



Kilbreda
College



YEAR 9 | COURSE
HANDBOOK

A MESSAGE FROM THE ASSISTANT PRINCIPAL: LEARNING AND TEACHING

Year 9 at Kilbreda College provides students with curriculum offerings that accommodate breadth and depth in a wide variety of subject areas. Within each subject lies the opportunity for students to develop cross-curriculum skills that enhance critical and creative thinking, ethical understandings, intercultural understandings and personal and social capabilities. Through the exploration of these capabilities, students are engaged in learning that allows them to deepen their understanding of the world they live in. Units of study are designed to provide students with the opportunity to enhance their knowledge and develop the skills required for them to become young women who are ready for a changing world where they can make a positive difference and live a life of genuine purpose.

Core studies at Year 9 include the following:

- Religious Education
- English
- Mathematics
- Science
- Humanities: History / Geography
- Health and Physical Education
- Languages

All Year 9 students participate in the BRIDGES program, which has been purposefully designed to engage students in Building Resilience, Independence, Dependability, Generosity, Excellence and Self-esteem. These qualities are evident in life-long learners and are an essential element when considering what enables us to thrive in our world. By developing the skills and embracing the challenge to learn, unlearn and relearn in our ever changing environment, students can be equipped to adapt to the demands and opportunities they will encounter in the present and in their future.

In order to develop their personal learning skills, students are encouraged to consider how they learn best. Opportunities to explore learner dispositions and set personal learning goals will engage students in developing a range of strategies for completing learning tasks and self-reflecting and evaluating their own work.

The Year 9 program provides students with the opportunity to participate in elective subjects to delve deeper into areas of interest and explore new concepts that they have not experienced in previous years.

Elective studies include units from the following domains:

- Digital Technologies
- Design Technologies
- Health and Physical Education
- Humanities
- Mathematics
- Performing Arts
- Sciences
- Visual Arts

The Year 9 program allows the opportunity to study from a range of subject options providing a total of four subject choices over the course of the year. Each elective subject is semester based. Students are encouraged to select elective subjects that are suitable to their strengths and areas of interest, but to also utilise the opportunity to try new things and explore paths that may open new areas of enthusiasm and uncover new talents.

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GENERAL INFORMATION

The Curriculum

The Year 9 program includes both core and elective studies. Core studies include Religious Education, English, Mathematics, Science, Humanities, Health and Physical Education, Languages and BRIDGES. In addition, there are two elective blocks in the Year 9 timetable, students need to select a total of four semesters' worth of electives. With many electives to choose from, there is considerable scope for students to pursue their interests and continue to build their skills.

The full year Compass program is designed to provide curriculum support to students in the areas of literacy, numeracy and study skills. Entry into the Compass program is by invitation only and replaces the study of a language.

The electives are grouped into blocks with restrictions on how they are selected. The grouping and selection requirements, as outlined in the table below, allows students to maintain breadth in their studies, whilst still offering students much choice and the opportunity to select electives of particular interest to them from across the learning areas.

The study of a Language is now a compulsory component of the Year 9 program. Students must select to study either French, Italian or Japanese as part of their course. Students who are invited to participate in the Compass program will not be required to study a language.

Semester Length Electives:		
Group A:	Group B:	Group C:
Minimum of 1	Minimum of 1	
<ul style="list-style-type: none"> Dance Drama Duke of Edinburgh (levy of \$450 applies) Fit for Life 	<ul style="list-style-type: none"> Art – Paint Draw Print (PDP) Art – Ceramics and Sculpture (CaS) Café Culture Emerging Technologies Food Technology Media Music - Studio Sessions Textiles - Passion for Fashion Visual Communication and Design 	<ul style="list-style-type: none"> Big History Discover, Dream, Design, Deliver Forensic Science Managing my Money The Shape of Things to Come Young People and the Law

Students must choose one elective from Group A and one elective from Group B. The other two elective choices may be selected from either Group A, Group B or Group C.

Students may only select one of either Art (PDP) or Art (CaS) and only one of either Food Technology or Cafe Culture.

It is important to note that the College makes decisions on subject allocations for the following year based on student subject selections. Students are encouraged to carefully consider their subject choices to ensure that the school can plan appropriately. It is not always possible to switch subjects mid-year if a student changes their mind about their choices.

Subjects are blocked according to student selections to accommodate student preferences, highlighting the importance of students selecting their subjects in preference order. Classes will only run if there is sufficient student interest for the class to be viable. If a subject does not run, students will be placed into their reserve subject.

IMPORTANT DATES:

Thursday 24 July

Pathways Expo

Thursday 24 July

Online subject selection OPENS

Thursday 31 July

Online subject selection CLOSES

Online Applications

- You will receive an email from Ms Downie with instructions regarding how to complete the online subject selections
- You will receive an email from **carole.downie@kilbreda.vic.edu.au** with a link to the online portal
- It is very important that you select your studies in priority order
- Follow the instructions attached to the email to submit your subject selections online

Making decisions regarding subject choices can be daunting, there are a lot of factors to take into consideration. When deliberating over your subjects take into account the following:

- What subject areas do I enjoy?
- Which subjects allow me to demonstrate my strengths?
- What do I want to do when I finish school?
- Are there any pre-requisite subjects I need for my preferred course?

If you need help to make decisions on your subject choices, there are a number of staff at the College who are here to support and guide you through your decisions.

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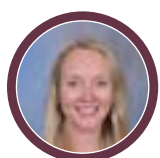
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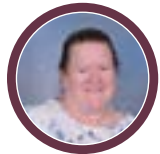
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CORE SUBJECTS

LEARNING FOCUS

In this course, students examine how the media constructs arguments and uses language and imagery to influence an audience's views, and develop skills of argument analysis on the issue of asylum seekers. Students also develop their oracy skills by developing a spoken presentation, which explores contemporary societal issues. Students will interpret, discuss and evaluate texts of literary merit, including a film. They will develop their language skills through a range of reading, writing, speaking and listening tasks.

