



## YEAR 9 COURSE OUTLINE

*Catholic Regional College Caroline Springs*  
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CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS



This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College, Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

**Please note:**

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance

# COURSE OUTLINE : YEAR 9

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CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

## VISION

***At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:***

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

## MISSION

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial. Underpinning all that we do is the education and wellbeing of our students.

***We have an obligation to provide educational experiences that ensure that:***

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

## VALUES

***In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:***

**LEARNING** in all forms, styles and situations, formal and informal, mutual and collegial

**STEWARDSHIP** of all in and of God's creation: self, others and the world

**COMPASSION** which, guided by respect, moves us to action

**PRAYER** as a way of living and knowing.

## GETTING STARTED

This course guide is an overview of the learning and teaching programs offered for Year 9 at Catholic Regional College Caroline Springs for the 2019 Academic Year. This guide is designed to provide all the information students and their parents will need to make informed choices about selecting elective subjects for Year 9 in 2019.

Whether you know about your future career path or not, the number one rule is to choose subjects that you think you will enjoy and that you find interesting!

Remember that it is a good idea to keep your options open by being broad in choices. Take the time to talk to people who know you best and make choices that are right for you.

If you have any queries in relation to the subject information presented in this course guide, you are advised to contact the listed staff contact via the email address provided in the course guide.

If you have any general enquires about the subject selection process, then please contact the Learning and Teaching Leader, Student Pathways, Adam Ray, [aray@crccs.catholic.edu.au](mailto:aray@crccs.catholic.edu.au)



## A MESSAGE FROM THE PRINCIPAL

Year 9 is a year that is a little different to the last two years that you have experienced at Catholic Regional College Caroline Springs.

You are now moving from a more structured program, which gave you a taste of a range of subjects to a program where you have choice and independence in the subjects you wish to pursue. This is a time full of possibilities and a time, which will be immensely rewarding if you value your overall learning experience and carefully select your subjects.



Firstly, you will be involved in the Deep Engaged Active Learning (DEAL) program and secondly you get the opportunity to choose four semester long elective subjects. Being able to choose four electives gives you a chance to maybe try something new and different. When you are considering the elective choices on offer I ask that you think about the subjects that appeal to you, the things that you like doing or think that you would enjoy.

Please explore each of the options presented and spend some time discussing your ideas with your parents and teachers before you make your final choices. I wish you well as you begin to explore all the different options available to you.

A handwritten signature in black ink, appearing to read 'Jamie Madigan'. The signature is fluid and cursive.

Jamie Madigan  
**Principal**

## **A MESSAGE FROM THE DEPUTY PRINCIPAL - LEARNING & TEACHING**

The year 9 Course guide is a source of course and subject information. It include important information for students and parents/guardians including comprehensive details about course content and structure, and subject elective choices.

This course guide is an overview of the learning and teaching program offered for Year 9 students at Catholic Regional College Caroline Springs for the 2019 academic year. This guide is designed to provide all of the information students and their parents/guardians will need to make informed choices about selecting course of study.

Choosing subjects can be a difficult task, and many students are unsure about which subjects to choose. The most important thing is to select subjects that you are interested in and capable of doing. Try to keep your options open, you may find that your interests change year to year. As a parent/guardian one consideration is to encourage your child to choose subjects that emphasise their strengths and interests.

Doing research also means talking to your parents/guardian, then your teachers and even your friends can offer you insights into your strengths and talents.

Remember that it is a good idea to keep your options open by being broad in your choices. Take the time to talk to people who know you best and make choices that are right for you.



Lucy Swan  
**Learning and Teaching Deputy Principal**



## ACKNOWLEDGEMENTS - THANK YOU

The completion of this Course Guide could not have been possible without the participation and assistance of:

### The Learning and Teaching Leaders:

Andrew McAlindon,  
Belinda Corbo,  
Elise Nowak,  
Adam Ray,  
Brendan Jackson,  
and Costantina Stephanou.

### The Leading Teachers:

Elise Nowak (English),  
Andrew McAlindon (Mathematics),  
Trudy Binks (Religious Education),  
Brendan Jackson (Science),  
Adam Ray (Health and PE and Pathways),  
Victoria Lalor (Humanities),  
Katie Franzone (Performing Arts),  
Costantina Stephanou (Visual Arts),  
Matilda Mattar (Technology),  
and Linda Bracco (LOTE).



## **HOMEWORK**

Students in Year 9 can expect to do 8 hours of homework, spread over the week. This may be a combination of tasks such as research, reading, completing assessment tasks and subject content revision. It is essential for students to set aside regular time to complete homework. Students will need to become increasingly independent in their homework and study habits, and maintain very good organisational skills. They should aim to refine and improve study skills by continually revising work.

