 <i>Unit 1: Around the world</i> <i>Unit 2: Mapping skills and practice</i> <i>Unit 3: Endangered animals</i> <i>Unit 4: Deserts</i> <i>Unit 5: Your neighbourhood</i></p>	<p>Semester 2 <i>Unit 1: Oceans</i> <i>Unit 2: Management of ocean resources</i> <i>Unit 3: Australian landscapes</i> <i>Unit 4: A study of Africa</i></p>
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Year 8

This course extends the basic skills learned in Year 7.

Outcomes: *Students will*

- generate key questions to investigate a topic
- build a topic glossary
- integrate material from a variety of sources
- develop concept maps to summarise thinking processes
- compare factors and conflicting demands
- identify geographic features using a range of data
- communicate knowledge and understanding in a range of formats
- complete field work investigation

<p>Semester 1 <i>Unit 1: `All Shook Up` - a study of Plate Tectonics and associated natural phenomena</i> <i>Unit 2: Introduction to rainforests</i> <i>Unit 3: Conservation of rainforests</i></p>	<p><i>Unit 4: `Retailing Patterns`</i> <i>Unit 5: Antarctica</i></p>
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Year 9

Geography is a semester study at Year 9. Investigations focus on the management of environments in Australia.

Outcomes: *Students will*

- analyse change to environments over time
- evaluate impact of climate change
- develop glossaries
- describe proposals for the development of environments
- evaluate conflicts
- reflect on the value of elements within prescribed environments
- complete fieldwork activities

<p><i>Unit 1: The Great Barrier Reef</i> <i>Unit 2: Urban Studies</i> <i>Unit 3: Natural and Man Made Disasters, with a specialist study of global warming</i></p>
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Year 10

At Year 10, three one semester units are offered from which students will be asked to select one.

Outcomes: *students will*

- consider the future positively
- engage with the need for involvement and action
- develop a world view
- extend research skills, in particular analysis and synthesis
- refine the geographic techniques for representation of information

International Issues

Students will examine the various current issues in the world that are leading to conflict and misunderstanding. Each week a discussion of newsworthy events will be considered. Background to ongoing conflicts, in particular pro and anti-American sentiments, will be discussed. The emergence of terrorism and counter terrorism in a post September 11 world will be examined. Case Studies of countries experiencing conflict such as Afghanistan, Indonesia, Iraq, Sudan, religious fundamentalism, and The Middle East region will be studied. Students will prepare an ongoing Media File and will engage in individual research on a place and issue of their choice. It is an advantage for students to watch the news on TV and/or regularly read a newspaper when undertaking this course.

Topics

- What are international conflicts?
- Selected case studies (different from those studied in Year 9 International Studies), Islam and the West
- Current events in the news are discussed weekly

Assessment: media file; research report on a country in conflict; an argumentative essay and an examination

- Resource booklets provided by Geography faculty and internet sites and data on *Blackboard*

People and Places

This human geography unit is composed of two sections: the structure of cities and a study of the tourism industry. Students study the growth of urbanisation around the world but focus on Melbourne as a case study. A Melbourne based field trip using public transport is undertaken. Students will complete a major practical task of designing and drawing their own realistic city. The study of tourism explores trends in this dynamic industry and the impact on local economies. Students are required to undertake a major project, planning and costing a 30-day holiday.

Outcomes

Students will study

- The growth of cities
- The structure of cities
- The development of Melbourne in the past and at present
- Issues of living in cities in developed and less developed countries
- The growth of the tourism industry
- Trends in travel
- Requirements of a successful tourist attraction
- Impacts of tourism on culturally divergent areas
- The use of MapInfo to produce maps for their holiday

Assessment

- Beacon Cove fieldwork report
- Preparation of a city plan given the history and government policies
- Planning a 30 day journey
- GIS maps
- Examination

Resources

Texts as provided by the Geography faculty, Atlas, access to *Blackboard* and Strathcona email system

Resource Management

Overview

This course extends student's understanding of how human and natural resources are managed and could possibly be managed in the future. The human resource that is studied is the international chocolate industry and the extreme contrasts in living conditions between those who consume chocolate and those who produce it. The concept of fair trade is a focus for this topic. The natural resource that is studied is water. Here the approach is more at the local level. Melbourne's water catchment including the Yarra River is studied. Global warming and its impact on local communities and environments is the final area of study.

Aims

The Resource Management course aims to involve students to think critically about how people impact on both natural and human systems and realise that resources need to be sustainably managed.

Outcomes

The unit is designed to expose the students to the:

- Living conditions and working conditions in underdeveloped countries
- Concept of international trade
- The impact of supply and demand on the price of a commodity
- Use of spreadsheets to analyse information
- The use of MapInfo to produce maps of cocoa production and consumption

- Melbourne's waterways including an excursion from Strathcona to Melbourne's CBD
- Impact of global warming on the economies of countries and their native fauna
- Strategies to lessen the potential of global warming

Assessment

- Report on chocolate consumption in Year 10 at Strathcona
- Report on the chocolate industry
- Yarra River field work report
- Global warming PowerPoint
- Examination

Resources

Texts as provided by the Geography faculty, Atlas, access to *Blackboard* and Strathcona email system

History

History is a core subject in Years 7-9, compulsory for a semester in Year 10 and it is also offered as an elective at Year 10.

Aims: *To develop and encourage –*

- understanding of significant aspects of different societies over time
- recognition of patterns of continuity and elements of change in specific civilisations, societies and eras
- investigative skills
- the use of a wide variety of historical representations and the recognition of the problems of using different representations in gaining an understanding of the past
- empathy with people of earlier eras and different cultures
- clear communication of personal views supported by evidence
- awareness of different learning styles and Gardner's Theory of Multiple Intelligences
- a love of History and interest in the past

Key Concepts:

Students will be able to develop an understanding of the following historical concepts:

- Continuity
- Change
- Causation
- Motivation
- Values
- Historical imagination
- Empathy
- Evidence

Year 7: Exploring the Ancient World

Outcomes: Students will be able to:

Knowledge:

- develop an understanding of the nature of History and the use of evidence
- describe key aspects of Ancient Egypt, Greece and Ancient Rome
- identify the legacy of these ancient societies in the modern world

Skills

Students will develop the following:

- comprehension – students will read relevant sections of the text book and answer questions from study guide to test comprehension
- analysis – analyse documents, in particular the primary sources of Ancient Egypt, Ancient Greece and Ancient Rome
- application – drawing timelines, social pyramids and story boards using key points, maps and illustrations
- synthesis – using notes complete a story of The Iceman and write an essay about Ancient Greece
- empathise – use evidence to write a story of an Egyptian Embalmer
- research – obtain data from a variety of sources

Process

Students will use the following methods to gain skills and knowledge:

- information processing – students locate information in response to questions, organise information in tabular form under key questions, as a diagram or mind map
- written communication – creating and using notes, write a story on the Iceman and an essay on Ancient Greece

- participation – group allocation of tasks, planning presentation both written and oral on Australian society
- inquiry process – analysis of primary sources both visual and written

Year 8: The Expanding World

Outcomes:

Knowledge

Students will be able to

- describe key aspects of life in Medieval Europe
- explain key aspects of the Renaissance
- identify and explain central elements of Tudor England

Skills

Students will be able to develop the following:

- Comprehension – students will read relevant sections of the text book and answer questions from study guide to test comprehension
- Analysis – analyse documents, in particular the primary sources (above) of Medieval Europe, the Renaissance and Tudor England
- Application – drawing timelines, social pyramids and story boards using key points, maps and illustrations
- Synthesis – complete a poster (or a cartoon booklet) on an aspect of the life of the Vikings
- Empathise – role play significant aspects of life in Medieval Europe, the Renaissance and Tudor England

Process

- information processing – students locate information in response to questions, organize information in tabular form under key questions, as a diagram or mind map. Students research a Renaissance figure
- written communication – using notes, write an essay on a Renaissance figure
- participation – group allocation of tasks, planning presentation both written and oral on medieval Europe, the Renaissance and Tudor England. Plan and participate in a Medieval feast
- inquiry Process – analysis of primary sources both visual and written

Year 9

Australian History is a semester subject in Year 9. It provides a study of significant events from the settlement of Europeans in 1788 and throughout the nineteenth century.