Students will be provided with the opportunity to:

Reading and Viewing

- Read, view and evaluate a variety of fiction and non-fiction texts
- Evaluate persuasive texts that present a point of view and advance or illustrate arguments
- Develop the ability to identify and analyse how characterisation, text structure and language choices appeal to and effect audience
- Make connections with and between texts, and to understand the text's significance within human experience
- Develop knowledge of film techniques used to position and influence audiences

Writing

- Plan and write persuasive and analytical texts that present a point of view and advance or illustrate arguments
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features
- Draft, edit and proofread writing in both print and electronic forms, with awareness of purpose, language control, audience and style
- Hone single draft handwriting skills as applied in examinations

Speaking and Listening

- Listen and respond to a range of spoken texts and analyse how language features of these texts position listeners to respond in particular ways
- Plan, rehearse and deliver oral presentations
- Reflect on, discuss and explore notions of literary value

Topics may include:

- Argument analysis and writing
- Study of a contemporary film
- Writing and presenting in a range of modes including creative, persuasive and analytical

Assessment tasks may include:

- Argument and language analysis
- Oral presentation
- Analytical response
- Examination

LEARNING FOCUS

Students are provided with the opportunity to consolidate their learning in reading, writing, speaking and listening through engagement with a variety of texts. They will interpret, create, evaluate and discuss a range of literary texts, including an extended text. Students will explore how ideas are conveyed through a collection of diverse texts which explore the concept of 'Other Worlds.' Students will use these texts as inspiration for creating their own texts for different contexts, audiences and purposes. All fiction and non-fiction texts studied in Year 9 English represent a variety of perspectives and explore themes of cultural significance, interpersonal relationships, and ethical and global dilemmas. Students are encouraged to develop as independent readers through the wider reading program.

Students will be provided with the opportunity to:

Reading and Viewing

- Read, view and evaluate a variety of fiction and non-fiction texts
- Refine ability to identify and analyse how characterisation, text structure and language choices appeal to and effect audience
- Make connections with and between texts, and to understand the text's significance within human experience as well as particular cultural settings
- Develop knowledge of how language can be used to position, influence and entertain audiences

Writing

- Plan, draft and write texts for situated contexts
- Plan and write analytical texts that present a point of view and advance or illustrate arguments
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features
- Draft, edit and proofread writing in both print and electronic forms, with awareness of purpose, language control, audience and style
- Hone single draft handwriting skills as applied in examinations

Speaking and Listening

- Listen and respond to a range of spoken texts and analyse how language features of these texts position listeners to respond in particular ways
- Plan, rehearse and deliver oral presentations
- Reflect on, discuss and explore notions of literary value

Topics may include:

- Study of an historical fiction text
- Study of a range of fiction, non-fiction and multi-modal texts on a connected idea
- Writing and presenting in a range of modes including creative, informative, reflective, and analytical

Assessment tasks may include:

- Analytical response
- Crafting texts response
- Examination

LEARNING FOCUS

This course is designed to provide a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. The study of Geography inspires a sense of wonder and curiosity as students explore the world around them.

Students will investigate the diversity of the world's places, peoples, cultures and environments. Students learn about the role of the environment in supporting the physical and emotional aspects of human life and the important interrelationships between people and environments. Through the exploration of sustainability students discover how the environmental functions that support their life and wellbeing can be sustained.

Students will use a variety of geographic skills to gather evidence to inform opinions, and analyse and evaluate a variety of sources of evidence to form conclusions.

Students will be provided with the opportunity to:

- Develop an in-depth understanding of the distribution and characteristics of major world ecosystems
- Use a range of geographic skills to interpret and evaluate data
- Suggest strategies to manage the effects of natural processes and human interactions
- Undertake fieldwork

Topics may include:

- Biomes and Food Security - Consideration of issues related to food security within Australia, another country in South East Asia and one other country of choice
- Geographies of Interconnections - Exploration of people's connections to the rest of the world

Assessment tasks may include:

- A.V.R task on biomes
- Test on food security and biomes
- Geography skills task
- Research task on geography of interconnections
- Examination

LEARNING FOCUS

The Health course is designed to develop the awareness, confidence, knowledge and skills required to make informed decisions to lead healthy and fulfilling lives. Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the risks associated with illicit drug use, identifying risky situations and behaviours and how to take action to minimise these risks to self and others. A range of 'Party Safe' scenarios and harm minimisation strategies are discussed. They explore a range of national and global women's health issues as well as identify and analyse factors that contribute to healthy and respectful relationships. Students finish the unit with information sessions about Sexual Education. They develop an understanding of conception, prenatal development, pregnancy, labour and birth.

Students will be provided with the opportunity to:

- Analyse current national nutrition issues for youth
- Determine what are healthy food choices using current apps, websites and the Healthy Eating Pyramid
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- Critique behaviours and contextual factors that influence health and wellbeing
- Examine the impact of changes and transitions on relationships
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
- Evaluate factors that shape identities and analyse how individuals impact the identities of others
- Plan, rehearse and evaluate options [including first aid] for managing situations where their own or others' health, safety and wellbeing may be at risk
- Evaluate health information from a range of sources and apply it to health decisions and situations

Topics may include:

- Health and Wellbeing
- Nutrition
- Body image
- Party safe / Harm minimisation
- Healthy and respectful relationships
- Women's health and safety issues
- Sexual Education – conception, prenatal development, pregnancy, labour and birth choices, fertility

Assessment tasks may include:

- Dimensions of Health and Wellbeing Case Study
- Body image "Embrace" analysis
- Women's health issue investigation
- Harm minimisation task

LEARNING FOCUS

This course focuses on the making of the modern world from 1750-1918. This was a time of rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. Students' historical knowledge, understanding and skills will be developed through a framework of inquiry questions which will focus on the use and interpretation of evidence.

