

Year 9 Course Selection Handbook 2017



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Introduction

The curriculum offered by East Doncaster Secondary College aims to cater for the needs of a wide range of students. As students advance from their studies of a set of common core subjects at Years 7 and 8 to Year 9, the opportunities to select elective subjects increases progressively. At Years 9 and 10, students are able to choose from a number of elective subjects, enabling them to extend their understanding and skills in those subjects in which they have a particular interest. These are important years for the broadening of student knowledge across all key learning areas prior to the selection of VCE subjects.

Physical Education, just as in Year 7 & 8, is a compulsory subject for all Year 9 students, in addition to the timetabled sport program. All Year 9 students are expected to participate in the athletics, cross-country and swimming carnivals held on designated days. It is anticipated that the athletics carnival will be held over a full school day in 2017. In addition, Health and Personal Development is also a compulsory subject for all Year 9 students.

Language continues to be a compulsory subject in Year 9. Students continue to develop skills in the language (Italian or Chinese) that they had selected to study in Year 8.

The out-of-College experience at Year 9 will be City Experience which will take place over one week during Semester 1. All students are expected to participate in this valuable learning program which develops independence and teamwork skills.

College Charges 2017

In order to provide quality programs and a comfortable and efficient learning environment for our students, the College relies on strong support from the college community. The College Charges are designed to supplement the Government's allocation to schools to provide materials and services. These charges enable us to enrich and extend the learning experiences of our students in each subject.

The Education and Training Reform Act 2006 provides that instruction in the standard curriculum program is delivered free to all students in Victorian Government schools, this is referred to as 'free instruction'. The Act also grants school councils the power to charge fees for goods and services to support the delivery of free instruction and to raise funds.

Free instruction includes learning and teaching, instructional supports, materials and resources, administration and facilities associated with the provision of the standard curriculum program. The standard curriculum program includes core learning and teaching activities related to the Victorian Essential Learning Standards and senior secondary certificates such as VCE and VCAL including VET in Schools programs.

The Department of Education and Early Childhood Development *Parent Payments in Victorian Government Schools* policy provides advice on the different types of payments that schools may request from parents and outlines the procedures and protocols schools must adhere to.

School councils are responsible for developing and approving a school-level parent payment policy that is compliant with the Department's policy. There are three areas for which parents may reasonably be requested to make a payment or contribution:

- **essential educational items** which parents and guardians are **required** to provide or pay the school to provide for their child (for example subject contributions, stationery, text books, electronic programs and school uniforms where required).

- **optional educational items** which are offered on a user-pays basis and which parents and guardians may **choose** whether their child accesses or participates in (for example, school magazines or extracurricular programs or activities), and
- **voluntary financial contributions** which parents and guardians may be **invited** to donate to the school, such as building and library funds.

To ensure that the College is able continue to provide quality elective programs and an efficient learning environment for our students it relies on strong support from the College community.

Parents/guardians are responsible for ensuring that their children are provided with essential educational items. The school makes every effort to keep the cost of items that need to be purchased at a minimum. Parents also have the option of providing essential education items themselves. Alternative payment options are also available through the school.

The East Doncaster Secondary College School Council has made a considerable effort to ensure that this school policy is fair and provides a number of options to support parents to access the materials and services associated with their child's education.

Structure of the Year 9 Curriculum

In order to cater for the aspirations and interests of all students, the Year 9 curriculum incorporates elective subjects as well as compulsory subjects. To help your choice of the elective subjects, a brief outline of each is provided in this booklet.

Core subjects

All students in Year 9 will study a core of eight subjects. These subjects are:

English/EAL	5 periods
Humanities (Geography/History)	3 periods
Language – Italian/Chinese.....	3 periods
Mathematics.....	5 periods
Physical & Sport Education.....	3 periods
Science.....	3 periods
Health & Personal Development.....	2 periods
Total.....	24 periods per week

Elective subjects

In 2017 students will be studying four semester length electives in Year 9. Each elective will be taught for three periods per week. These electives have been designed to provide a broad range of educational experiences.