Early Colonial Society Expansion of European Settlement Gold! Marvellous Melbourne: A Nation Emerges

Outcomes

- describe and analyse the nature of early colonial society including the impact of Europeans on indigenous Australians
- analyse the expansion of European settlement in Australia
- evaluate the impact of the discovery of gold on Australian society
- analyse the growing nationalism in Australia
- analyse and evaluate the growth and development of Melbourne

Knowledge

- develop an understanding of the nature of History and the use of evidence
- describe key aspects of the establishment of early colonial settlements
- identify the legacy of colonial settlement and C19th expansionism

Skills and Processes

- Information processing – location of information in response to questions, organisation of information e.g. in tabular form or as a diagram/mind map
- Participation – team work, planning presentation of both written and oral tasks
- Comprehension – students will reach relevant text extracts and answer questions to test comprehension
- Analysis – analyse documents, in particular primary sources relating to the expansion of the British Empire and Colonial Australia
- Application – using information to respond to a variety of tasks
- Synthesis – using research notes and a range of other sources to write an essay about the impact of the discovery of gold on Australia
- Empathy – to respond in an informed and appropriate manner to historical data/evidence

Year 10 History

At Year 10 it is compulsory for students to study History for a semester. The compulsory topic is `Australia 1900 to 1950`. This topic includes Civics and Citizenship outcomes. History is also offered as an elective. The topic is America: A Nation In Conflict – The Civil Rights Movement`.

If students are considering studying History in Year 11 it is advisable to study the elective American Civil Rights* as well as the compulsory Australian History unit.

Australia 1900 - 1950

(Compulsory for a semester)

Areas of Study

Federation and an emerging Australian identity

World War 1 and Australia's links to Britain

The Interwar Years

World War II focusing on the Pacific War and the Homefront

A new direction for the Nation

Outcomes: on completion of this unit students should be able to:

- Identify significant events and ideas which shaped Australian society,
- Analyse their continuing significance,
- Analyse the catalysts for change,
- Compare different perspectives about a particular event,
- Assess the impact of change on different social groups and evaluate the changing nature of Australian society.

Assessment tasks: will be selected from the following:

- Analytical exercise, written/oral and/or multimedia presentations, tests

A 1 ½ hour examination will be held at the end of the semester, worth 25% of the final grade

American History: A Nation In Conflict – The Civil Rights Movement

Year 10 Elective - (for one semester)

Areas of Study

Slavery

- American Civil War
- Segregation
- Civil Rights Struggle 1950's
- Civil Rights Struggle 1960's
- Significant figures of the Civil Rights Movement – Martin Luther King and Malcolm X
- Freedom Summer 1964
- Black Power!

Outcomes: *on completion of the unit students should be able to:*

- identify significant events and ideas which shaped the Civil Rights struggle of the 1950's and 1960's;
- analyse their continuing significance; analyse the catalysts for change compare different perspectives about this significant movement; assess the impact of change on different social groups and evaluate the impact of the Civil Rights struggle on American Society.

Assessment tasks will be selected from the following: film reviews, oral presentations including role plays, analytical exercises, short reports, essays, multimedia presentations, biographical studies, responses to literature, tests. A 1½ hour examination will be held at the end of the semester, worth 25% of the final grade.

Information and Communications Technologies, Multimedia and Information Literacy

The skills required for students to operate effectively in a digital, globalised future are woven through all subjects. However, a basic foundation of such fundamental life skills is considered vital. Therefore, girls in Years 7 and 8 are provided with special programs in ICT and Information Literacy.

A significant aspect of both the Year 7 & 8 ICT and Information Literacy courses is the development and maintenance of an individual online private digital portfolio that aims to be a method of expressing and reflecting on abilities and accomplishments.

Year 7

Each class has one lesson per week that is dedicated to the teaching of essential Information and Communications Technologies (ICT) and Information Literacy skills.

ICT skills and concepts at Year 7 include:

- Saving & retrieving files on the network & a USB stick
- Accessing & using Blackboard & Email (courses, STV, calendar, email, addresses, CC & Bcc)
- Strathy Hardware part 1 (working with the computer systems, printers, & scanner)
- Strathy Hardware part 2 (borrowing a digital camera, downloading and managing image files)
- Introducing Office & the Adobe Creative Suit
- Advanced word processing (working with the alignment tools, Headings, inserting images, Word Art, headers and footers, page breaks, work count, thesaurus)
- Points on PowerPoint (appropriate use, inserting text, images, movies, animating objects, transitions between slides)
- Using PowerPoint as a Desktop Publisher and Non-linear presentation media
- Being safe online (dealing with cyber safety)
- Working with the school scanners
- Establishing and maintaining an online digital portfolio

All Year 7 students will be encouraged to practise and improve their keyboarding skills outside of class time using some of the free online keyboard tutoring programs available online.

Information Literacy Program at Year 7 includes:

- Locating print and non-print resources
- Searching and using information from online encyclopaedias
- Internet searching techniques
- Bibliographic citation
- The ethics of using research material

Year 8

Each class has one lesson per week that is dedicated to the development of Information Literacy skills and an extension and revision of Information and Communications Technologies (ICT).

Information Literacy Program at Year 8 includes:

- Evaluating resources
- Bibliographic citation and footnoting
- Web 2.0 technologies
- Cyber safety
- Brainstorming and clustering
- Generating target questions
- Key wording and phrasing
- Using visual resources
- Using graphic organisers
- A guided research task

ICT skills and concepts at Year 8 include:

- Further development of the online digital portfolio
- Making the most of the Strathcona network
- How a computer works
- History and development of computing and the Internet
- Efficient use of MS Word and MS Excel
- Cyber safety
- Multimedia development with Apple's Garageband, iPhoto and iMovie

ICT AND MULTIMEDIA - Year 10 Electives

There are three Multimedia based electives available to Year 10 students.

- Lights, Camera, Action (LCA) whole year course
- Digital Animation (DA) Semester 1 only
- Web Design (WD) Semester 2 only

Note that an abbreviated version of LCA can be completed in Semester 1.

These are all recommended courses for those intending to do the VCE//VET Media stream in Years 11 and 12.

Lights, Camera, Action (LCA) (full year elective)

This is a project-based course aimed at developing skills in:

- Digital video production (for film, TV and Internet)
- Project management
- Collaboration
- Design
- Research
- Communication

Students develop these key skills through the production of various video projects. Each project adds more challenging skills to the foundation proficiencies. Students engage in skills to learn storytelling, capturing

and editing video, music and sound effects and finalising content for DVD, web or digital videotape. They will become proficient in the use of the Strathcona TV studio and Multimedia equipment.

In Semester 1 the projects include a Formal Interview, a Strathy News Story, a Self-Interview and a Research Project. Semester 2 includes a Kids Show and a Short Film.

Students choosing to leave the course at the end of Semester 1 will still gain valuable skills in video and audio production but they will miss the major film and TV projects in Semester 2. Students **MUST** complete Semester 1 in this elective prior to studying Semester 2.

Digital Animation (DA) - Semester 1 only

The aim of this elective is to help students develop an understanding of 2D digital animation. It is based on the use of Adobe Flash and Apple GarageBand. This course will also introduce basic computer programming using Action Script.

Some of the skills developed by the units covered in this elective include:

- Drawing and designing on the Flash Stage and Workspace
- Using the library
- Creation of symbols
- Using the timeline
- Using frames and keyframes
- Using and modifying layers
- Previewing and testing movies
- Basic scripting in ActionScript

Web Design - Semester 2 only

The aim of this elective is to use software like Adobe Dreamweaver and Photoshop to help the students develop an understanding of how to publish on the Internet and understand the impact of online communication in society.

Some of the skills and concepts taught in this elective include:

- Basic HTML
- An introduction to Adobe Dreamweaver
- Compressing images for Internet use
- Working with CSS
- Researching the history, development and impact of the Internet on society

International Studies

International Studies is a Year 9 elective.

This course will consider the place of a number of nations and regions of the world in terms of current events, political and economic systems, culture, religion, people and identities and will consider the way in which these nations/regions are perceived by the rest of the world.

It is a subject that seeks to understand and analyse the situations and events of nations today through examining and explaining the influences, historical, political, economic and cultural, that help explain the current events.

A significant section of the course will deal with current international events using resources such as newspapers, magazines, Internet and radio and television media. The course will focus on a number of countries and regions.

Outcomes: *Students will -*

- develop an awareness and appreciation of how different cultural backgrounds influence current international relations
- identify the similarities and differences between nations, particularly focusing on their political and social structures
- evaluate information through the media in terms of bias and presentation
- develop a better appreciation of the events of today through an examination of prior events in a nation's history

Syllabus: The current affairs component of the course presents a continuous variable both in content studied and in time of study within the year. The specific course content will be selected from the following areas of study.