Students will be provided with the opportunity to:

- Changing features of the movements of people from 1750-1918
- New ideas and technological developments which contributed to change
- Origins, development, significance and long term impact of imperialism in this era
- Significance of World War I

Topics may include:

- Making a better world – the colonisation of Australia
- Influence of the Industrial Revolution
- Impact of imperialism and the causes of World War I

Assessment tasks may include:

- Analysis of evidence: primary and secondary sources
- Extended responses analysing evidence
- Research essay: World War I
- Examination

LEARNING FOCUS

Year 9 Mathematics aims to provide a positive experience for students in developing confidence and a sense of achievement from their learning so that they acquire mathematical skills and knowledge to deal confidently and competently with daily life, and develop knowledge and skills necessary for employment, further study and interest.

In addition, it aims to promote understanding of the dynamic role of mathematics in social and technological change and recognise the fundamental importance of mathematics in society.

Technology through the use of the Casio ClassPad is used to enhance the learning process.

Students will be provided with the opportunity to:

- Apply Pythagoras' theorem and Trigonometry to find solutions to right angled triangles
- Write, rearrange, simplify and factorise algebraic expressions
- Use angle relationships to demonstrate congruency and similarity
- Use index laws in algebraic and numerical situations
- Use appropriate formulas and measurements to calculate areas, surface areas and volumes
- Estimate probabilities using data collected from experiments
- Write and solve linear and quadratic equations
- Collect, organise, present and interpret graphical and statistical information
- Graph linear and quadratic functions
- Use mathematics in a variety of business and money contexts

Topics may include:

- Measurement
- Probability
- Linear Equations
- Data Handling
- Geometry
- Trigonometry
- Quadratics
- Financial arithmetic
- Algebra
- Indices

Assessment tasks may include:

A wide variety of assessment procedures are used. They can broadly be divided into three categories.

- Skills practice tasks which involves assessing the development of skills and concepts. These will include: topic tests, quizzes, worksheets and homework checks
- Application tasks which assess the use, modelling and ability to apply skills and concepts to worded problems. This may include investigative tasks which further develop their use of problem solving strategies
- End of semester examinations

THE LEARNING FOCUS

In this course, students focus on the importance of physical fitness when adopting a healthy and active lifestyle. Students are encouraged to participate actively and to develop each skill to a higher standard.

Students will be provided with the opportunity to:

- Undertake a wide range of activities
- Demonstrate proficiency in various skills, which are appropriate to specific games, movement patterns and activities
- Participate in activities while demonstrating communication and teamwork skills in order to enhance performance

Topics may include:

- Badminton
- Circuit and fitness classes
- Self Defence
- Tennis
- Football
- Netball
- Softball
- Lacrosse
- European Handball/Tchoukball
- Cricket
- Minor games

Assessment tasks may include:

- Analysis of a specific sport
- Introduction to basic muscles and bones
- Skill execution
- Decision making in games
- Participation

COURSE REQUIREMENTS:

- Students at Kilbreda are required to wear their full PE uniform to all practical classes.
This includes appropriate footwear
- A cap is required in Terms 1 and 4
- Girls are encouraged to bring a water bottle to class

LEARNING FOCUS

In Year 9, students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students explore the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer through topics of electricity and electromagnetism. They begin to apply their understanding of energy and forces to global systems such as continental movement. Students work both individually and collaboratively to plan and conduct experiments to further investigate scientific theories and explore how science, technology, engineering principles, and mathematics can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society.

Students will be provided with the opportunity to:

- Use knowledge of the nervous system to explain how complex organisms respond to external changes
- Conduct simulations to model light and sound waves and their interactions
- Research alternative sources of energy such as wind, solar or hydroelectricity and write a proposal for their implementation in Australia
- Describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms
- Investigate a range of chemical reactions and explain their importance
- Connect electric circuits and measure current and voltage
- Investigate how human activity affects global systems
- Apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists
- Plan experimental procedures which include the accurate control and measurement of variables
- Identify inconsistencies in results and suggest reasons for uncertainty in data
- Use scientific language and representations when communicating their results and ideas

Topics include:

- Waves - describing the properties of waves and investigating the wave and particle model of light and sound.
- Chemical Reactions - Investigating and describing a number of types chemical reactions, including acid/base endothermic/exothermic, and combustion
- Atoms - Describing the structure of an atom and the process of radioactive decay
- Energy and Electromagnetism - Investigating the flow of electric charge through electrical circuits and examining how magnetic fields and movement are used to generate electricity
- Control and Regulation - Exploring the roles of the nervous system in coordinating body movement and response
- Global Systems - Describing how global systems, such as the carbon cycle, rely upon many complex interactions

Assessment tasks may include:

- Topic tests
- Practical reports and field studies
- Student directed research investigations
- Modelling scientific concepts and communicating ideas through digital media such as videos or podcasts
- STEM projects
- Examination



CORE ELECTIVES

As part of a Kilbreda College education all students are expected to undertake studies in Religious Education throughout their six years of secondary schooling as part of their core studies. The Religious Education units in Year 9 draw upon our vision and mission as a Kildare Ministries school, our rich Brigidine traditions and the Religious Education Curriculum framework published by the Melbourne Archdiocese of Catholic Schools.