The 'To Do' section of the College's Learning Management System (SEQTA) allows students to add or edit their homework tasks. Homework set by teachers can be viewed by both parents and students.



# SUBJECT SELECTION

## Core Subjects

Students complete the following core subjects in Year 9:

Religious Education	4 periods a cycle
Year 9 Program	12 periods a cycle
English	8 periods a cycle
Mathematics	8 periods a cycle
Humanities	5 periods a cycle
Science	5 periods a cycle
Health and Physical Education	6 periods a cycle
Pastoral Care	2 periods a cycle

## Elective Subjects

This year students have the unique opportunity to select four elective subjects. The structure typically provides two electives per semester, with the **exception of Languages: Italian**.

The Italian elective is a **Year Long course** and counts as 2 subject choices when students are selecting their subjects.

English Learning Area	<ul style="list-style-type: none"><li>• Pop Culture Over Time</li></ul>
Health & Physical Education Learning Area	<ul style="list-style-type: none"><li>• Nutrition and Biomechanics</li><li>• Tactics and Injury Management</li></ul>
Humanities Learning Area	<ul style="list-style-type: none"><li>• Money Management</li></ul>
Languages Learning Area	<ul style="list-style-type: none"><li>• Languages: Italian (<b>Year Long Elective</b>)</li></ul>
Performing Arts Learning Area	<ul style="list-style-type: none"><li>• Drama</li><li>• Dance</li><li>• Music Performance</li></ul>
Science Learning Area	<ul style="list-style-type: none"><li>• Science Inquiry: Forensic Science</li><li>• STEM Aviation •</li></ul>
Technology Learning Area	<ul style="list-style-type: none"><li>• Food Technology</li><li>• Fashion</li><li>• Woodwork</li><li>• Digital Technology</li></ul>
Visual Arts Learning Area	<ul style="list-style-type: none"><li>• Visual Art</li><li>• Visual Communication Design</li><li>• Digital Photography</li></ul>

## RELIGIOUS EDUCATION

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Year 10 Religious Education
<b>Contacts</b>	Trudy Binks Religious Education Leading Teacher <a href="mailto:tbinks@crccs.catholic.edu.au">tbinks@crccs.catholic.edu.au</a>  Paul Sammut Mission and Faith Leader <a href="mailto:psammut@crccs.catholic.edu.au">psammut@crccs.catholic.edu.au</a>

### Course Overview

Year 9 Religious Education aims to develop a deeper knowledge of Personal Values, Scripture, Church History and Tradition. Students explore the connection between God, beliefs and action to discover how they can create a better world. Students examine literary forms found in the Bible with a focus on prophetic literature and the context it was written in. Students also investigate the formation of the Catholic Church in Australia and its impact on Indigenous culture and beliefs. Mary, mother of Jesus, is studied through art and the Bible, and students examine her impact as a role model today.

### Areas of Study

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

### Assessment Items

- Film Analysis Task
- Research Task
- Multimedia Presentation
- Artwork Analysis and Presentation
- End of Semester Examinations



## YEAR 9 PROGRAM

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	The Year 9 Program prepares students for all Year 10 Core Subjects as well as senior levels of VCE, VCAL and VET.
<b>Contacts</b>	Brendan Jackson Learning and Teaching Leader <a href="mailto:bjackson@crccs.catholic.edu.au">bjackson@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Program, has become a central focus for our Year 9 students. Each week students complete a full day of the Year 9 Program where they are immersed in a variety of learning which draws on discoveries they have made in their various subject-specific areas. Through the program the academic, social, emotional and vocational needs of adolescents will be addressed and students explore these concepts and how to manage them now and in the future. Students also explore concepts on social justice teachings and global citizenship with an attempt to action change in the world on a issue of their choosing.

### Areas of Study

- Critical and Creative Thinking
- Ethical Capability
- Personal and Social Capability
- Intercultural Capability

### Assessment Items

- Portfolios
- Reflections
- Presentations



## ENGLISH

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Year 10 English Year 10 English Language and Literature
<b>Contacts</b>	Elise Nowak Learning and Teacher Leader <a href="mailto:enowak@crccs.catholic.edu.au">enowak@crccs.catholic.edu.au</a>  Morgan O'Neill English Learning Area Leader <a href="mailto:moneill@crccs.catholic.edu.au">moneill@crccs.catholic.edu.au</a>