<p>Term 1</p> <ul style="list-style-type: none"> • <i>National Identity and Symbolism</i> • <i>World Figures: people who have made a difference</i> • <i>Current Affairs: newspaper study - international issues and Australia's involvement</i> 	<p>Term 3</p> <ul style="list-style-type: none"> • <i>Changes in South Africa</i> • <i>Cambodia: - Consequences of conflict - A land and its people torn apart</i> • <i>Current Affairs, emphasising the Asian region</i>
<p>Term 2</p> <ul style="list-style-type: none"> • <i>South Africa and Apartheid</i> • <i>Race Relations</i> • <i>Current Affairs Issues</i> 	<p>Term 4</p> <ul style="list-style-type: none"> • <i>Modern Vietnam</i> • <i>Current Affairs</i> • <i>International Aid</i>

LOTE - Languages Other Than English

French, Italian and Mandarin Chinese

Aims:

The LOTE program seeks to foster knowledge and enjoyment of languages and develop an appreciation and understanding of other cultures with links to Australia, be they historical, political, geographic, economic or scientific. Our LOTE courses aim to provide a balanced linguistic program in listening, speaking, reading and writing, together with a study of the cultures of countries where the languages are spoken.

The study of LOTE has long been considered an essential part of the comprehensive curriculum. Strathcona offers students the opportunity to study French - a major European language, Italian - a major community language in Victoria, and Mandarin Chinese – a language spoken by a significant number of people in our community and in our geographical region and also an Asian language with economic and political significance for Australia. The Mandarin dialect of Chinese has been chosen because it is the official language of China, as well as being the language of the largest group of Chinese-background migrants in Victoria and its writing is the same as other dialects of Chinese. It will be referred to as Chinese throughout this handbook.

For LOTE students:

- Year 7 students will study both French and Chinese.
- In Year 8, students will continue with these two languages or may be able to replace one of them with Italian.
- In Year 9, students must continue with at least one of these languages
- In Year 10, the study of languages becomes optional, although it is encouraged for most students.

Through the LOTE program, students have the opportunity to:

- communicate in French, Italian or Chinese in both written and spoken form and in a variety of contexts
- develop an understanding of the cultural contexts in which these languages are spoken
- develop an understanding of the way language works
- increase their awareness of cultural differences
- develop a tolerance for the different, but equally valid, customs of others
- broaden their horizons to understand a wider international environment
- develop an appreciation of French, Italian or Chinese culture, arts, music and society and their contributions to our own society

Year 7

In Year 7, all students have the opportunity to study an Asian and a European language.

French

The course provides students with an introduction to French language and culture, including the more formal study of language structure. Given the diversity of previous experience in learning French as a result of their differing primary school backgrounds, Year 7 students are provided with a range of activities to ensure that students are working at an appropriate level. Enrichment work is provided through students building more content and memorisation into role play, and extra reading and writing material is made available for those who require extension. As homework, students are encouraged to access interactive sites on *Blackboard* to provide self-pacing activities in all four skill areas.

Students will be assessed in the four skill areas:

- **listening** - they will show understanding of information and instructions by responding appropriately in role plays and to instructions given in class. They will also learn to identify specific facts in listening texts
- **speaking** - they will respond to simple classroom conversation and convey information in short exchanges or role plays.
- **reading** - they will learn to identify the main information in simple texts, modified to suit their level of development and use this information to respond to questions.

- **writing** – they will learn to write simple sentences to convey personal information in captions, play scripts or letters and use vocabulary and language structures appropriately and accurately.

At this level students build on listening and speaking skills to develop reading and writing skills.

Chinese

Year 7 Chinese provides students with an introduction to Chinese language and culture. Students begin their study of the Mandarin Chinese script, Hanyu. They develop communication skills by utilising the language required in a variety of everyday situations. Tasks focus on the four skills of listening, speaking, reading and writing, with a particular emphasis given to pronunciation. Students experience Chinese language and culture through different resources such as songs, folk games, stories, the Internet and Chinese cuisine. They are also able to participate in the Mandarin Chinese Poetry Competition.

Students will be assessed in the four skill areas:

- **listening** - show their understanding of information and instructions by responding appropriately in role plays and to instructions given in class. They will also learn to identify specific facts in listening texts.
- **speaking** - respond to simple classroom conversation and convey information in short exchanges or role plays.
- **reading** - learn to identify the main information in simple texts, modified to suit their level of development, and use this information to respond to questions.
- **writing** - learn to write simple sentences to convey personal information in captions, play scripts or letters, and use vocabulary and language structures taught in class appropriately and accurately.

Topics covered in Year 7 Chinese will include:

- introducing yourself and greeting people
- describing yourself, your friends and your family, including nationalities
- talking about favourite sports, likes and dislikes
- learning about Chinese food and comparing it to Western food

Year 8

In Year 8, students will continue with French and Chinese or may be able to replace one of them with Italian.

French

Students will be able to develop their skills across all areas with more rapid progress in grammatical understanding and greater challenges offered in vocabulary. Workbook activities reinforce content and skills taught in class and the material is complemented with magazines covering current topics in France and other French-speaking countries.

Students will be assessed in the four skill areas:

- **listening** - show their comprehension of information, opinions and instructions by responding appropriately to classroom directions and in role plays and by identifying specific facts from listening texts.
- **speaking** - make simple statements, conveying information in short exchanges, role plays or oral presentations.
- **reading** - identify main ideas, information and sequences of events in simple modified texts and use the information to respond to questions
- **writing** - write simple sentences to convey personal and factual information in captions, role play scripts or letters, and use a wider range of vocabulary and language structures appropriately and accurately.

Topics covered in Year 8 French will include:

- talking about sport, leisure activities, likes and dislikes
- describing family
- school
- shopping and eating out
- going places, asking for and giving directions
- birthday celebrations

- learning about French culture and way of life

Italian

The Year 8 Italian course provides students with an introduction to language and culture. A range of activities will be provided to ensure that students are working at an appropriate level, given the diversity of the earlier experience in learning Italian. Students experience and respond to use of the Italian language through a variety of resources. They learn to use the language in a variety of everyday situations, while developing their awareness and experience of Italian culture. Students also participate in the Swinburne Italian Poetry Competition.

Students will be assessed in the four skill areas:

- **listening** - show their comprehension of information, opinions and instructions by responding appropriately to classroom directions and in role plays and by identifying specific facts from listening texts.
- **speaking** - make simple statements, conveying information in short exchanges, role plays or oral presentations.
- **reading** - identify main ideas, information and sequences of events in simple modified texts and use the information to respond to questions
- **writing** - write simple sentences to convey personal and factual information in captions, role play scripts or letters and use a wider range of vocabulary and language structures appropriately and accurately.

Topics covered in Year 8 Italian will include:

- describing yourself and others
- talking about leisure activities, likes and dislikes
- going places and travelling around Italy
- learning about Italian culture and way of life

Chinese

Year 8 Chinese provides students with a continuing study of the to Chinese language and culture. They continue to study of the Mandarin Chinese script, Hanyu. They develop communication skills by utilising the language required in a variety of everyday situations. Tasks focus on the four skills of listening, speaking, reading and writing - with a particular emphasis given to pronunciation. They experience Chinese language and culture through different resources such as songs, folk games, stories, the Internet and Chinese cuisine. Students participate in the Mandarin Chinese Poetry Competition.

Students will be assessed in the four skill areas:

- **listening** - show their understanding of information and instructions by responding appropriately in role plays and to instructions given in class. They will also learn to identify specific facts in listening texts.
- **speaking** - respond to simple classroom conversation and convey information in short exchanges or role plays.
- **reading** - learn to identify the main information in simple texts, modified to suit their level of development, and use this information to respond to questions.
- **writing** - learn to write simple sentences to convey personal information in captions, play scripts or letters and use vocabulary and language structures taught in class appropriately and accurately.

Topics covered in Year 8 Chinese include:

- describing routine life, including time, date, month, day of the week
- describing clothes (colour, size and style)
- shopping and eating out at a Chinese restaurant, learning to use Chinese currency
- making phone calls and visiting a friend
- learning how to enquire about the weather and seasons

Year 9

In Year 9, students may:

- continue with both of their Year 8 languages if they choose, OR
- select to continue one of their Year 8 languages, together with International Studies

French

The French course aims to develop the skills of listening, speaking, reading and writing to enhance the students' ability to communicate effectively. In oral work, the students are encouraged to reproduce greater accuracy, use intonation and stress patterns and to apply non-verbal forms of expression in role-plays. Written communication allows for consolidation of linguistic structures and greater language experimentation in a widening range of activities and topics. Enrichment work is provided through French magazines and online.