Incorporating a range of Religious Education electives into the Year 9 program provides students with the opportunity to explore core concepts in a contextual manner that are meaningful and relevant. This approach not only facilitates a deeper understanding of Religious Education, but also promotes personal connection to the Gospel values and biblical principles that are at the core of the Catholic faith.

Having greater agency in their choice of Religious Education studies supports students to engage in matters that are connected to their personal lives and contribute to the sharing of knowledge that inspires curious, confident and independent learners.

Mission in Action

- This elective will explore how the teachings of Jesus have changed the world. Students will learn how Gospel values and Christian traditions have inspired people throughout history to make a positive difference in our world.

Women Can Change the World

- In this elective students will uncover the powerful stories of women throughout religious history and the way in which they have shaped our world. From prominent female biblical figures to modern day warriors of change, students will be inspired by their incredible journeys.

Living Justice

- This elective will tackle some of the more difficult issues that students will encounter in their world. How do they determine what is right and wrong? What does right and wrong actually mean? What is an ethical dilemma? How can we make decisions that are both ethical and impactful?

Culture in Context

- In this elective students will explore the dynamic relationship between spiritual and faith traditions and the world around us. Students will journey through history and across the globe to see how religious beliefs have shaped cultures and, in turn, how cultures have influenced religious practices.

Religious Education Elective Requirements:

Students are required to complete a two Year 9 Religious Education electives.

CORE ELECTIVES

RELIGIOUS EDUCATION: MISSION IN ACTION

SEMESTER LENGTH ELECTIVE

LEARNING FOCUS

This course will explore how the teachings of Jesus have changed the world. Students will learn how Gospel values and Christian traditions have inspired people throughout history to make a positive difference in our world.

Students will discover how these timeless principles and values provide purpose to organisations and individuals in making a tangible impact – from providing clean water and education, to fighting poverty and protecting the environment.

Students will be inspired by change makers, connect with global and local causes, and learn how they can be a force for positive change, with their values feeding into an understanding of action, and how their actions can make the world a better place.

Students will be provided with the opportunity to:

- Explore the relevance of history to the Church today
- Examine how our relationship with God is expressed through prayer, ritual, deeds and words
- Learn about the Eucharist – through history and in the world today
- Research the role of prophets – for the Israelites, early Christians and in the world today
- Identify key figures and groups who have influenced the ongoing ministry of the Church
- Consider the influences of society and politics on religion and mission
- Reflect on aspects of Catholic Social Teaching

Assessment tasks may include:

- Presentations
- Creative tasks
- Assignment
- Examination

RELIGIOUS EDUCATION: WOMEN CAN CHANGE THE WORLD

CORE ELECTIVES SEMESTER LENGTH ELECTIVE

LEARNING FOCUS

In this course students will uncover the powerful stories of women throughout religious history and the way in which they have shaped our world. From prominent female biblical figures to modern day warriors of change, students will be inspired by their incredible journeys.

Exploring their courage, wisdom, and incredible faith, students will be able to see not only how their legacy continues to live on in the deeds and words of others, but also how we can reflect on their actions and participate – through their example – in movements for justice, equality, and peace, and speak up for those on the margins.

Students will be inspired by their stories, engage in thought provoking discussions, and find out how they can discover their potential to be a force for positive change.

Students will be provided with the opportunity to:

- Explore representations of women in scripture, and in the modern world
- Research the role of women in the past and present
- Investigate Old Testament prophecy, Wisdom and Prophetic literature and how it links to the Judeo-Christian tradition and other religions
- Reflect on ideas, teachings and practices arising from Church history
- Examine key teachings in their context
- Research key figures in the Old and New Testaments and other sacred texts
- Reflect on aspects of Catholic Social Teaching

Assessment tasks may include:

- Presentations
- Creative tasks
- Assignment
- Examination

LEARNING FOCUS

This course will tackle some of the more difficult issues that students will encounter in their world. How do they determine what is right and wrong? What does right and wrong actually mean? What is an ethical dilemma? How can we make decisions that are both ethical and impactful?

In this course students will consider Gospel values and Catholic Social Teaching, developing an understanding of how the teachings of Jesus have shaped our modern world.

Students will explore how these teachings guide them in making just and fair decisions in their everyday lives. From handling ethical dilemmas to understanding social responsibilities, students will gain the tools to think critically and act compassionately.

Students will engage in lively discussions, real world case studies, and thought provoking activities that challenge them to apply what they learn. Students will discover how living by Gospel values can lead to a more just and peaceful world.

Students will be provided with the opportunity to:

- Explore what people base ethical and moral stances on
- Examine concepts of good and evil (historically and in the contemporary world), their importance and their impact on morality
- Reflect on the processes for critical discernment
- Identify ethical dilemmas – there and then and here and now
- Research social, ecological and political responsibility and action – locally and globally
- Reflect on aspects of Catholic Social Teaching

Assessment tasks may include:

- Presentations
- Creative tasks
- Assignment
- Examination

LEARNING FOCUS

In this course students will explore the dynamic relationship between spiritual and faith traditions and the world around us. Students will journey through history and across the globe to see how religious beliefs have shaped cultures and, in turn, how cultures have influenced religious practices. From art and music, to festivals and daily rituals, students will discover the vibrant tapestry created by this intersection between life and faith, and how we can learn from the spiritual lives of others.

This understanding will help students to appreciate diversity and the richness of our global community.

Whether students are passionate about history, curious about cultures, or eager to deepen their understanding of faith, this course will open the eyes of students to the powerful ways culture and religion shape our world.