### Course Overview

Students strengthen and expand their analytical and comprehension skills through engaging with a range of texts types. Students examine various texts by Shaun Tan and how he uses literary devices to present the migration experience. They then undertake a Context unit on War, using *The Silver Donkey* by Sonya Hartnett as a core text. Students are then introduced to literature through Shakespeare's works. The use of formal language to create texts for purposes at school whilst having relevance to their lives is continued in this course

### Areas of Study

- Reading and Viewing
- Writing
- Speaking and Listening
- Author Study
- Context Unit: War
- Shakespeare Study



### Assessment Items

- Creating Texts: 'The Happiest Refugee' Memoir writing,
- Reading Texts: Shaun Tan's 'The Arrival' Assessed Paragraph and Analytical Essay,
- Analysing and Presenting Argument: Persuasive Speech and Letter to the Editor,
- Comparing Texts: Shakespeare's 'Romeo and Juliet' Comparative essay

# MATHEMATICS

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Pre-Methods Mathematics Pre-General Mathematics Applied Mathematics
<b>Contacts</b>	Clara Cremona-Millo Mathematics Learning Area Leader <a href="mailto:ccremonamillo@crccs.catholic.edu.au">ccremonamillo@crccs.catholic.edu.au</a>  Andrew McAlindon Learning and Teaching Leader <a href="mailto:amcalindon@crccs.catholic.edu.au">amcalindon@crccs.catholic.edu.au</a>

## Course Overview

Students develop and refine their knowledge, skills and understanding of Mathematics through participating in learning experiences that integrate the learning areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. A range of Mathematical tools and procedures are consolidated and extended, including interdisciplinary learning areas related to the communication of mathematical concepts and the metacognition of their own learning. Throughout the learning experience, students will be supported to apply their mathematical skills and knowledge to solving problems and investigations that have a real-world focus.

## Areas of Study

- Number and Algebra
- Real Numbers, Money and Financial Mathematics, Patterns and Algebra, Linear and Non-Linear Relationships
- Measurement and Geometry
- Using Units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry
- Statistics and Probability
- Chance, Data Representation and Interpretation

## Assessment Items

- Topic Tests
- Assessment Tests
- End of Semester Examinations

## ADVANCED MATHEMATICS

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Essential Mathematics (Methods) Essentials Plus Mathematics
<b>Contacts</b>	Clara Cremona-Millo Mathematics Learning Area Leader <a href="mailto:ccremonamillo@crccs.catholic.edu.au">ccremonamillo@crccs.catholic.edu.au</a>  Andrew McAlindon Learning and Teaching Leader <a href="mailto:amcalindon@crccs.catholic.edu.au">amcalindon@crccs.catholic.edu.au</a>

### Course Overview

This course builds further on the skills and concepts that are covered through the Year 9 Mathematics curriculum. Students will cover the same core material as described in the Year 9 Mathematics course, however will be expected to cover this at an accelerated pace. Students in this course will deepen their understanding of the standard Year 9 concepts, while at the same time explore and develop Year 10 Mathematics concepts and skills. The workload of this course is greatly increased when compared to the standard Year 9 course, and as such, students are expected to have demonstrated a strong work ethic in their Year 7 and 8 studies, alongside solid academic achievement in Mathematics.

### Areas of Study

- Number and Algebra
- Real Numbers, Money and Financial Mathematics, Patterns and Algebra, Linear and Non-
- Linear Relationships
- Measurement and Geometry
- Using Units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry
- Statistics and Probability
- Chance, Data Representation and Interpretation

### Assessment Items

- Topic Tests
- Assessment Tasks
- End of Semester Examinations



## HUMANITIES

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Humanities in Year 9 prepares students for the Year 10 Humanities options: History, Geography, Economics, Civics and Citizenship
<b>Contacts</b>	Anneliese Consiglio Humanities Leading Teacher <a href="mailto:aconsiglio@crccs.catholic.edu.au">aconsiglio@crccs.catholic.edu.au</a>

### Course Overview

The Humanities provide an opportunity for students to examine the processes that have formed the modern world. Topics studied include: Civics and Citizenship, in which students investigate the features and principles of Australia's court system; Geography where they consider changes in the characteristics of places and the implications of these through an exploration of the world's Biomes and Food Security; Economics and Business, in which students consider how the Australian economy is performing, and the importance of interactions with Asia and finally, History, where they examine the establishment of modern Australia through an in depth investigation of World War I.