Students will be assessed on the four skill areas:

- **listening** - demonstrate comprehension of information, opinions and instructions by responding appropriately in role plays and by identifying specific facts
- **speaking** - make simple statements, conveying information in short exchanges, role plays or presentations
- **reading** - identify main ideas, information and sequences of events in simple modified texts and use the information to make choices from options provided
- **writing** - write linked sentences to convey personal and factual information in captions, scripts or letters, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 9 French include:

- talking about fashion
- getting around on public transport
- describing the weather
- describing daily routines
- discovering French-speaking countries
- talking about past events

Italian

The Year 9 Italian course aims to develop the skills of listening, speaking, reading and writing to enhance the students' ability to communicate effectively in the Italian language. In oral work, the students are encouraged to reproduce greater accuracy, use intonation and stress patterns and to apply non-verbal forms of expression in role-plays. Written communication allows for consolidation of linguistic structures and greater language experimentation in a widening range of activities and topics. Students also participate in the Dante Alighieri Poetry Competition.

Outcomes

- **listening** - demonstrate comprehension of information, opinions and instructions by responding appropriately in role plays and by identifying specific facts
- **speaking** - make simple statements, conveying information in short exchanges, role plays or presentations
- **reading** - identify main ideas, information and sequences of events in simple modified texts and use the information to make choices from options provided
- **writing** - write linked sentences to convey personal and factual information in captions, scripts or letters, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 9 Italian will include :

- countries, languages and nationalities
- travelling and means of transport
- parties and festivals

Chinese

Students learn to manipulate the language in order to participate in meaningful communication. They are encouraged to strive for accuracy and clarity of pronunciation and develop a wider range of intonation and stress patterns to assist their communication. Throughout the year, the socio-cultural dimension of their language learning challenges students to widen their horizons and students visit a Chinese restaurant to taste Chinese culture for themselves. Participation in the Mandarin Chinese Poetry Competition is also encouraged.

Outcomes:

- **listening** - demonstrate comprehension of information, opinions and instructions by responding appropriately in role plays and by identifying specific facts
- **speaking** - make simple statements, conveying information in short exchanges, role plays or presentations
- **reading** - identify main ideas, information and sequences of events in simple modified texts and use the information to make choices from options provided
- **writing** - write **simple** sentences to convey personal and factual information in captions, scripts or letters, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 9 Chinese include:

- school and leisure life
- birthday celebrations
- visiting a doctor
- planning a holiday and travelling around China

Year 10

In Year 10, language study becomes optional. At Strathcona, many students choose to continue at least one of their languages through to the end of Year 10. Some choose to continue with both.

French

Year 10 students continue to develop their skills in listening, speaking, reading and writing. They are involved in tasks such as identifying, describing, negotiating and expressing opinions. New tenses are introduced and students are assisted in approaches to systematise and memorise the growing body of grammatical concepts. Writing is becoming more creative and complex. In this regard, more extensive reading from magazines, books and the Internet helps in extending vocabulary and structures and provides models for writing techniques.

Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts, and identify and comment on information and ideas in factual texts
- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 10 French will include:

- giving personal information (families, pets, friends, everyday life)
- visiting Paris (tourist information, weather, transport, opinions)
- talking about leisure activities
- film study
- future careers
- writing about our world, the environment and endangered species

Italian

This course consolidates knowledge and skills while encouraging students to become more confident, independent learners and users of Italian. Students participate in a more extensive and complex range of communication activities. New tenses are introduced and writing and speaking activities become less structured and more creative.

Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts, and identify and comment on information and ideas in factual texts

- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately

Topics covered in Year 10 Italian will include:

- talking about the past
- giving suggestions and commands
- expressing likes and dislikes
- asking for and giving directions
- discovering Italian music
- investigating Italy and its regions

Chinese

The Year 10 Chinese course enables students to reinforce and extend their grasp of the language and culture. They increase their knowledge of the Chinese character system and improve their command of tones and pronunciation. They begin to write in a more complex and sophisticated fashion, using language correctly and appropriately to suit the purpose and audience of the piece. Knowledge of China and its customs is promoted through researching regional differences and tourist attractions in China. Participation in the Mandarin Chinese Poetry Competition is also encouraged.

Outcomes:

- **listening** - demonstrate comprehension of information drawn from topics covered in class by summarising and explaining
- **speaking** - provide information to sustain a conversation to discuss issues, plan events or make arrangements
- **reading** - describe and comment on characters and events in fictional texts, and identify and comment on information and ideas in factual texts
- **writing** - write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, sequencing and ordering ideas, and use vocabulary and language structures appropriately and accurately.

Topics covered in Year 10 Chinese include:

- School extra-curricular activities, events and information technology
- Chinese culture and way of life
- how to look for a part-time job
- young people's world such as healthy lifestyles, fashion trends and generation gap

Life Skills and Wellbeing Program at Years 7 and 8

This program follows the VELS requirements for Health and Wellbeing at Years 7 and 8, as well it aims to:

- create a sense of belonging at Strathcona
- connect with another adult and develop a one-to-one relationship
- learn positive social behaviours
- develop self esteem and resilience
- create peer connectedness and a sense of community
- acknowledge girls' changing bodies and relevant health issues to their ages and community
- develop positive learning skills

The program aims to assist students in fulfilling their social and academic potential within a supportive environment. Students at Years 7 and 8 have a designated class period a week for this subject. The topics covered include: communication, relationships, personal development and health related topics. At Year 8, one term consists of the 'Mpower Program' which is designed to empower positive relationships and a sense of community within the student year level.

Learning Dispositions and Thinking Skills at Years 7 and 8

People learn in different ways. There are also generic skills that can help students in their learning across all subjects and throughout life. To help students appreciate this diversity and to understand their own areas of strength, the Year 7 Nautilus Program explores Gardiner's model of Multiple Intelligences and how an

understanding of multiple intelligences can help student learning, and help them appreciate their own strengths and the diversity of strengths in others.

In Year 8, students are introduced to Herrmann's Whole Brain model, which again explores their learning styles, helps to build effective teams and appreciate human diversity and talent. Students learn a range of thinking skills and learning tools that help them to function in the four quadrants of the model in different situations and are given the opportunity to apply these skills in a range of subjects.

Mathematics

Mathematics is a core subject in Years 7-10.

Aims: *To develop and encourage –*

- consideration of objects and activities from a mathematical perspective
- detection and explanation of mathematical ideas in the features of natural or manufactured things
- use of mathematics to help explain a phenomenon or object in the environment
- description of the mathematics in some representations of physical aspects of the world
- investigation of the meaning of numbers used to label and describe things met in daily life
- develop increasing awareness of how mathematics has been used to solve a broad range of problems, including key problems from historical contexts
- the use of Algebra to support a concise and unambiguous means of dealing with both particular and universal statements
- the employment of mathematical terminology and conventions to record and communicate the results of mathematical activity
- the use and interpretation of symbolic expressions of numerical concepts

Year 7

Students study a range of topics across the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies.

Outcomes: *Students will be able to -*

- use various geometric tools to make accurate representations of two and three dimensional objects
- use coordinates to represent the positions of points
- consolidate knowledge of the rational number system, in particular work with decimals from earlier levels and extend facility with negative numbers
- extend the range of estimation strategies used to support calculation with decimals, common fractions and percentages
- consolidate written methods of calculation and choose appropriately between written methods, calculators and estimation
- develop skills in selecting units and instruments appropriate to most measurement tasks and in specifying appropriate levels of accuracy for particular measurements
- increase knowledge of the interrelationship of units in the metric system
- carry out calculations involving perimeters, areas and volumes of simple two- and three-dimensional objects and use dissection methods to extend these ideas to more complex objects
- represent data graphically and summarise data using measures related to location and spread.
- interpret graphical information and summarise statistics, and make predictions and estimates in simple situations
- use symbols to represent general rules for number sequences and relationships
- generate number pairs and use coordinates to draw and sketch graphs of linear relationships
- use algebraic expressions and geometrical representations to communicate ideas with increasing precision
- adopt an analytical approach to solving problems and use a variety of strategies for inquiry

<p>Term 1 <i>Space</i> <i>Whole number</i> <i>Algebra</i> <i>Problem solving</i></p>	<p>Term 2 <i>Decimals – Addition and Subtraction</i> <i>Fractions – Addition and Subtraction</i> <i>Statistics</i> <i>Measurement - Perimeter</i></p>
<p>Term 3 <i>Decimals and Fractions – Multiplication and Division</i> <i>Shapes</i> <i>Area and 3D Models</i></p>	<p>Term 4 <i>Equations</i> <i>Co-ordinate Geometry</i></p>

Year 8

Students study a range of topics across the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies.