Students have the opportunity to select from a range of Creative Arts, Performing Arts and Technology subjects.

1 All students must select **one elective unit** from The Arts and **one elective unit** from Technology.

2. Select a **further two elective units** from either group.

(Students may end up with any of the following combinations: 1 Art and 3 Technology, 2 Art and 2 Technology, 3 Art and 1 Technology)

Art Subjects:	Technology Subjects:
Art	Food Technology
Ceramics	Information Technology
Dance	Music Technology and Production (MTP)
Drama	Product Design & Technology (Textiles & Fashion)
Media Studies	Product Design & Technology (Wood/Metal/Plastics)
Music Performance	Systems and Technology
	Visual Communication

Selection Procedure

Students will complete a Course Selection form provided by the set date. Those who complete the selection form after the set completion date cannot be assured of the subjects of their choice. Every effort will be made to allow students to pursue their first choices. However, additional preferences are needed so that classes of an appropriate size can be arranged.

Factors to Consider

Before making your decision about which elective units to select, consider the following points.

1. Select subjects based upon your strengths and interests; that is, the studies you like, and in which you gain good marks.
2. **Subject levy fees apply to all compulsory subjects and electives.** The Department of Education & Early Childhood Development has provided schools with the following advice.

Parents may be asked to provide or pay the school to provide the following materials and services where:

- ***the student consumes or takes possessions of the finished articles***
 - ***the payment sought is the difference between the basic materials/services and the higher cost alternatives.***
3. Reasons that are not a wise basis for making subject choices are:
 - selecting a unit simply because your friends choose them
 - selecting units that 'look easy'
 - selecting or omitting a unit because you either like or dislike a particular teacher's approach. At this stage there is no certainty who will be teaching a particular unit. Careful consideration by students, parents and teachers will enable you to make the wisest choices.

General Comments

1. The wishes of every student will be carefully considered. However, the formation of all elective classes is subject to having sufficient students in each class and also to the feasibility of constructing a timetable, which will suit the majority of students. Where a student's choice of electives cannot be provided, their next preferences will be used.
2. Any student may obtain general information about careers and tertiary courses from the Careers Co-ordinator.
3. Students should be aware that they are choosing semester length electives that may be timetabled in either first or second semester. Students cannot change elective subjects during the year.
4. Your cooperation in submitting elective choices by the due date is requested. This will enable the College to confirm your son/daughter's course at the earliest date.
5. Please keep this information for future reference.

Full Year Subjects

English

At Year 9, besides the basic skills of listening, speaking, reading and writing, the development of logical thinking is strongly encouraged. As in previous years the overall aim is to further develop students' abilities in the language skills area.

Aims

Students will be able to:

- interpret, evaluate and process information from a variety of texts
- formulate ideas and opinions to express in response
- articulate views, feelings and experiences in written and oral forms for a range of audiences and purposes
- develop greater appreciation of the structures and contexts of traditional and contemporary literature.

Areas of study

1. Reading

It is expected that students will study at least one text (novel, play, collection of short stories or film) per term. Discussion, writing and other activities will relate to plot, characters, and their motivations and students' response to them. Students will look at themes to see what the text tells them about themselves, their society and the world. A range of other material including poetry, newspaper articles, films and other visual texts and essays will be presented and discussed.

2. Writing

This will include imaginative/personal, informative, argumentative and persuasive styles, incorporating drafting and editing. The conventions of good writing will continue to be fostered and creativity will be encouraged.

3. Speaking and Listening

Activities will include talks, debates, discussions, reports, reading aloud and interviews. Students should be able to deliver clear, well-researched short talks for a range of different purposes. Attention to specific audiences will be required.

Assessment

At Year 9 assessment is ongoing and based on the variety of work done in class and at home. This may include assignments, research tasks, exercises, creative writing as well as other oral and written work. There will also be a mid-year and end of year exam.