Students will be provided with the opportunity to:

- Examine how culture shapes belief
- Explore Religious diversity
- Reflect upon spirituality and its place in the world (Christian/ancient/indigenous)
- Examine Old Testament prophecy, Wisdom and Prophetic literature and how it links to the Judeo-Christian tradition and other religions
- Discover how to use the Old Testament to understand the New Testament and the world today
- Reflect on connections between themselves, the world and sacred texts
- Examine Devotions in different traditions (i.e. Marian, etc.)
- Explore interpretations and significance of prayers and devotions and their meaning for believers of different traditions
- Reflect on aspects of Catholic Social Teaching

Assessment tasks may include:

- Presentations
- Creative tasks
- Assignment
- Examination

LEARNING FOCUS

This subject provides supplementary instruction for students, to enhance their engagement in learning, literacy and study skills and supports the development of independent and self-initiated learning.

The program delivers systematic lessons targeted to a student's ability, in order to provide them with learning experiences to enhance their confidence and capability across the curriculum.

In Year 9, COMPASS can be selected as an Elective if it has been undertaken in Year 7 and/or 8, or on the recommendation from subject teachers or Level Leader.

In this course, students experience a number of ways to learn, expand their knowledge of study skills, including effective strategies for preparing for tests and examinations, as well as further developing their organisational skills.

Students will be provided with the opportunity to:

- improve reading fluency, comprehension and writing skills
- aid learning across subjects by exploring strategies that assist individuals
- enhance study and organisational skills
- assist the student to develop effective strategies for test preparation
- develop resilience and perseverance in learning
- promote self-confidence in learning
- help students develop their strengths

Focus areas may include:

- Reading Comprehension: Systematic skill development through targeted activities
- Functional Skills: Grammar foundations including punctuation, sentence structure, and tense
- Writing Process: Planning, drafting, editing, and publishing techniques
- Language Analysis: Word choice effects and basic literary technique recognition
- Persuasive Techniques: Recognition and analysis of argumentative strategies
- Speech Writing: Structure, audience awareness, and persuasive language
- Academic Writing: Sentence construction, argument building, and formal voice development
- Oral Presentation: Effective delivery techniques and confidence building

Assessment tasks may include:

- Multimedia presentation
- Written tasks
- Display
- Booklet
- Oral presentation

The study of a Language is now a compulsory component of the Year 9 program. Students must select to study either French, Italian or Japanese as part of their course. Students are expected to continue the same language study that they completed in Year 8.

The study of an additional language offers numerous benefits, including cognitive development, cultural awareness, and enhanced career prospects. It improves memory and problem-solving skills. The opportunity to learn about different cultures supports the development of empathy and global understanding, enriching the lives of students and equipping them with valuable skills that extend beyond the classroom.

Students who are invited to participate in the Compass program will not be required to study a language.

LEARNING FOCUS

The ability to use an additional language and appreciate other cultures is important for full participation in the modern world. As we become increasingly interconnected, we consider continuing the study of a foreign language in year 9 a great way to become an active global citizen.

This course will help students to extend their comprehension of French through a communicative approach. A particular focus is placed on progressively building students' confidence to in spoken and written French through engaging activities.

The curriculum includes topics that are relevant to teenage experience. We invite students to reflect on their personal identity as we explore the every day life of young people in France another French speaking countries around the world. Additionally, students will learn more advanced grammatical structures and develop more complex literacy skills to communicate more effectively.

Students will be provided with the opportunity to:

- Demonstrate comprehension of aural information presented in a range of texts
- Provide factual information and manipulate formulaic language in speech
- Identify key points of information and the overall purpose of written texts
- Write linked sentences in a logical sequence
- Understand intercultural knowledge and language awareness

Topics may include:

- Describing people's physical appearance and personality
- Talk about leisure activities and pastimes
- Express opinions about others
- Talk about daily routines at home and at school
- Describing relationships: Family / Friends / School

Assessment tasks may include:

- Listening comprehension
- Reading comprehension
- Oral communication
- Writing assessment

LEARNING FOCUS

The ability to use an additional language and appreciate other cultures is important for full participation in the modern world. As we become increasingly interconnected, we consider continuing the study of a foreign language in year 9 a great way to become an active global citizen.

This course will help students to extend their comprehension of Italian through a communicative approach. A particular focus is placed on progressively building students' confidence in spoken and written Italian through engaging activities.

The curriculum includes topics that are relevant to teenage experience. We invite students to reflect on their personal identity as we explore the every day life of young people in Italy another Italian speaking countries around the world. Additionally, students will learn more advanced grammatical structures and develop more complex literacy skills to communicate more effectively.

Students will be provided with the opportunity to:

- Demonstrate comprehension of aural information presented in a range of texts
- Provide factual information and manipulate formulaic language in speech
- Identify key points of information and the overall purpose of written texts
- Write simple linked sentences in a logical sequence
- Understand intercultural knowledge and language awareness

Topics may include:

- Health and fitness
- Going to a party
- Describing someone's appearance and personality
- Leisure activities
- At home and around the town

Assessment tasks may include:

- Listening comprehension
- Reading comprehension
- Oral communication
- Writing assessment

LEARNING FOCUS

The ability to use an additional language and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

This unit of study helps students to extend their listening and speaking skills in Japanese through a communicative and practical study of the language, including unit topics which are relevant to teenage experience. Students will also continue to develop their understanding and appreciation of the people and culture of Japan.

Assessment of reading, writing, listening and speaking skills occurs on a regular basis and students are expected to extend and consolidate their knowledge and understanding throughout the year by completing various written, aural and oral tasks and tests.