Outcomes: *Students will be able to -*

- use various geometric tools to make accurate representations of two and three-dimensional objects.
- consolidate knowledge of the rational number system, in particular work with decimals from earlier levels and extend facility with negative numbers
- interpret and use ratios in straightforward situations and demonstrate an appreciation of the relation between ratios, fractions and percentages
- become familiar with computer applications involving numerical data such as spreadsheets.
- further develop skills in selecting units and instruments appropriate to most measurement tasks and in specifying appropriate levels of accuracy for particular measurements
- increase knowledge of the interrelationship of units in the metric system
- develop a more analytical approach to solving equations and representing linear functions
- use algebraic expressions and geometrical representations to communicate ideas with increasing precision
- check the appropriateness of answers and solutions, reporting results and posing new questions which may arise

<p>Term 1 <i>Factors, Multiples and Primes</i> <i>Geometry</i> <i>Directed Number</i> <i>Fractions, Decimals and Indices</i></p>	<p>Term 2 <i>Expansion and Factorisation</i> <i>Percentages</i> <i>Ratio</i></p>
<p>Term 3 <i>Equations</i> <i>Cartesian Graphs</i></p>	<p>Term 4 <i>Measurement</i> <i>Statistics</i> <i>Geometric Solids</i></p>

Year 9

A variety of tasks are selected from the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies. Topics that lead to VCE Mathematics become an increasing focus.

In addition students may be given the opportunity of undertaking selected topics from the Year 10 syllabus. On successfully completing this option and attaining the required standard in the examination and tests, students may be offered the opportunity of taking VCE Mathematical Methods Units 1 & 2 in Year 10.

Outcomes: *Students will be able to -*

- represent and manipulate mathematical expressions and relationships which involve constants, linear, quadratic, reciprocal and exponential terms, using the operations of addition, subtraction, multiplication and division
- demonstrate equivalence between algebraic expressions, in particular using exponentials, quadratics (expand and factorise), square roots and reciprocals
- use mathematical expressions to describe sequences and rules for relationships between variables and to formulate statements
- use formulas and simple mathematical models to solve practical problems involving measurement
- further develop facility with the real number system, dealing with the fraction, percentage and terminating or recurring decimal forms of rational numbers
- use rational approximations to irrational numbers and note their non-terminating form and surd notation
- interpret numbers expressed with positive and negative integer powers and use them to represent large and small numbers
- note abstract common patterns and structural features from mathematical situations and formulate conjectures, generalisations and arguments in natural language and symbolic form

<p>Term 1 <i>Revision of percentages</i> <i>Linear Graphs</i> <i>Indices</i></p>	<p>Term 2 <i>The rule of Pythagoras</i> <i>Measurement</i></p>
<p>Term 3 <i>Expansion and Factorisation</i> <i>Inequations</i> <i>Simultaneous Equations</i></p>	<p>Term 4 <i>Trigonometry</i> <i>Consumer Mathematics</i></p>

Year 10

The majority of students undertake the study of Mathematics A. This course prepares students for the study of any of the VCE Mathematics subjects. If students have experienced difficulty with Mathematics in Year 9, a recommendation will be give to these girls and their parents that Mathematics B should be undertaken in Year 10. This subject provides the basis for a business-oriented pathway, allowing the study of Further Mathematics in Year 12.

MATHEMATICS A

A variety of tasks are selected from the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies. Topics that lead to VCE Mathematics become the most significant focus.

Outcomes: *Students will be able to -*

- use known properties of shapes to justify observations and to deduce further properties
- investigate and apply conditions of similarity and congruence in two and three dimensions
- recognise and apply geometrical terms, facts, properties and relationships involving lengths and angles in circles (same segment, alternate segment), tangents to circles, and to lengths and angles of polygons
- consider probability models and carry out simulations related to the models using a variety of random number generators
- investigate and distinguish between dependent and independent events and analyse and interpret events involving conditional probability and chance variation
- routinely represent and manipulate mathematical expressions which involve more complex combinations of linear, power, square root, reciprocal and exponential terms in algebraic notation
- demonstrate equivalence and non-equivalence between algebraic expressions involving these more complex forms, including relationships between exponential and logarithmic expressions
- use mathematical expressions involving parameters to describe sequences and rules for relationships between variables and propositions involving these more complex forms
- use technology to explore algebraic manipulations and general algebraic patterns in symbolic form.

<p>Term 1 <i>Surds</i> <i>Logarithms</i> <i>Factorisation</i> <i>Circle geometry</i></p>	<p>Term 2 <i>Linear functions & graphs</i> <i>Probability</i></p>
<p>Term 3 <i>Statistics</i> <i>The quadratic function</i> <i>Composite areas & volumes</i></p>	<p>Term 4 <i>Trigonometry</i></p>

Year 10

MATHEMATICS B

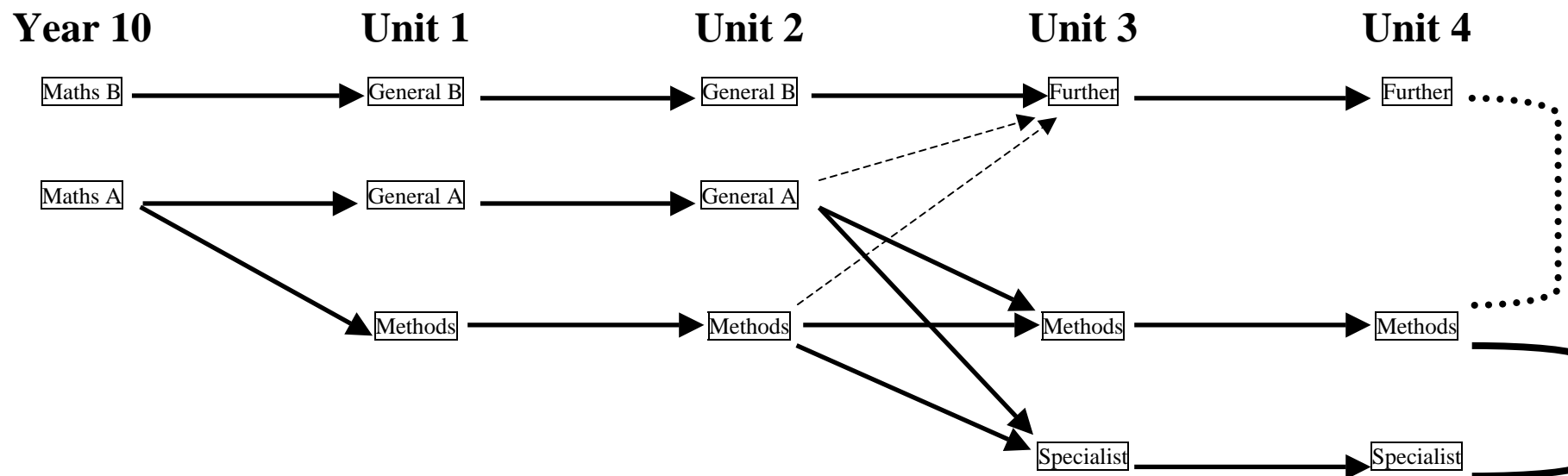
A variety of tasks are selected from the six universal strands of mathematical investigation – Algebra, Space, Number, Measurement, Chance and Data, Reasoning and Strategies. Topics that lead to General Mathematics B and Further Mathematics become the most significant focus.

Outcomes: *Students will be able to –*

- use percentages for common everyday situations such as taxation, discount, profit and loss, simple and compound interest, obtaining finance and comparison of quantities of goods
- use the Theorem of Pythagoras to find the lengths of sides of triangles, including applications in two and three dimensions
- sketch linear graphs, including properties such as gradient. Apply such graphs to real-world circumstances
- calculate perimeter, area and volume of common shapes and objects, including compounds situations
- consider the concept of probability and its numerical expression. Graphical representation of probability models. Calculation of compound probabilities
- represent and manipulate linear mathematical expressions, including the practical application of such models
- be able to produce and understand basic numerical and graphical tools such as: mean, median, mode, quartiles, box plots, histograms and scatter plots. Make predictions based on accumulated or calculated statistics.
- Use technology to support the above goals

<p>Term 1 <i>Financial arithmetic</i> <i>Pythagoras</i> <i>Linear Graphs</i></p>	<p>Term 2 <i>Measurement</i> <i>Probability</i></p>
<p>Term 2 <i>Linear Equations</i> <i>Simultaneous Equations</i> <i>Cost of Living</i></p>	<p>Term 4 <i>Trigonometry</i> <i>Statistics</i></p>

Navigating Mathematics in the VCE



KEY

- Normal pathway
- - - -> Possible but not normal pathway (extra work required)
-] Common combination
- ⋮ Possible, but not common combination

Notes:

- Students aiming to do Specialist take both General A and Methods at Units 1-2 level, including appropriate topics (such as Vectors) in General.
- Students taking Specialist must also take Methods 3/4, either concurrently or before
- For details of Unit combinations see the VCAA Mathematics Study Design pages 8-12.
- Acceleration students undertaking Units 1/2 of Methods in Year 10 may proceed to Methods Units 3/4 plus General A in Year 11. These girls may then undertake Specialist in Year 12

Music

Music is a core subject in Years 7 & 8 and an elective in Years 9 & 10

Aims: *To develop and encourage -*

- meaningful and enjoyable music-making activities
- listening and music reading and writing skills
- repertoire and creative work

Music will also fill a need for students sitting AMEB, Trinity or St. Cecelia examinations in areas of aural training, sight-reading, musicianship and creativity and preparing for VCE Solo Performance.