### Areas of Study

- **History** - Historical Knowledge, Historical Concepts & Skills
- **Geography** - Geographical Knowledge, Geographical Concepts and Skills
- **Civics and Citizenship** - Government & Democracy, Laws & Citizens
- **Economics** - Resource Allocation & Making Choices, Consumer & Financial Literacy

### Assessment Items

- Analytical Reports
- Case Studies
- Source Analyses
- Portfolio of Work
- End of Semester Examinations



## SCIENCE

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Completion of Year 9 Science will equip students to choose from the following Year 10 Science options: Chemistry, Biology, Physics and Everyday Science.
<b>Contacts</b>	Kelly Nguyen Science Learning Area Leader <a href="mailto:knguyen@crccs.catholic.edu.au">knguyen@crccs.catholic.edu.au</a>  Brendan Jackson Learning and Teaching Leader <a href="mailto:bjackson@crccs.catholic.edu.au">bjackson@crccs.catholic.edu.au</a>

### Course Overview

Students focus on the concept of working scientifically, in order to gain a deeper understanding of scientific theories, ideas and knowledge in a variety of topics across the fields of Science. Topics include scientific principles of electricity, the flow of energy through heat transfer, the structure and properties of matter and chemical reactions, human body systems and how they work both independently and together to help us maintain homeostasis. In all topics, students are encouraged to become critical thinkers by evaluating and drawing their own conclusions

### Areas of Study

- Science Understanding,
- Science Inquiry Skills
- Critical and Creative Thinking

### Assessment Items

- Practical Experiments and Written Reports
- Research and Investigative Tasks
- Written Tests
- End of Semester Examinations



## HEALTH AND PHYSICAL EDUCATION

<b>Course Type</b>	Core Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Year 10 Health and Physical Education Year 10 Advanced Health and PE - Enhancing Health and Fitness Year 10 Advanced Health and PE – Sport and Exercise Science Year 10 Outdoor Education VCE VET Sport and Recreation VCE Physical Education VCE Health and Human Development
<b>Contacts</b>	Helen Beynon Health and PE Learning Area Leader <a href="mailto:hbeynon@crccs.catholic.edu.au">hbeynon@crccs.catholic.edu.au</a>

### Course Overview

Health aims to develop an understanding of adolescent concerns about various harm minimisation strategies in the topics of First Aid, Mental Health, Cannabis, Performance Enhancing Drugs and Sexuality. Physical Education aims to enhance skills and tactical game play of all students. Students participate in various football codes (Rugby, Gridiron), Volleyball and Lacrosse. Students need to plan, implement and reflect on a training program of their choice using knowledge used in both Health and PE classes. They also plan, prepare and take on a variety of roles such as coaching, umpiring and officiating within a badminton tournament.

### Areas of Study

- Movement and Physical Activity
- Personal, Social and Community Health
- Ethical Capabilities

### Assessment Items

- Skill Development
- Strategic and Tactical Game Sense
- Working in Teams
- Practical Demonstration
- Creative Tasks
- Reflective Pieces



## ENGLISH ELECTIVE : POP CULTURE OVER TIME

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 English Year 10 Media
<b>Contacts</b>	Morgan O’Neill English Learning Area Leader <a href="mailto:moneill@crccs.catholic.edu.au">moneill@crccs.catholic.edu.au</a>  Tom Matkovic English Teacher <a href="mailto:tmatkovic@crccs.catholic.edu.au">tmatkovic@crccs.catholic.edu.au</a>

### Course Overview

This unit looks to set a context around the evolution of two engaging pop culture franchises – Teenage Mutant Ninja Turtles and Jurassic Park / World. Both of these began as classics with great literary history and have been rebooted over time for a modern audience whilst attempting to maintain the charm of their original incarnations. This elective would look at character archetypes, film codes, plot devices and how pop culture develops within its chosen audience.

### Areas of Study

- Reading and Viewing, Writing,
- Speaking and Listening,
- Critical and Creative Thinking

### Assessment Items

- TMNT Character Essay,
- TMNT Oral Presentation,
- JP Thematic Essay,
- JP Creative Writing Task

## VISUAL ART

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Visual Arts
<b>Contacts</b>	Debbie Cooper Visual Art Teacher <a href="mailto:dcooper@crccs.catholic.edu.au">dcooper@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Visual Arts course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform and Respond and Interpret. Students explored and created their own unique artworks. Students worked on designing and creating sets for the College's production: Grease. Students focused on the creation of three-dimensional artworks and explored the use of clay. They investigated, analysed and critiqued artworks in short response and essay style.