Students will be provided with the opportunity to:

- Demonstrate comprehension of aural information in a variety of ways
- Provide factual information and manipulate formulaic language in speech
- Identify key points of information and the overall purpose of written texts
- Write simple linked sentences in a logical sequence
- Understand intercultural knowledge and language awareness

Topics may include:

- At home and around the town
- At school
- Getting around
- Describing someone's appearance

Writing in Japanese

- Katakana characters
- Introduction of Kanji characters

Assessment tasks may include:

- Listening comprehension
- Reading comprehension
- Grammar and vocabulary
- Oral communication
- Writing assessment



SEMESTER LENGTH ELECTIVE SUBJECTS

LEARNING FOCUS

This unit is designed to give students who wish to continue their participation in the Visual Arts the opportunity to design and create three dimensional artworks in a more independent manner. The course is based on experience and exploring different mediums, developing creative thinking and design skills. The focus is enjoying the aesthetics of Art, which applies to practical and theoretical aspects. Using their visual diary students will investigate and explore their own ideas that will result in well-resolved 3D final artworks.

Students will be provided with the opportunity to develop:

- Valuable creative thinking skills
- Design process skills using a range of starting points to generate and expressively develop ideas in the planning and creation of artworks and carrying them through to a resolution
- Problem solving and demonstrating a range of skills, techniques and processes in the planning and execution of artworks
- An understanding of the formal aesthetic and expressive qualities of artworks
- Skills to discuss artworks verbally and in written format

Topics may include:

Arts Practice with three Dimensional Materials

- 3D construction
- Ceramics
- Mixed media such as wood, card, wire, metal, recycled and natural materials
- Plaster cast
- Magic clay
- Carving
- Art exhibitions/Installations

Art Appreciation and Aesthetics in Relation to three Dimensional Artworks

- Developing an understanding of art language and terminology
- Analysis and interpretation of artworks from a range of periods and cultures
- Expressing personal opinions and making judgements
- Researching artists and artworks and presenting findings and viewpoints
- Discussing of aesthetic qualities in art

Assessment tasks may include:

- Design process in the visual diary
- Folio of completed artworks in a range of media
- Research activities and art analysis report

LEARNING FOCUS

This unit is designed to give students who wish to continue their participation in the Visual Arts the opportunity to design and create two dimensional artworks in a more independent manner. The course is based on experiencing and exploring different mediums, developing creative thinking and design skills. The focus is enjoying the aesthetics of Art, which applies to practical and theoretical aspects. Using their visual diary students will investigate and explore their own ideas that will result in well-resolved 2D final artworks.

Students will be provided with the opportunity to develop:

- Valuable creative and investigative thinking skills
- Design process skills using a range of starting points to generate and expressively develop ideas in the planning and creation of artworks and carrying them through to a resolution
- Problem solving and demonstrating a range of skills, techniques and processes in the planning and execution of artworks
- An understanding of the formal aesthetic and expressive qualities of artworks
- Skill to discuss artworks verbally and in written format

Topics may include:

Arts Practice

- Drawing using pencil, pen, charcoal, pastels, markers, ink etc.
- Painting with acrylics and related paint mediums
- Printmaking
- Mixed media work
- Photography - (analogue and/or digital)
- Art Exhibitions/Installations

Art Appreciation and Aesthetics

- Developing an understanding of art language and terminology
- Analysis and interpretation of artworks from a range of periods and cultures
- Expressing personal opinions and making informed judgements through critical thinking
- Researching artists and artworks and presenting findings and viewpoints
- Discussion of aesthetic issues in art

Assessment tasks may include:

- Design process in the visual diary
- Folio of completed artworks in a range of media
- Research and art analysis report

LEARNING FOCUS

Big history is a multidisciplinary unit that investigates the History of the Universe from the Big Bang to the present. An important aim of the unit is to develop skills in evidence-based learning, exploring traditional and scientific understanding and developing a rational, evidence based origin story.

Students will have opportunities to explore the connectedness of all humans, all life forms, and reflect on what life is, the differences between life and non-life, examining concepts of purpose and the possibility of defining their own.

Students will be provided with the opportunity to explore the following questions:

- How did we, the Earth, and the entire universe, get here?
- What evidence is there for the Big Bang?
- What were the Goldilocks conditions for the appearance of life on Earth?
- Is everything made of stardust?
- What is Life? What is the difference between a rock and an elephant, between inanimate and animate matter?
- Do all life forms share DNA?
- Who are Mitochondrial Eve and DNA Adam?
- What was the significance of humans developing Symbolic language and collective learning?

Topics may include:

- The Big Bang theory and the four fundamental forces
- Stars light up to produce the elements (cosmology)
- Formation of the solar system and the earth
- Life, evolution, and DNA
- Symbolic language and collective learning

Assessment tasks may include:

- Superhero element poster
- Little Big History project
- Topic tests

LEARNING FOCUS

Café Culture is designed to provide each student with opportunities to implement the design process and be creative whilst developing skills in food preparation and hospitality. It introduces students to the roles and responsibilities of individuals working with food in the field of food safety, hygiene, preparation, photography, styling, and customer service, whilst simultaneously working through the different types and courses of a café's menu. Many opportunities are provided to each student to work independently or in groups for various tasks allowing students to attain and demonstrate skills that may be used in a café or a food related setting that involves the sale of food. It prepares students for a range of pathways including VET Hospitality and VCE Food Studies.

Students will be provided with the opportunity to:

- Express their creativity while developing and refining food preparation skills
- Explore the basics of working with food in business
- Experience food preparation techniques and equipment used in food industry
- Understand the basic requirements of food safety and workplace safety
- Develop skills and understanding useful for future employment
- Develop decision making skills through individual and collaborative working
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge

Topics may include:

- Food preparation techniques
- Cooking methods
- Food styling, food service and customer service
- Menu planning and design activities
- Working with food – employer's expectations, food safety and workplace safety

Assessment tasks may include:

- Practical tasks
- Design tasks
- Production evaluations and questions

LEARNING FOCUS

Dance is the language of movement. This subject incorporates choreography, rehearsal and performance of group-devised dance works and solo/duo dance work based on a selected intention. It provides opportunities for improving choreographic and performance skills through devising and presenting thematic dance work and studying renowned choreographers of different genres.