Year 7

This course is a two-year, general music course (for Years 7 and 8) and will provide Year 7 students with a broad, thorough and sequential curriculum. It will also provide students with opportunities to explore how music works as a form of expression and communication and as an art form.

Outcomes: *a student will be able to*

- use starting points, such as observation, experiences and research, to express ideas and feelings through sound
- structure musical works using specific aspects of the elements of music and applying skills, techniques and processes
- recognise patterns, both rhythmic, melodic and formal
- use appropriate language to describe the ways sounds and silence are organised to express ideas and feelings.
- use Garage Band and Sibelius software to compose and notate their musical compositions

<p>Unit 1 <i>What is Music?</i> <i>Musical elements – duration, pitch</i></p>	<p>Unit 3 <i>Musical elements continued – dynamics, tempo</i> <i>expressive techniques</i> <i>Composing with computers</i> <i>The Musical</i></p>
<p>Unit 2 <i>Musical elements continued – tone colour,</i> <i>performing media</i> <i>Instruments and the voice</i></p>	<p>Unit 4 <i>Musical elements continued – structure,</i> <i>Texture</i> <i>The Musical continued</i> <i>More composing with computers</i></p>
<p><i>Listening to various genres of music, singing, and theory activities are incorporated into each unit</i></p>	

Year 8:

This course is a two year, general music course (for Years 7 and 8) and will provide Year 8 students with a broad, through and sequential curriculum. It will also provide students with opportunities to explore how music works as a form of expression and communication and as an art form.

Outcomes: *a student will be able to*

- use starting points, such as observation, experiences and research, to express ideas and feelings through sound
- structure musical works using specific aspects of the elements of music and applying skills, techniques and processes
- recognise patterns, both rhythmic, melodic and formal
- use appropriate language to describe the ways sounds and silence are organised to express ideas and feelings
- use Garage Band and Sibelius computer programs to compose and notate their musical compositions.

<p>Unit 1 Musical elements – revision of durations, pitch, tone colour, performing media, dynamics, tempo, structure and texture Composing with computers</p>	<p>Unit 3 Rock and Pop Music Composing with Computers</p>
<p>Unit 2 Media Music: Film Music, Music and Advertising Composing with computers</p>	<p>Unit 4 Rock and Pop Music continued More composing with computers</p>
<p>Listening to different genres of music, singing and theory activities are incorporated into each unit</p>	

Year 9

Music in Film – Audio Recording and Production is a Semester long elective at Year 9. It aims to provide an understanding of the role of music in a variety of film styles and contexts and the manner in which music can influence the visual images and overall effect of the film. Students will also compose and produce music to a chosen film excerpt and learn audio recording and production using Cubase.

Outcomes

Students will be able to:

- Develop an understanding of basic MIDI concepts
- Implement MIDI theories using Cubase
- Employ MIDI in audio production
- Attain an understanding of the basic operations of Cubase
- Utilise of Cubase for the implementation of theories of audio recording and production
- Analyse using the elements of music
- Create and edit musical pieces
- Compose using computers and acoustic instruments/voice
- Record and produce

Assessment

- Worksheets
- Audio portfolio
- Composition to accompany a film clip
- Audio recording and production of composition

Year 10

Music is an elective in Year 10 and aims to provide an understanding of how the elements are manipulated across each musical period in history. Year 10 students are able to take VCE Music Performance Units 1 & 2 instead of this elective. For a description of these VCE Units please see the VCE Handbook.

Music: History and Styles

Full-year elective recommended for students intending to take VCE Music Performance Units 3 & 4 but not taking VCE Music Performance Units 1 & 2.

Outcomes: *Students will be able to:*

- analyse and describe the musical elements as used in the Middle Ages, Baroque, Classical, Romantic periods and as found in modern music
- recognise both visually and aurally the musical “fingerprints” of each period studied
- aurally recognise and transcribe scales, rhythms, intervals, simple formal structures, triads, orchestral timbres and cadences
- prepare a folio of original compositions / arrangements / theory exercises
- perform in a class concert situation (informal) and in the ensemble program

Assessment Tasks: folio of transcriptions/creative works; summary of historical periods
essays, mid-year and end-of year examinations

<p>Term 1 <i>Elements revisited</i> <i>Early music and rebirth</i></p>	<p>Term 3 <i>Classicus – citizen of the highest class!</i></p>
<p>Term 2 <i>The irregular pearl</i></p>	<p>Term 4 <i>Last century and today</i></p>

My Future – Pathways and Work Skills

This is a core subject in Year 10, of one period per week during Semester 1.

Emphasis is placed on identifying future career pathways, exploring the changing world of work, identifying the generic skills required to gain work, and examining what employers are looking for in today's workplace. This subject will increase students' awareness of their interests and abilities and will assist them in developing communication skills that are important when applying for employment, awards, scholarships or places in a tertiary institution.

Specific course content includes:

- career testing
- investigating particular courses and careers related to career test results
- generic skills and their development
- looking for a job – applications and resume writing
- job interviews
- O H & S training

A work experience placement will be a component of this subject.

Physical Education

Physical Education is a core subject in Years 7 – 10.

Year 7

Aims: To develop general motor coordination, movement skills, fitness and aquatic skills through individual and team activities and to foster -

- socialisation skills
- positive attitudes to health, fitness and physical activity
- confidence in performance
- sound physical attributes in a range of activities

<p>Term 1 Unit 1: Minor Games <i>The focus is on creating a happy and cooperative environment within the class. These activities are used within other units as warm-up activities.</i> Unit 2: Athletics <i>Sprinting, Discus, Javelin, Shot Put, High Jump and Long Jump. Students explore strengths and weaknesses and discover biomechanical theories to assist performances.</i> Unit 3: Fitness <i>Develop evaluation tools to measure physical fitness and discover personal strengths and weaknesses Students are introduced to components of fitness and their importance in different sports.</i> Unit 4: Aquatics <i>Develop increased proficiency in the stroke technique of Freestyle, Backstroke, Breaststroke and Butterfly.</i></p>	<p>Term 3 Unit 1: Artistic Gymnastics <i>Floor, beam, bars, and vault. Students explore dominant movement patterns to perform simple routines by themselves and with groups. The emphasis is on exploration of different pieces of apparatus.</i> Unit 2: Fitness Fundamentals <i>The components of fitness for health and for success in sport. Immediate and long term responses to exercise. Meeting exercise recommendations over the lifespan.</i> Unit 3: Volleyball - <i>Volleyball tests student’s ability to create an organised movement sequence. Team strategies are emphasised and group dynamics are explored.</i></p>
<p>Term 2 Unit 1: Hockey <i>Hand-eye coordination, perceptual skills and team plays, dynamics and cooperation.</i> Unit 2: Netball <i>Positional play, attack / defence and basic rules.</i> Unit 3: Synchronised Swimming <i>Movement in the water, sculling, body manipulation and control. Students develop a group routine to perform to music.</i></p>	<p>Term 4 Unit 1: Water Safety and Survival <i>Lifesaving skills & strategies to prevent and deal with accidents</i> Unit 2: Softball <i>Catching, throwing and striking. Team communication</i> Unit 3: Tennis <i>Basic skills, rules and scoring.</i></p>

Year 8:

Aims: To develop and refine motor skills, general movement patterns, water skills and to foster -

- socialisation skills
- awareness of and confidence in performance
- application of motor skills in a variety of activities