### Areas of Study

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

### Assessment Items

- Clay Folio,
- Analytical Task,
- Production Sets



# VISUAL COMMUNICATION DESIGN

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Visual Communication Design
<b>Contacts</b>	Dawn Rogers Year Level Leader <a href="mailto:drogers@crccs.catholic.edu.au">drogers@crccs.catholic.edu.au</a>

## Course Overview

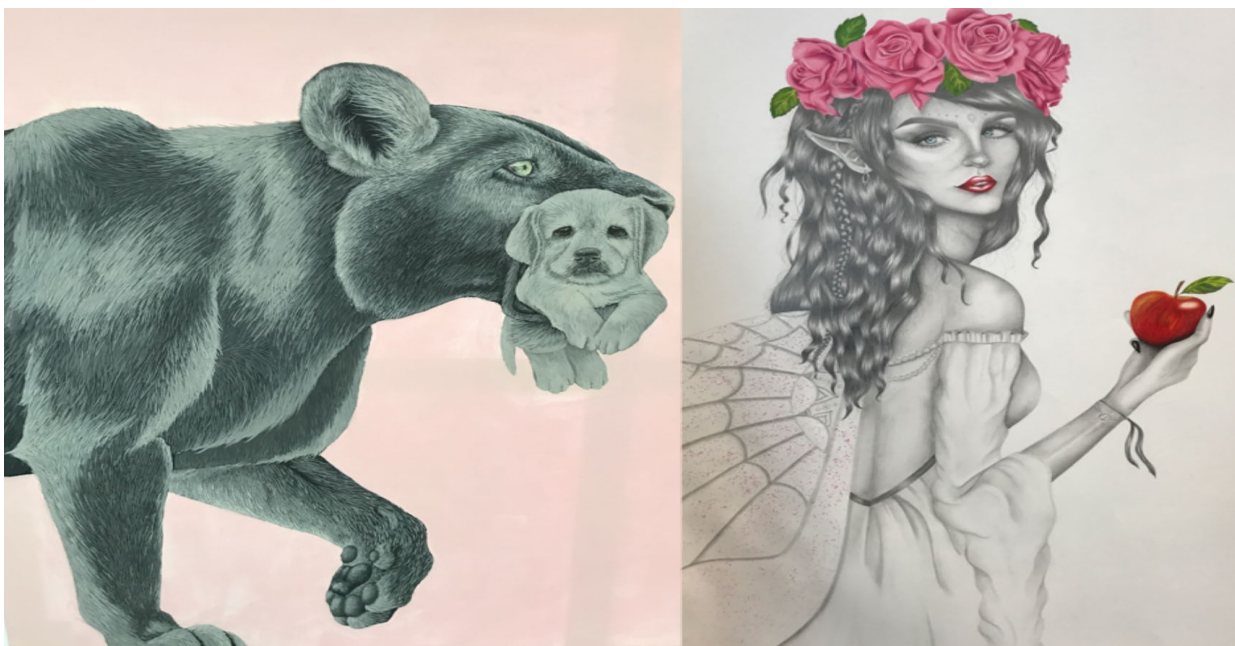
The Year 9 Visual Communication Design course was based on the Victorian Curriculum strands of Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, Respond and Interpret. Year 9 Visual Communication Design students focused on the elements and principles of design and used the design process to explore solutions to a given brief. Students focused on the creation of a logo and business card and also created a bug design focusing on the design elements.

## Areas of Study

- Explore and Represent Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

## Assessment Items

- Corporate Identity
- Design Elements
- Principles Bug Design



## DIGITAL PHOTOGRAPHY

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Digital Photography Year 10 Visual Arts Year 10 Visual Communication and Design
<b>Contacts</b>	Dawn Rogers Year Level Leader <a href="mailto:drogers@crccs.catholic.edu.au">drogers@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Digital Photography course was based on the Visual Arts Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret. Students worked towards the achievement of Level 9 standards and were also introduced to photography as a studio art to help prepare them for future studies in the Visual Arts field. Students were assessed on tasks relating to the photography basics, Visual Art Elements and Principles, Digital Developing and Processing, Communicating and Presenting Ideas, and Analysing and Expressing Ideas.

### Areas of Study

- Explore and express ideas
- Visual arts practices
- Present and perform
- Respond and Interpret

### Assessment Items

- Street Photography
- Portrait Photography
- ATOM Photography Competition
- Photographic Analysis

## MEDIA

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Media
<b>Contacts</b>	Morgan O'Neill Media and English Learning Area Leader <a href="mailto:moneill@crccs.catholic.edu.au">moneill@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Media subject was a semester-based course based on the Victorian Curriculum Media strands. Students explored representations of young people in the media, and how stereotypes and photo manipulation impacts both genders. They then examined consumer psychology and how elements such as colour schemes impact consumers' choices. Students then demonstrated their learning through the creation of a magazine cover and a design brief. Finally, students examined how film trailers are used to entertain and entice audiences, and worked with peers to create their own in small groups.