Students will be provided with the opportunity to:

- Explore various choreographic principles to create dance works
- Work collaboratively and creatively to communicate themes through the physical form of dance
- Develop an awareness of appropriate rehearsal and performance practices, and utilise these practices in the development and performance of various dance works
- Engage in practical dance activity
- Develop movement vocabulary and choreographic skills
- Understand and employ safe dance practices
- Develop dance terminology and analytical skills through review of dance works

Topics may include:

- Manipulating movement through choreographic principles to communicate an intention
- Safe dance
- Study of renowned choreographers of different genres

Assessment tasks may include:

- Group devised performance based on a given intention
- Solo or small group devised performance based on characteristics of choreographer/style
- Written dance analysis

LEARNING FOCUS

Entrepreneurial skills are becoming a sought after commodity as students enter a changing workforce with a greater focus on innovation, initiative and social consciousness.

This subject provides students with opportunities to use higher order thinking skills to research real world problems and design solutions to support our communities and environment.

Students will be provided with the opportunity to:

- Understand that entrepreneurs make an important contribution to innovation, business and economic growth
- Research social enterprises as one way to be proactive and make a positive difference within in our communities and the wider world
- Explore how business ventures can be used to make a positive difference in people's lives and within the community
- Refine and test ideas utilising the Design Thinking Process
- Research how innovations and products meet the needs of a target market
- Create and follow a project plan to ensure that there is clarity of purpose
- Discover the multiple possibilities in business and how challenges can be overcome in multiple ways

Topics may include:

- Discover - Research about entrepreneurship and the impact that entrepreneurs and social enterprises have had on our society
- Dream - Consider ways in which they could contribute as an entrepreneur and create a social enterprise that will make a positive difference in the lives of others
- Design - Create a business plan to implement their idea for a social enterprise or small business
- Deliver - Create a business that meets the needs of a targeted audience and share this social enterprise with the community

Assessment tasks may include:

- Research Task
- Oral Presentation
- Business Plan
- Market Research
- Online Course

LEARNING FOCUS

This is a practical course, and the focus is on performance. Students explore the elements of drama and performance styles. They work through improvisation tasks and workshops to collaboratively create and perform drama.

As a whole class, students interpret, plan, rehearse and perform a selected playscript. As well as acting in the play, students contribute to production areas such as set design, sound, lighting, costumes and properties. There is a public performance of the play at the end of the semester. In both written and verbal responses, students analyse and evaluate their work and the work of others.

Students will be provided with the opportunity to:

- Develop skills in improvisation
- Explore different performance styles
- Work collaboratively in a group to devise a performance using stimulus material
- Evaluate their performance and the performance of others
- Plan, rehearse and perform a selected playscript
- Experiment with, and apply production areas in a performance
- Interpret and analyse text

Topics may include:

- Exploring performance styles
- Improvisation
- Creating drama through the playmaking process
- Interpreting and performing a script
- Analysing and evaluating performance

Assessment tasks may include:

- Improvisation task
- Devised group performance
- Play performance
- Written analysis

LEARNING FOCUS

The Duke of Edinburgh Award is a program that empowers all young people to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance.

Students will be provided with the opportunity to:

- Be equipped and empowered to achieve their personal best
- Learn to take responsibility for their goals and choices
- Become connected to, and actively engaged within their immediate community
- Make a real difference to society through their positive contributions and involvement
- Learn to persevere and overcome barriers to success
- Be encouraged to try a variety of new activities.

The Duke of Edinburgh includes the following components:

- Service

The Voluntary Service Section of the Award encourages young people to volunteer their time to and understand the benefits of this Voluntary Service to their community. To connect with your community and give service to others and their communities. Students must volunteer a minimum of 1 hour per week over a 3 to 6 month period.

- Physical Recreation

The Physical Recreation Section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness. Students must participate in a minimum of 1 hour of physical activity per week over a 3 to 6 month period.

- Skill

The Skills Section of the Award encourages the development of personal interests and practical and social skills. Students must complete a minimum of 1 hour of skill building per week over a 3 to 6 month period.

- Adventurous Journey

The Adventurous Journey Section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment. Students complete both a practice journey and the qualifying journey, both include hiking and overnight camps.

Assessment tasks may include:

- Participation in volunteer activities
- Participation in class activities
- Completion of the Adventurous Journey
- First Aid assessment.

Subject Levy:

Please note that this subject has a levy of \$450 (which includes an approximate \$200 cost for enrolment in the certificate course) to cover the costs associated with the completion of a recognised qualification and the camping components of the course. Students are expected to provide their own meals for the camps as well as some equipment. Kilbreda will provide tents, back packs, jampacks and Trangias for those who require them.

As indicated on the Fee Schedule and Information, “optional programs and trips (eg: Duke of Edinburgh, Central Australia, etc.) are only available to students whose fee payments are up to date. No student will be allowed to participate in these optional activities while school fees remain outstanding or fee relief has been given.”

Can I complete a Silver Duke of Edinburgh Award?

Yes. In this course all students will complete some of the requirements through class work and expeditions. Other requirements such as Community Service are the responsibility of the student should she choose to undertake the Award. This would need to be done separately through the Duke of Edinburgh Award Office.

This program is delivered at Kilbreda, subject to sufficient numbers enrolling.

LEARNING FOCUS

In this semester-based subject, students develop a variety of ICT skills for creating and communicating with digital technologies. They are exposed to a range of programs such as Excel, Canva, programming software and robotics. Students also explore contemporary digital technology issues and the impact these may have on their lives.