<p>Term 1 Unit 1 Minor Games <i>Activities increase the heart rate sufficiently to achieve a training effect and promote the concept that exercise is fun, especially working in teams.</i> Unit 2 Aquatics <i>Refinement of skill development to assist the development of aerobic endurance.</i></p>	<p>Term 3 Unit 1: Basketball <i>Basketball – team play, skill development on both sides of the body, basic hand-eye coordination</i> Unit 2: Dance <i>Explore the use of movement individually and within a group to communicate and represent ideas and show purpose</i></p>
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<p>Term 2 Unit 1: Hockey <i>Further development of game skills and strategies. Positional play is emphasised and game rules enforced.</i> Unit 2: Gymnastics <i>Exploration of the domains of gymnastics including aerobics, acrobatics and rhythmic gymnastics. Extension of dominant movement patterns on apparatus and routine development as a group.</i></p>	<p>Term 4 Unit 1: Water Polo <i>Sculling, throwing and catching in the water and attacking and defending in games and activities</i> Unit 2: Cricket <i>Throwing, catching, striking, bowling and batting.</i></p>
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Year 9:

Aims: To develop physical skills of endurance, strength, speed and power as well as specific sports skills. The program extends the student’s general coordination and perceptual skills through individual and team activities. Year 9, Physical Education -

- promotes socialisation skills such as sportsmanship, positive group interaction, tolerance and support of others
- introduces recreational activities that assist the promotion of our environment and a healthy lifestyle
- develops positive work patterns in team situations

<p>Term 1 Unit 1: Athletics <i>All athletic events are revised. Students use biomechanical principles to a greater extent to increase distances and decrease times in each relevant event.</i> Unit 2: Canoeing <i>Canoeing provides an excellent opportunity to combine nature and activity. Students explore the Yarra River and discover some of the recreational fun that it can provide. Students learn paddling techniques and develop personal and group skills in an unfamiliar environment.</i></p>	<p>Term 3 Unit 1: Volleyball <i>Volleyball tests student’s ability to create an organised movement sequence. Higher-level skills are introduced. Team strategies are emphasised as well as the sequence dig, set, spike.</i> Unit 2: Football <i>Students enjoy Australian Rules Football with modified rules. They explore their comfort zones in an exciting contact sport. Hand-eye and hand-foot coordination are emphasised as well as team and positional play.</i></p>
<p>Term 2 Unit 1: Soccer <i>Soccer combines aerobic fitness and foot-eye coordination. Students assess their own abilities to sustain activity for greater periods of time and coordinate the actions needed for successful participation.</i> Unit 2: Touch Football <i>Students develop teamwork in a new setting while developing perceptual skills and tactical skills. They develop skills and understand concepts that are transferable to other games as well as being important for the game they are playing.</i></p>	<p>Term 4 Unit 1: Canoeing <i>Students build their paddling skills and continue to explore the wonder of the Yarra. They become proficient in a variety of strokes and have an opportunity to experiment in basic kayak paddling</i> Unit 2: Cricket <i>Students continue to develop hand-eye coordination and team play. A greater emphasis is given to team tactics and strategies.</i> Unit 3: Fitness – How fit am I? <i>Students perform a range of fitness tests to establish their own level of fitness.</i></p>

Year 10:

Development of the ability to critically analyse movement techniques, game skills and to modify movement patterns. Students take on a variety of roles within the exercise environment and are able to clearly identify their strengths within an activity as well as areas of improvement.

Aims:

- Development of positive attitudes towards participation in physical activity and a thorough understanding of the importance of physical fitness in the maintenance of a healthy and productive life
- Promotion of socialisation skills – such as positive group interaction, tolerance and support
- Identify the importance of different roles within a team or sport
- Skill development: individual and team

<p>Semester 1 Unit 1: Pursuing Fitness <i>Students participate in a variety of activities such as jump rope, aerobics and circuit work to raise their heart rate and develop an understanding of fitness as a continuum.</i></p> <p>Unit 2: Handball <i>Students combine netball and basketball skills to experience this fast moving exciting game.</i></p>	<p>Semester 2 Unit 1: Fitness <i>Monitoring personal fitness levels & participating in activities to develop aerobic capacity. Developing training programs using specific training methods to pursue strengths and build weaknesses.</i></p> <p>Unit 2: Badminton <i>Game play and strategies. Biomechanical principles of different shots and their efficiency in a game.</i></p>
<p>Term 2 Unit 1: Netball Through a sport education program, students take on a variety of roles within the team including coach, fitness advisor, statistician and events manager. A netball tournament takes place within the year level at the conclusion of this unit.</p> <p>Unit 2: Soccer <i>(aerobic fitness/foot-eye coordination)</i></p> <p>Unit 3: Lacrosse <i>(eye hand coordination, spatial awareness, team play)</i></p>	<p>Term 4 Unit 1: Volleyball <i>Higher level skills. Skills within a game. Team strategies and tactics.</i></p> <p>Unit 2: Softball <i>Team play and strategies within a game.</i></p>

Science

Science is a core subject in Years 7-10.

YEAR 7: Young Scientists In The Making

This course provides a ‘sample bag’ from most of the major areas within the Science discipline. It provides an introduction to the basic skills, processes and underlying theories of Science.

Outcomes: *Through learning Science students will:*

- acquire skills and conceptual knowledge
- acquire and use the skills of scientific investigation, reasoning and analysis, to ask questions and seek solutions
- develop scientific attributes, for example, curiosity, critical reflection, respect for evidence and ethical considerations
- recognise and understand the limitations of Science
- be able to interpret and communicate scientific ideas effectively
- appreciate the dynamic role of Science in social and technological change

<p>Semester 1</p> <p>Unit 1: You Can Be a Scientist: <i>An introductory unit, which identifies various pieces of laboratory equipment, introduces scientific procedure, emphasises safety and develops practical investigation skills.</i></p> <p>Unit 2: Understanding Matter: <i>Introduction to the particle model of matter. Investigation of solids, liquids and gases and how matter is changed from one state to another.</i></p> <p>Unit 3: Mixing and Separating: <i>Identification of mixtures and an introduction to a range of methods of separating them. A look at some applications of these methods outside the laboratory.</i></p> <p>Unit 4: Energy – Heat and Light: <i>An understanding of different forms of energy, energy transfers and how heat and light energy behave.</i></p>	<p>Semester 2</p> <p>Unit 1: Classification: <i>Introduction to the biological basis of classification and methods of classifying groups of objects and living organisms</i></p> <p>Unit 2: Plants: <i>An introduction to flowering plants, pollination and seed production. Includes investigation into the basic requirements a plant needs for germination and growth to take place.</i></p> <p>Unit 3: Mysterious Attractions: <i>Identification of types of forces and an understanding of the nature of these forces and how they act. Measurement of forces. A study of magnetic forces.</i></p> <p>Unit 4: Mammalian Reproduction: <i>Introduction of mammalian reproductive system and changes that occur during puberty</i></p>
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YEAR 8: Young Scientists Taking A Closer Look

This course encourages the students to think more scientifically and expand their knowledge of Science to include abstract concepts, theories, principles and models. Students explore how scientific work has led to an understanding about the natural world and changed our understanding of ourselves and our possible destiny. Areas of study include an introduction to atomic theory, an understanding of themselves as organisms composed of different cells working together, the use of time scales to explain the place of Earth in space, then use systems to explain the relationship between force and energy, and the relationship between living and non living things. Students will have the opportunity to enter the state wide Science Talent Search competition.

Semester 1	Semester 2
<p>Unit 1: Thinking Scientifically: Students learn about the principles of experimental research. They choose and carry out a research project of their own.</p> <p>Unit 2: Atoms: Students use particle model to explain structures and properties of matter. Students understand the difference between physical and chemical change.</p> <p>Unit 3: Astronomy: Students explore how scientific work has led to the discovery of new knowledge and understanding about the Universe and changed our understanding of ourselves and our possible destiny.</p>	<p>Unit 1: Body Systems: Students explain the structure and function of cells and how different cells work together to form systems. The digestive, circulatory, respiratory and urinary systems are studied. Disease and its causes are examined</p> <p>Unit 2: Using Forces: Students use everyday examples of simple machines eg gears, tools and appliances to demonstrate the relationship between force and energy. They then design and test their own simple machine.</p> <p>Unit 3: Geology: Students use fossil and other information to construct a time scale for the history of the Earth. They use a classification system for living things, past and present.</p>

YEAR 9: Young Scientists Delving Deeper

The Periodic Table and related chemistry are introduced and students investigate the behaviour of electricity. The nature and properties of light are also investigated via experiments. The environmental science unit researches the unique setting of the Tay Creggan Campus. Students also study the endocrine and nervous systems as well as being introduced to some of the techniques of forensic science. Students are encouraged to attend the Siemens Science Experience.