English as an Additional Language (EAL, formerly known as ESL)

At Year 9 the basic skills of listening, speaking, reading and writing are further developed.

Aims

Students will be able to:

- Speak and write clearly, fluently and accurately
- Listen to and respond to material with more complex language structure
- Read more challenging texts and make more detailed responses

Areas of study

1. Listening

Participating in a variety of listening tasks in a range of styles eg. formal, conversational.

2. Speaking

The ability to request and give information, be able to give instructions and descriptions, share experiences and to participate in class discussions.

3. Writing

Will include a variety of written forms, including personal, informative, imaginative, narrative, persuasive letters and diaries. Attention will be given to vocabulary and grammatical structures.

4. Reading

Two novels, a film, short stories and texts from the media will be studied. Students will be able to develop a further understanding of plot, character, theme, style and develop a critical and evaluative approach to their reading.

Assessment

Assessment is ongoing and based on the variety of work done in class and at home. This may include assignment, research tasks, exercises, creative writing and other oral and written work. There are also mid-year and end of year exams.

Humanities (Geography & History)

In Year 9, students will learn units related to Geography and History throughout the year. The units are carefully planned so they flow into each other giving the students an insight about how these subjects connect. There is an emphasis on Australia's history and geography. A focus on Asia is also a large component of the course. We link relevant issues into the Humanities course to develop students' understanding of how History and Geography are constantly evolving and current to our everyday life.

Semester 1

Areas of Study

Geography: Melbourne – From a “Village” to a “Liveable City”.

Students study the reasons for Melbourne's settlement. They learn about Melbourne's town planning and the spread of Melbourne's suburbs from the late 1800's to modern urban sprawl. In this unit we prepare the students for their City Experience.

Students will compare Melbourne to other major cities of the world, with a focus on Suzhou China. Using our sister school, students will compare life in Melbourne to life in Suzhou.

Geography: Think Global, Act Local

Linking the Industrial Revolution to modern day urbanisation, students study the causes of climate change and the impact it has on the environment, society and economy. We research related natural disasters, such as cyclones and bush fires, and how they impact on human and natural environments. There is a focus on thinking globally and why climate change is a global phenomenon. We give the students opportunities to act locally where they learn strategies on how to make a positive personal difference for our global environment.

Semester 2

Areas of Study

Australian History: The Making of a Modern World

In this unit students develop their historical skills by studying the changing features and movement of people from 1750 to 1918. They investigate the significance of the Industrial Revolution on migration patterns, including convict transportation. They learn about experiences of convicts and free settlers from departure to arrival in Australia.

Australian History: Australia and Asia

Students investigate the extension of settlement, including the effects of European settlement on Indigenous Australians. They learn about the experiences of Chinese gold rush settlers, and develop empathy skills as a part of this unit. Students will investigate the development of Australia's self-government.

Australian History: World War I

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of war in world and Australian history.

Aims

Students will be able to:

- reinforce skills and knowledge learnt in Year 7 and 8
- view History and Geography as interesting and valuable
- develop important geographic skills such as map reading, constructing and annotating data (including maps, graphs and diagrams), interpreting and analysing a wide range of data.
- develop important historical skills such as developing arguments based on evidence, summary making, research skills including the framing of focus questions, locating relevant primary and secondary resources both in book and online text, as well as non-print material, and creating footnotes and bibliographies
- increase knowledge of countries, regions and environments of the world, in particular Asia - Pacific
- understand the historical forces that have been responsible for the creation of modern Australia, and predict future trends in Australia's development
- understand how people and events are influenced by economic, social, political and geographical factors.
- use evidence to support arguments
- recognise multiple perspectives and support their own hypotheses on different aspects of Australia's historical development
- appreciate the beauty and fragility of the natural environment

Assessment

Teachers will assess the work of students through the formal assessment of individual and group projects, oral presentations, tests, essays, graphic exercise and class work and participation. Skill development will be assessed and commented upon as part of each of these tasks.