### Areas of Study

- Exploring and Representing Ideas
- Media Practices Arts
- Present and Perform
- Respond Interpret

### • Assessment Items

- Exposé on the impact of image manipulation on body image and stereotypes
- Creation of Magazine Cover
- Making a Trailer for an Original Teen Film



## DRAMA

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Drama
<b>Contacts</b>	Katie Franzone Performing Arts Leading Teacher <a href="mailto:kfranzone@crccs.catholic.edu.au">kfranzone@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Drama course examines in depth identity and image and how family backgrounds, community and social activities shape identity and perception, and how perceptions shape dramatic outcomes through reflection and monologues. Students explore a range of theatre technologies such as Stagecraft Elements to enhance a scripted ensemble performance.

### Areas of Study

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

### • Assessment Items

- Solo Monologue
- Theatre Review Task
- Ensemble Play



## DANCE

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Dance VET Dance
<b>Contacts</b>	Katie Franzone Performing Arts Leading Teacher <a href="mailto:kfranzone@crccs.catholic.edu.au">kfranzone@crccs.catholic.edu.au</a>

### Course Overview

The year 9 Dance elective draws on the Victorian Curriculum areas of; Explore and Express Ideas, Dance Practices, Present and Perform and Respond and Interpret. Dance enabled students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. Students choreographed, performed and appreciated as they engaged with dance practice and practitioners in their own and others' cultures and communities.

### Areas of Study

- Explore and Express Ideas
- Dance Practices
- Present and Perform
- Respond and Interpret

### Assessment Items

- Choreography Task
- Solo Performance
- Research Task

## MUSIC PERFORMANCE

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Year 10 Music Performance VET Certificate III in Music Industry (Performance) VET Certificate III in Music Industry (Sound Production)
<b>Contacts</b>	Melinda Martinek Music Teacher <a href="mailto:mmartinek@crccs.catholic.edu.au">mmartinek@crccs.catholic.edu.au</a>  Ben Wisbey Music Teacher <a href="mailto:bwisbey@crccs.catholic.edu.au">bwisbey@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Music course is designed around the Victorian Curriculum strands Explore & Express Ideas, Music Practices, Present & Perform and Respond & Interpret. Personal & Social Capabilities include Self Awareness and Social Management. The unit experiments with students having the opportunity to strive on and improve their performance skills both in solo and group performance settings. Practical performances involve exploring Australian and international repertoire and performance techniques. ICT (Garageband) is used through the composition of soundtracks to accompany film and video. The elements of music are studied in-depth along with compositional theory to assist students in their assessments throughout the semester.

**It is highly recommended that any student undertaking Music Performance as an elective have a high theoretical knowledge base and skills in at least one musical instrument.**

### Areas of Study

- Present and Perform,
- Music Practices,
- Explore and Express Ideas,
- Social Awareness and Management

### Assessment Items

- Performances (Group and Solo),
- Oral and Written Presentations,
- Compositions (Written and Technology)



## FOOD TECHNOLOGY

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Food Technology
<b>Contacts</b>	Matilda Mattar Technology Learning Area Leader <a href="mailto:mmattar@crccs.catholic.edu.au">mmattar@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Food Technology course was based on the Victorian Curriculum Strands of Technologies Contexts: Food Specialisations, Technologies and Society, and Creating Designed Solutions. In theory lessons students studied 'The design Process, Dietary Related Diseases and Food in Australia'. Students were assessed informally in practical lessons on food production key skills and key knowledge.

### Areas of Study

- Food Hygiene and Safety
- Nutrition and Health
- Cooking Processes

### Assessment Items

- Theoretical Assessment
- Practical Assessment
- Portfolio



## WOODWORK

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Woodwork VET Furnishing VET Picture Framing
<b>Contacts</b>	Broderick Ashmole Woodwork Teacher <a href="mailto:bashmole@crccs.catholic.edu.au">bashmole@crccs.catholic.edu.au</a>  Matilda Mattar Technology Learning Area Leader <a href="mailto:mmattar@crccs.catholic.edu.au">mmattar@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Woodwork Technology course was based on the Victorian Curriculum Design and Technologies strands of Technologies and Society, and Creating Designed Solutions. Students developed and demonstrated an understanding and knowledge of the core material: Wood. Students used the Design Process to plan, develop, produce, and evaluate a range of different wooden products.