Outcomes: Students will be able to

- Describe how co-ordination and regulation functions occur in animals and plants
- Investigate adaptive behaviours which enable animals to survive in their environment
- Describe the structure of the atom and use the Periodic Table to write the electronic configurations for a range of elements and compounds
- Explain the behaviour and properties of materials in terms of their constituent particles and the forces holding them together
- Describe the operation of direct current (DC) series and parallel circuits
- Investigate voltage, current and resistance in DC circuits and apply Ohm's Law to calculate these quantities
- Describe the characteristics and applications of the transmission, reflection and absorption of light energy
- Describe the flow of matter and energy through an ecosystem
- Investigate ways in which human activity has an impact on the environment at local and global level
- Investigate the application of scientific processes and ideas to collecting and analysing evidence for solving crimes

Semester 1	Semester 2
<p>Unit 1: Responding and controlling: Students study the human nervous and endocrine systems, and gain an insight into some of the illnesses that can affect these systems.</p> <p>Unit 2: Switched On: Students identify a range of common circuit components and use these to construct and test series and parallel circuits. Students calculate total resistance in series and parallel circuits and</p>	<p>Unit 1: Chemical Change Students investigate a range of chemical reactions and learn to use conventions of formulae and equations to represent these reactions. Students classify reactions into several different types.</p> <p>Unit 2: Light Students investigate the nature and behaviour of light as it bounces off mirrors, passes, through materials such as glass and water and is absorbed</p>

<p><i>use Ohm's Law to calculate voltage, current and resistance</i></p> <p>Unit 3: The Periodic Table: <i>Students review models of the atom and are introduced to Bohr shell model. They use the model to write electron arrangements for elements and investigate patterns evident.</i></p>	<p><i>by different surfaces.</i></p> <p><i>An investigation of the colours of visible light and their electromagnetic radiation is also included.</i></p> <p>Unit 3: Forensics <i>Students are introduced to old and new methods of collecting evidence, and ways in which scientific evidence is used to solve crimes. Students discuss the reliability of procedures and measurements.</i></p>
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Plants and their Environment (Semester 1)

Plants and their Environment is a semester length elective in Year 9. The course aims to engage students to reflect on the importance of plants in their lives. While undertaking the course students will establish a basic vegetable garden, understand plant needs and develop skills in using a variety of gardening tools. The students will complete a research project of their choice and a garden design assignment.

Aims: *Students will*

- develop practical skills associated with gardening
- develop skills in research, analysis
- develop problem-solving and organisational skills related to designing a garden
- provide opportunities to work cooperatively and individually
- promote an enjoyment of horticulture and a recognition of its aesthetic, relaxing, recreational and/or business potential
- develop an appreciation of the environmental issues associated with plant needs including the use of chemicals in the production of vegetables

Outcomes: *Students will be able to*

- use garden tools safely (garden bed management, weed control, pruning)
- germinate plant seeds, seedlings and cuttings
- experiment with soils and analyse their different characteristics
- design a garden
- maintain a garden and/or hot house
- search for and locate relevant research material from a variety of sources
- attend an excursion to Burnley Botanic Gardens
- undertake in planting indigenous plants at a local park

Year 10: Science A

Science A covers, in depth, a wide range of science topics. Semester 1 topics include a detailed study of genetics, introduction to chemical equations as well as types and balancing of chemical reactions. The Physics topic is a study of sound. Semester 2 includes the study of motion, collisions and road safety, evolution and applied chemistry. A more detailed study of procedures in scientific experimental research is undertaken. To encourage the girls to further their Science studies at VCE level, we aim to have discipline specialists teaching most of the units in this course.

Outcomes: *Students will be able to:*

- describe the genetic basis of inheritance and account for genetic variations in a population;
- represent chemical change using symbols and formulae;
- classify reactions to enable prediction of reaction products;
- describe the relationship between force, mass, acceleration and velocity using quantitative data;
- evaluate theories concerning evolution of organisms;
- describe the properties of sound waves
- understand the relationship between speed, distance and time;
- describe the use of chemicals in the production of consumer goods.

Semester 1	Semester 2
<p>Unit 1: It's All in Your Genes: <i>The course commences with the study of chromosomes, genes, cell division and different types of inheritance as well as genetic abnormalities.</i></p> <p>Unit 2: Patterns and Properties: <i>Students revise the patterns within the periodic table. They are introduced to types of chemical reactions and the balancing of chemical equations.</i></p> <p>Unit 3: Good Vibrations: <i>Students learn about the nature of sound and the uses of sound, especially as a means of communication. The study of sound waves introduces students to scientific modelling.</i></p>	<p>Unit 1: Evolution: <i>Students investigate the theories of evolution and natural selection and evaluate evidence about evolution of species.</i></p> <p>Unit 2: Organic Chemistry: <i>Students name and learn the structure of hydrocarbons, alcohols and organic acids</i></p> <p>Unit 3: Movers and Shakers: <i>By studying moving objects, students learn the connection between force, mass, acceleration and velocity. They then investigate factors affecting road safety.</i></p>

Year 10: Science B

Science B is offered to students who have been identified by their science teachers as experiencing difficulty with understanding science concepts. Students are invited into the class and the permission letter has to be signed by a parent. Students attaining a grade B or higher in Science B will have the necessary knowledge to undertake VCE Units 1 & 2 Biology and VCE Unit 1 Psychology. (Strathcona does not teach Unit 2 Psychology). Science B students will not have the appropriate background to study VCE Physics or VCE Chemistry.

The Science B course includes a study of the genetic basis of inheritance, cell structure, some of the human body systems and the requirements of living things. An introduction to human behaviour is also undertaken. The acquisition of practical skills is also a focus throughout the course.

Outcomes

Students will be able to

- improve study and revision skills
- develop practical skills
- describe the genetic basis of inheritance and account for generic variations in a population
- explain the structure and function of cells and how they interact in a multicellular organism
- describe the requirements of living things, understand how they reach cells and wastes removed
- understand the importance of acids to our bodies
- gain insight into motivational forces to improve sporting performance

<p>Semester 1</p> <p><i>Unit 1: Cell Structure and Function</i> <i>Students understand the structure of cells and cellular organisation and specialised parts of cells are studied for their functions and biochemical processes</i></p> <p><i>Unit 2: Genetic Basis of Inheritance</i> <i>This unit is as per Science A</i></p> <p><i>Unit 3: Introduction to Psychology</i> <i>Students explore some basic human reactions in relation to improving sporting performance</i></p>	<p>Semester 2 - Study of the Human Body</p> <p>These units include a study of how the human body functions, the requirements for life, why things go wrong and implications when things go wrong.</p> <p><i>Unit 1: Digestion and Nutrition</i> <i>Students study the components of the digestive system and how they work together to break down complex substances to simpler substances</i></p> <p><i>Unit 2: Circulatory System</i> <i>Students learn that all cells require nutrients and that wastes must be removed using a transport system</i></p> <p><i>Unit 3: Excretory Systems</i> <i>Studying the lungs and kidneys, students understand how toxic wastes are removed from our bodies</i></p> <p><i>Unit 4: Reproduction and Embryo Development</i> <i>Students understand the significance of sexual reproduction and internal embryo development in mammals. They learn how important parenting is in the successful upbringing of their offspring.</i></p>
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YEAR 10 SCIENCE ELECTIVE**Sports Science**

This is a single semester unit that looks at the Biology, Physics, Chemistry and Psychology involved in various sporting activities. The role of the following systems to enhance sporting performance is explored: skeletal system, muscular system, respiratory system and circulatory system as well as the chemical reactions that are needed to make muscles move. Nutritional requirements of these systems and the implications for diet are investigated. The Physics component of the course includes a study of the forces that enable athletes to move their bodies. The impact of new developments in technology and their contribution to improved levels of performance are investigated. The benefits of exercise and training are studied, as well as the role of performance enhancing drugs, their dangers and side effects. The elements of sport psychology include an examination of the benefits of goal setting and maintaining focus and motivation.

Area of Study - The Sporting Body

A study of the role of bones, joints and muscles in creating movement, the role of blood and the circulatory system in transporting oxygen to the muscles, and cellular respiration. It will include the forces involved in athletic movement, the centre of gravity and differences between strength, endurance and flexibility. It investigates the relationship between diet and sporting performance and how the human body uses protein, carbohydrates, fats, vitamins, minerals and water.

Area of Study - Issues in Sport

Students study the effects of performance-enhancing drugs and blood doping, sports injuries and the role of sports psychologists. Wider economic and political issues will also be covered including the commercialisation of sport and the promotion of sports industries.

Area of Study - Improvements in Sporting Performance

Students will investigate performance over time in a chosen sport and will explore the reasons that have contributed towards this improvement such as training methods, technological improvements, equipment and clothing. After attending Sportworks at Scienceworks students will investigate the importance of training and design on an individual training program including a scientific evaluation of its effectiveness.

Overall Assessment

- Practical reports
- Assignments
- Topic Tests
- Examination