Health & Personal Development

The primary aim of this subject is to assist students to develop the knowledge and skills that promote participation in effective relationships, healthy growth and development and the safety and health of individuals and groups within the community.

Aims

- to explore the characteristics of positive relationships and how these can be promoted
- to examine the influence of culture and relationships on behaviour, self esteem and attitudes
- to explore mental health issues relevant to young people
- to compare and evaluate situations of challenge, risk and safety
- to develop skills that demonstrate appropriate assertiveness and resilience strategies
- to provide opportunities for students to develop greater independence
- to analyse the positive and negative health outcomes of a range of personal behaviours and community actions
- to develop skills and knowledge to make informed decisions
- to identify and analyse a range of health products and services available

Areas of Study

1. Self Concept and Identity
2. Human Development
3. Human Relationships
4. Sexuality Education
5. Mental Health
6. Drug Education
7. Civics and Citizenship - community involvement

Assessment

Your assessment in this subject will be based upon:

Semester 1

Major tasks:

Workbook (incl. Media analysis task/s)

Assignments

Minor tasks:

Oral presentation/s

Topic Tests

Semester 2

Major tasks:

Workbook (incl. Media analysis task/s)

Assignments

Minor tasks:

Oral presentation/s

Topic Test

Languages – Chinese

The Year 9 Chinese course builds on the skills developed at Year 8. The level focuses on developing students' capacity to take part in conversations and to interact in familiar situations. It also enables students' to express preferences and plan activities using simple structures and routines. Students' capacity to read is consolidated and extended as is their capacity to write linked, meaningful sentences.

Aims

- Use communication strategies to maintain oral interaction in culturally appropriate ways
- Listen for specified items of information and use this information in activities
- Display knowledge of the social and cultural context of familiar situations
- Read short passage of familiar material for enjoyment and to entertain
- Identify the main linguistic and cultural features of familiar text-types
- Write short texts of a few linked sentences based on known language
- Adapt known language to write stories, post cards and letters

Areas of Study (Non-Chinese background class)

1. The body
2. Chinese food/Western food
3. Diet and health
4. Shopping
5. Living environment

Areas of Study (Chinese First Language)

1. The internet revolution
2. Competition between Chinese cities
3. Urban development and the environment
4. The significance of Chinese culture
5. The global impact of China's growth

Assessment

Students will be assessed using a range of methods, which include tests, oral presentations, reading and writing tasks and general observation.

Languages – Italian

The Year 9 Italian course builds on the skills developed at Year 8. The level focuses on developing students' capacity to take part in conversations and to interact in familiar situations.

Aims

Students will be able to:

- Continue to develop the appreciation of and awareness of Italian
- Express themselves clearly and accurately in Italian both orally and in written form
- Increase their vocabulary and level of comprehension in workplace situations and within the community
- Improve the structure of their writing in order that expression and style be developed

Areas of study

1. The house
2. Places in the city & giving directions
3. Phone conversations
4. Clothing and fashion
5. Parties and invitations
6. The weather
7. Festivals
8. Parts of the body
9. Seasons
10. Daily routines

Assessment

Students will be assessed using a range of methods, which include tests, oral presentations, reading and writing tasks and general observation.

Mathematics

The Year 9 syllabus aims to give students a wide range of skills in arithmetic, geometry, algebra and problem solving.

Aims

Students will be able to:

- consolidate work done in previous years
- develop basic algebraic skills
- develop an appreciation for problem solving and projects
- develop the ability to work in groups in order to stimulate ideas
- gain confidence and satisfaction in learning new skills

Areas of study

1. Number Skills
2. Arithmetic and percentages
3. Pythagoras' theorem
4. Expanding and factorising – Algebra Chapter
5. Probability
6. Linear equations and linear graphs
7. Quadratic Algebra
8. Quadratic Graphs
9. Statistics
10. Geometry
11. Trigonometry
12. Measurement

Assessments include

Exam

Topic Tests

Problem Solving

Projects

Class and homework exercises

ALPHA Mathematics

The year 9 ALPHA Mathematics program combines the key learning components of both Years 9 and 10 Mathematics. This accelerated mathematics curriculum prepares students for the opportunity to undertake a VCE Mathematics in their following Year 10 program.