### Areas of Study

- Redesigning and recycle a product using tools
- Influences and methods for product creation
- Technical Drawing
- Collaborative development of a product
- Use of typical industry tools to design products

### Assessment Items

- Design Folio
- Dietary Disease Research Task
- Foods from around the World Assessment

## FASHION

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Yr 10 Fashion Design VET Applied Fashion
<b>Contacts</b>	Debbie Cooper Technology Teacher <a href="mailto:dcooper@crccs.catholic.edu.au">dcooper@crccs.catholic.edu.au</a>  Matilda Mattar Technology Learning Area Leader <a href="mailto:mmattar@crccs.catholic.edu.au">mmattar@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Fashion course was based on the Victorian strands of investigating, generating, planning and management, producing and critical/creative thinking. Students worked towards the achievement of level 9 standards. Students learnt how to read a commercial pattern and applied this knowledge to the construction of their own pyjamas. A fabric bag with a zip was also sewn and decorated. All this work was photographed and documented by the students.

### Areas of Study

- Design elements.
- Australian designers.
- Terminology in fashion design.
- Reading and interpreting a commercial pattern.
- Sewing of pyjama pants or shorts.
- Sewing and decoration of a fabric bag

### Assessment Items

- Pyjama pants
- Fabric bag

## DIGITAL TECHNOLOGY

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Digital Technologies
<b>Contacts</b>	John Edwards Digital Technology Teacher <a href="mailto:jedwards@crccs.catholic.edu.au">jedwards@crccs.catholic.edu.au</a>  Matilda Mattar Technology Learning Area Leader <a href="mailto:mmattar@crccs.catholic.edu.au">mmattar@crccs.catholic.edu.au</a>

### Course Overview

The Year 9 Digital Technologies course is based on the Victorian Curriculum strands of Data and Information, Digital Systems and Creating Digital Solutions. Students are exposed to a portfolio approach to digital technology including problem definition, analysis, design, development and evaluation. Students will follow this approach to produce a variety of computer based solutions using the Python programming language. Throughout the course students will further develop their analysis and design skills by learning to storyboard and create algorithms. Students will create a series of simple games, culminating in a final adventure game.

### Areas of Study

- Creating Digital Solutions
- Data and Information
- Digital Systems

### Assessment Items

- Designing and Programming a Game
- Programming a Robotic Device



## LANGUAGES: ITALIAN

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Year Long
<b>Future Pathways</b>	Year 10 LOTE: Italian
<b>Contacts</b>	Linda Bracco LOTE Learning Area Leader <a href="mailto:lbracco@crccs.catholic.edu.au">lbracco@crccs.catholic.edu.au</a>

### Course Overview

This course will combine a strong mixture of culture through which students will increase their ability to communicate in Italian both verbally and in written form. Students will have a number of extra curricular opportunities, in particular the Dante Alighieri Italian Poetry Competition and experiencing the heart of Italian culture, Lygon Street.

### Areas of Study

- Understanding and Communicating

### Assessment Items

- Grammar Tasks
- Listening Tasks
- Reading
- A strong focus on speaking and writing





## MONEY MANAGEMENT

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Year 10 Economics and Business
<b>Contacts</b>	Tony De Fazio Money Management Teacher <a href="mailto:tdefazio@crccs.catholic.edu.au">tdefazio@crccs.catholic.edu.au</a>  Anneliese Consiglio Humanities Leading Teacher <a href="mailto:aconsiglio@crccs.catholic.edu.au">aconsiglio@crccs.catholic.edu.au</a>

### Course Overview

The Money Management Course was based on the Victorian Curriculum focus area of Economics and Business. Students examined and reported on consumer issues affecting young people. They were introduced to financial literacy concepts such as 'earning', 'saving and 'spending'. Students explored the concept of 'investing' and traded on an interactive Australian Shares online game and participated in an interactive property investment board game to understand how to generate wealth creation via passive income.

### Areas of Study

- Economics
- Business

### Assessment Items

- Online Portfolio and Assessment Tasks
- Observations of Team Work
- Group Contribution

## SCIENCE INQUIRY: FORENSIC SCIENCE

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	This elective has a mathematics and scientific approach and is helpful for anyone wishing to extend their understanding of the fields of Biology, Chemistry, Physics, Technology and Legal Studies.
<b>Contacts</b>	Kelly Nguyen Science Learning Area Leader <a href="mailto:knguyen@crccs.catholic.edu.au">knguyen@crccs.catholic.edu.au</a>  Brendan Jackson Learning and Teaching Leader <a href="mailto:bjackson@crccs.catholic.edu.au">bjackson@crccs.catholic.edu.au</a>

### Course Overview

Students will have the opportunity to experiment with forensic techniques such as collecting trace evidence, fingerprinting and synthetic blood analysis. Students will learn about language connected to forensic science, accurate methods of collection and recording evidence, specialized methods of testing evidence, making inferences about a person, and their situation based on testing results. Students will have the opportunity to articulate and communicate findings in order to satisfy protocols required in a court of law.