Areas of Study

- Surds and Exponentials
- Geometry
- Trigonometry
- Measurement
- Linear Relationships
- Expanding and Factorising
- Quadratic Functions
- Statistics
- Probability
- Variation

Assessments include

Exam

Topic Tests

Problem Solving

Projects

Class and homework exercises

Physical Education

All students in Year 9 are required to undertake two periods of Physical Education per week.

Aims

The unit aims to:

- Encourage the development of physical fitness.
- Practise skills to enable participation in a variety of outdoor activities and environments.
- Encourage lifelong participation in physical activities by providing a wide range of sports and recreational pursuits.
- Develop students' sporting skills.
- Develop strategies and tactics in sports.

Areas of study

Theory course outline

Students will complete two theory tasks per semester:

1. Skill it up - analysing skills
2. Fit for life
3. Life in Melbourne
4. Sport Today

Practical course outline

Participation in: Baseball, fitness testing, soft lacrosse, athletics, international rules, European handball, touch, frisbee, archery, gymnastics, bocce, golf, badminton, minor games, volleyball.

Assessment

Development of practical skills
Application of rules and theory
Physical Fitness Level

Science

The Year 9 Science course is designed to satisfy the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills of the Australian Curriculum. It includes material that ensures students have access to a scientific education that is related to their personal experience in everyday life and provides a valuable means for them to explore and understand their world while providing scientific knowledge. The course is aimed at further reinforcing their scientific approach in aspects of Biological, Chemical, Physical and Earth and Space Science with student learning essentially based on experimental work.

Aims

Students will be able to:

- develop knowledge, skills and attitudes in each of the studies of Biology, Physics, Chemistry and Earth and Space
- develop skills and techniques necessary in handling laboratory apparatus
- refine their scientific inquiry techniques.

Areas of study include

1. Multi-cellular organisms
2. Ecosystems
3. Matter natural radioactivity Chemical reactions
5. Plate tectonics
6. Energy transfer through different mediums
7. Nature and development of science
8. Use and influence of science
9. Science Inquiry Skills

Assessment

Assessment will be based on a combination of topic tests; bookwork and assignments/projects/practical work .

Students will be formally assessed at the end of each semester. A "topic" test will be given at the completion of study in most topic areas. In addition a combination of projects, assignment, practical work, book work and homework will be used to produce the overall grade for each student.

Semester Length Subjects

ART SUBJECTS

Art

In Year 9 Art, students will experience a wide range of activities that include drawing, painting printmaking and sculpture. Materials, techniques and topics explored will include stencilling, mixed media sculpture, acrylic painting, grey lead pencil and composition design. Students will also undertake short written tasks based on discussions, research and analysis of art works.

Assessment will be based on

- folio of final artworks
- visual diary work; drawing and concept development
- analysis, research and interpretation of artworks

Ceramics

In Year 9 Ceramics, students work through a number of projects focussed on developing both hand-building and surface design techniques. Techniques will include slab, coil and hand building. Students will work through a design process to produce work based on a range of themes. They will be encouraged to extend upon such themes to reflect their own ideas and interests. Artists and artworks are explored and analysed through a series of short written tasks.

Assessment will be based on

Finished ceramic artworks

Visual Diary drawings and concept development

Analysis, research and interpretation of artworks

Dance

The course is an introduction to dance for all students. The course will be based around the study of different cultural and historical dance styles and/or traditions. Students will show their understanding of particular dance styles through choreography and practical work. Students will develop their understanding of the safe use and maintenance of the dancer's body. Students will work in groups and pairs to produce originally choreographed dances that represent a particular style. Students will be assessed on their ability to apply their knowledge to their dance works as well as through research projects.

Areas of study:

- Safe use of dancer's body
- Elements of movement
- Learning taught choreography
- A style chosen from the history of dance
- Cultural influences on dance
- Learning to choreograph dances

On completion of this course, students will be able to

- Choreograph their own dance through the dance-making process
- Work with others more efficiently
- Describe different types of movement
- Identify at least one key dance style in the history of dance
- Choreograph with a partner
- Know how to warm up and down appropriately
- Describe dance movement
- Identify elements of movement and apply them to dance
- Learn more easily through kinaesthetic learning

Assessment will be based on

- Written test on the safe use of the dancer's body
- Assessment on the choreography of pair performance
- Assessment of learned choreography
- Assessment of research project on an area from the history of dance
- Assessment of research project on a chosen cultural dance

Drama

The aim of this unit is to provide a wide variety of dramatic activities and to develop an awareness of, and confidence in, creativity and expression through drama.

Students examine a variety of dramatic forms and conventions, to develop their own works. Later, students will be encouraged to explore a particular topic or theme for an extended period. Activities include developmental exercises, spontaneous improvisation, mime, script work, movement and presentation of rehearsed pieces. Dramatic styles used may include comedy, tragedy and Greek Theatre.

Aims

- to work co-operatively and positively with others
- to develop a commitment to their role in the drama
- to develop expressiveness of voice and body as an actor
- to introduce students to a number of theatrical forms and styles
- to develop skills in arts criticism and aesthetics
- to develop student awareness of non-acting forms of stagecraft

Assessment will include

1. students participation in devising and rehearsing plays
2. students contribution to discussion, group work, role play and workshops
3. students written work in script writing and play reviews, where appropriate
4. a written analysis of a professional production.

Media Studies

This course is designed to give students a broad introduction to media theory and production. Students will study a range of media forms, including magazines, sitcoms and teen comedies. They will learn the basic principles and techniques of film production - including cinematography and editing - and start to make their own films.

Aims

- To develop basic media awareness and understanding
- To provide practical experiences with the technology of printed words and images, film, video and TV, including introduction to basic digital camera/video usage and editing processes.
- To develop critical awareness of the media.

Assessment

Assessment will be based upon class and group participation, completion of written work and homework, a film and TV journal, and presentation of major projects such as:

1. Practical activities including activities using Adobe Photoshop and short film making activities
2. Written responses and tests

Music Performance

Music Performance focuses on providing opportunities for students to deepen their understanding of their chosen instrument through performance. Students will extend their instrumental skills through solo and group performances in a wide variety of musical styles with a strong focus on ongoing, personalised feedback from peers and the teacher. In addition, students will focus on developing **active listening skills**, by listening to music varying from hip-hop to contemporary film music, as well as **music creation** including topics on songwriting and using the Garageband app to fuse old and new music.

The course is suitable for all students interested in performing music, regardless of their musical background and previous training.

Areas of study

- Solo performance
- Group performance
- Active Listening - The Elements of Music
- Active Listening - My Favourite Things
- Musical Fusion - New Clothes for an Old Tune
- Composition (songwriting)

Assessment

- Ongoing performance workshops
- Performance assessments
- Active Listening responses
- Active Listening Podcast - My Favourite Things
- Garageband Project - New Clothes for an Old Tune
- Composition project (songwriting)

TECHNOLOGY SUBJECTS

Food Technology

The aim of this unit is to develop key skills in the preparation and service of a range of foods. Students will use the technology process to investigate, design, produce and evaluate foods. There is also a focus on food from different cultures and food preparation and service for social occasions. Key knowledge and skills include: the design process, kitchen management, hygiene and safety and designing food for social occasions and celebrations, nutrition and sustainability. Practical productions emphasise management and organisation, safe work practices and the correct and safe use of technology. Students will also gain knowledge about the sensory properties and nutritional content of a variety of foods, as well as food styling and presentation techniques.