### Areas of Study

- Science Understanding,
- Science Inquiry Skills,
- Critical and Creative Thinking,

### Assessment Items

- Practical Experiments and Written Reports
- Research and Investigation Tasks
- Written Tests and Quizzes
- Oral Presentation

## STEM: AVIATION

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Strengthen links in Science and Mathematics Aviation Industry
<b>Contacts</b>	Andrew McAlindon Learning and Teaching Leader <a href="mailto:amcalindon@crccs.catholic.edu.au">amcalindon@crccs.catholic.edu.au</a>

### Course Overview

This is an entry-level course that is designed for students who have a general interest in learning about aviation. Aviation encompasses a multitude of diverse disciplines, and the course will assume significant relevance beyond the immediate obvious skills that are required to pilot an aircraft. Students will be exposed to real-life applications of concepts covered within Science and Mathematics classes. Career opportunities available will be highlighted by excursions and in-class exploration of industry skills. This course is intended to give students appropriate grounding and insight into the skills necessary to undertake a career in aviation.

### Areas of Study

- Aerodynamics
- Aircraft Systems
- Meteorology
- Air Traffic Control and Communication
- Science and Technology
- Engineering and Mathematics

### Assessment Items

- Practical Assessments
- Research and Investigation
- Topic Tests

## SPORTS PERFORMANCE: NUTRITION AND BIOMECHANICS

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Advanced Health and PE - Enhancing Health and Fitness Advanced Health and PE - Sport and Exercise Science VCE Health and Human Development VCE Physical Education VCE VET Sport and Recreation
<b>Contacts</b>	Helen Beynon Health and Physical Education Learning Area Leader <a href="mailto:hbeynon@crccs.catholic.edu.au">hbeynon@crccs.catholic.edu.au</a>  Georgia Seymour Health and Physical Education Teacher <a href="mailto:gseymour@crccs.catholic.edu.au">gseymour@crccs.catholic.edu.au</a>

### Course Overview

Students in Year 9 Sports Performance - Nutrition and Biomechanics have worked through the Victorian Curriculum achievement standards of Movement and Physical Activity and Personal, Social and Community Health. Students have explored the concept of the importance of nutrition, various supplements and hydration strategies that will benefit their participation in sport. Students have also looked at the main principles of biomechanics within a sporting context to benefit and compliment their skill acquisition and movement sequences.

### Areas of Study

- Personal, Social and Community Health
- Movement and Physical Activity

### Assessment Items

- Can You Do The Locomotion?
- Are You What You Eat?
- Practical Learning Activities

## SPORTS PERFORMANCE: TACTICS AND INJURY MANAGEMENT

<b>Course Type</b>	Elective Subject
<b>Course Length</b>	Semester Long
<b>Future Pathways</b>	Advanced Health and PE - Sport and Exercise Science Advanced Health and PE - Enhancing Health and Fitness VCE Physical Education VCE VET Sport and Recreation
<b>Contacts</b>	Helen Beynon Health and Physical Education Learning Area Leader <a href="mailto:hbeynon@crccs.catholic.edu.au">hbeynon@crccs.catholic.edu.au</a>  Tom Matkovic Health & Physical Education Teacher <a href="mailto:tmatkovic@crccs.catholic.edu.au">tmatkovic@crccs.catholic.edu.au</a>

### Course Overview

Students in Sports Performance: Tactics and Injury Management participated in practical and theoretical learning in the areas of data analysis and tactical play. They broke down key statistics in various sports to understand how tactics influence game play. They also reviewed a range of sporting injuries and how to prevent them from occurring. They looked further into the research on concussion in sport as well as comparing and contrasting an 'injury prone' and an 'unlucky' athlete.

### Areas of Study

- Movement and Physical Activity
- Personal, Social and Community Health

### Assessment Items

- Tactics and Strategies Research Task,
- Statistics in Sport Oral Presentation,
- Injury Prevention Topic Test and Taping Techniques Practical,
- Concussion Portfolio

## PLANNING

Students will now be immersed in the structure, content and options for year 9, 2020. To ensure that students are selected in the subjects that they want, they need to do the following:

1. When selecting your subject choices, please ensure that you are choosing the subject that you want to do most of all.
2. Your choices will be made on the following basis
  - Your reasoning behind you choosing a specific subject
  - The number of students who have selected that specific subject

Please take careful consideration when selecting your subjects for 2020. You need to ensure your preferences are in the order you want as there are no changes in 2020.

Students in their Pastoral Care classes will be required to select what subjects that they would like to complete in 2020 from the elective options.