Areas of Assessment

- Production Portfolio – Background investigations, time plans and evaluations
- Student journal/workbook - Class activities and design exercises
- Investigations and design activities
- Practical and written tests

Information Technology

This unit is designed to give students an insight into computer applications and to develop the fundamental skills and knowledge all students should possess. These skills will be applicable in all subject areas and in a world where computers are playing an increasing role. Tasks set for this unit include a Design Brief based on the four phases of the Technology Process: Investigating, Designing, Producing and Evaluating.

Areas of study

Skills

Students will be taught skills related to keyboarding, file management, spreadsheets, databases, desktop publishing, Internet use and web pages.

Sample Design Briefs

1. Develop a solution to a problem that involves the use of a word processor or desktop publisher
2. Use the Internet to research a topic and produce a data base of the data obtained
3. Design a web page
4. Develop a solution to a problem using a spreadsheet
5. Use a database to sort data and present a report
6. Use multimedia to present information

Assessment

Assessment will be based on the responses to each Design Brief. This will involve class exercises, projects and skills tests.

Music Technology and Production

Music Technology and Production is a one-semester course designed to immerse students in the world of digital music. This innovative course will allow students to specialise in areas of interest such as Audio Reinforcement (PA), Recording and Digital Composition whilst also gaining an understanding of the science of sound. Students will utilise digital music technologies in the music department such as Garageband, Logic Pro and recording and PA equipment, as well as hands on training in the new Performing Arts Centre. This hands on course focuses on active learning experiences and the development of music technology skills that can be extended in the future.

The course is suitable for all students interested in digital music, regardless of their musical background and previous training.

Areas of study

- The Science of Sound
- Sound Reproduction
- Legal and Ethical Issues in Digital Music
- PA & Audio Reinforcement
- Digital Composition
- Studio Recording
- Film Scoring

Assessment

- Terminology quizzes
- Research articles
- Persuasive essay - Issues in Digital Music
- Class discussions and debates
- Sound Reproduction Project
- PA Setup assessment
- Digital Portfolio - MIDI arrangements, audio and video recordings

Product Design and Technology: Textiles & Fashion

The aim of this unit is to develop skills in garment and textile design and production. Course content will include use of machines and equipment, the introduction to patterns, garment construction techniques, fashion design, the study of fibres and fabrics, textile design and surface decoration.

Assessment will be based on

1. a production folio which contains samplers, designs, technical procedures and evaluations of work produced
2. homework and assignment work
3. major practical project/s.

Product Design and Technology: Wood/Metal/Plastics

This Materials Technology elective provides students with the opportunity to design and construct products using wood, metal and plastic materials.

Throughout the semester, students will develop skills in

- Working through a design process
- Developing a Design Brief
- Devising designs and plans
- The correct and safe use of hand tools and machines
- The production of products, which are then evaluated to in relation to design brief expectations

Assessment

1. Design folio - investigation & design
2. Production
3. Evaluation

Systems & Technology

Systems and Technology provides students with the opportunity to investigate, design and make electrical and mechanical systems. Students will be introduced to basic electronic and mechanical principles which they will then utilise whilst producing a number of projects.

Students will develop skills in

- Design and construction
- Electronic circuitry and components
- Soldering and circuitry
- Safe use of tools and equipment
- Product evaluation

Assessment

1. Production
2. Design and evaluation process

Visual Communication

This unit will cover both the creative and conventional areas of Visual Communication.

The creative component has a design emphasis where students will be given a design brief to research, develop and refine a design for a given product. The student will explore design principles, the design process, layout techniques, and problem solving strategies as well as presentation techniques, investigation a variety of different media to investigate their strengths and weaknesses.

The conventional component will have an architectural emphasis, where students will use a variety of drawing styles both freehand and instrumental to answer given problems. Students will explore and investigate a variety of rendering and presentation techniques. Computer-based design will form a component of the course.

Assessment will be based on

- architectural drawing
- product design
- rendering
- logo design
- presentation design
- visual diary development
- analysis of visual communication