Students will be provided with the opportunity to:

- Use spreadsheet software to manipulate and analyse data
- Learn the basic concepts of Python programming
- Explore IoT with Microbits
- Build and program robots
- Consider emerging technologies such as AI and the impact on students' lives
- Reflect regularly about their learning experiences and record their work in a theory slideshow.

Topics may include:

- Data Analysis
- Python programming and electronics
- Canva Infographics
- Robotics
- AI

Assessment tasks may include:

- Data Analysis project
- Programming tasks
- Presentation on an emerging technology
- Folio of robotics tasks

LEARNING FOCUS

This course is designed to provide students with opportunities to be involved in a range of physical activities. Students involved in this study investigate the Australian Physical Activity and Sedentary Behaviour Guidelines and learn about the amounts of physical activity recommended for good health. Students participate in a wide range of activities and focus on the different types of experiences that can be obtained from these activities both at school and in the local community.

Students will be provided with the opportunity to:

- Reflect on experiences gained from participation in a variety of activities
- Identify the amount of physical activity required for different age groups across the lifespan
- Explore games played in other countries
- Design a Park: What types of facilities would they provide to encourage participation in their local community and to ensure it is inclusive and safe.

Topics may include:

- What is physical activity?
- Experiences in physical activity
- Australia's Physical Activity and Sedentary Behaviour Guidelines
- What are barriers and enablers to physical activity

Assessment tasks may include:

- Experiences in Physical Activity Diary
- Research tasks
- Practical participation
- Games around the world – Presentation of a game
- Design your own path

This is an active subject. It is recommended that you enjoy participating in extra physical activities.

LEARNING FOCUS

If you are interested in delving into the world of food science and developing your food preparation skills, then look no further than Food Technology. This subject is designed to build on your knowledge and skills regarding the processes involved in creating fun, and exciting modern-day dishes which reflect the diversity of the world of a 'foodie'! We explore a range of ingredients suitable to fulfill various design briefs centered upon, the basic and fundamental principles of cookery such as caramelisation and aeration, just to name a few, and we give you a taste of what provides you with a healthy mind and a healthy body by investigating the nutritional needs of an adolescent. The fun and excitement continue with a journey around the world as we explore the international cuisines which makes Australian food scene one of the most respected in our world today.

Students will be provided with the opportunity to:

- Develop as informed, discerning and capable food citizens
- Build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- Apply principles of nutrition, food science and sensory evaluation to food planning and preparation

Topics may include:

- Nutrition – key nutrients, functions, food sources, consequences of nutrient imbalances and nutrient needs at different stages of the lifespan, particularly adolescence
- Food Issues – sustainability, animal welfare, chemicals used in food production and food waste
- Food Safety & Hygiene
- Food Preparation Techniques and Food Styling
- International foods - cooking dishes from countries around the world and Indigenous Australian ingredients
- The Design Process: investigating, generating, producing, evaluating, planning and managing

Assessment tasks may include:

- Design task
- Production tasks and evaluations
- Course work questions

LEARNING FOCUS

Who is guilty? Who is innocent? How reliable would you be as an eyewitness to a crime? Could you solve a case? In this elective of Forensic Science, you will gather evidence and examine techniques such as fingerprinting, blood splatter patterns, ballistics, handwriting analysis and chromatography. You will examine the use of DNA evidence in a trial and explore how forensic scientists piece together evidence to recreate what has happened at a crime scene.

Students will be provided with the opportunity to:

- Investigate how DNA profiling is used in criminal cases
- Use a microscope to examine hair and fibre samples
- Examine how the life cycle of an insect can be used to date a crime
- Report on practical activities involving blood splatter patterns
- Develop analytical and critical thinking skills required in forming and testing hypotheses
- Solve a crime scenario by analysing a range of sources of evidence
- Examine techniques such as carbon dating, print analysis, microscopy and soil analysis

Topics may include:

- Careers in Forensic Science
- Evidence
- Blood and DNA
- Entomology
- Anthropology and Anthropometry
- Forensic Chemistry
- Forensic Techniques

Assessment tasks may include:

- Practical reports
- Forensic investigation: Crime Scene
- Topic tests
- Media review
- Research investigations

LEARNING FOCUS

This elective focuses on developing skills and knowledge in managing one's personal finances. Specifically, the elective covers personal finance management and the importance of being an informed consumer. Personal finance management

LEARNING FOCUS

This elective focuses on developing skills and knowledge in managing one's personal finances. Specifically, the elective covers personal finance management and the importance of being an informed consumer. Personal finance management includes budgeting, saving, investing, borrowing money and using credit, calculating interest and a basic checklist of things to consider when entering the world of work. Students will also learn about consumer issues, such as choosing an appropriate mobile phone plan, scams and how to avoid them, advertising and knowing their rights and responsibilities as an Australian consumer.

Students will be provided with the opportunity to:

- Develop literacy skills
- Enhance practical life skills in managing personal finances
- Examine strategies for managing credit effectively and for investing wisely
- Gain an ability to save and to acknowledge how spending can be minimised
- Recognise the importance of being an informed consumer
- Participate in the ESSI Money Challenge competition

Topics may include:

- The importance of budgeting
- How to manage money effectively
- Credit options
- Shares/investing
- Bank accounts e.g. savings and loans
- Salary/wages
- Currency exchange
- Consumer law
- Scams

Assessment tasks may include:

- Development and analysis of a personal budget using Microsoft Excel
- Presentation on the importance of wise financial decision-making
- Production of a short film on consumer issues

LEARNING FOCUS

The Media curriculum encompasses the fields of media, art and design. In Media, students create visual representations, such as: short film or digital photography, that communicate, challenge and express their own and others' ideas, as both artist and audience. By analysing and producing visual film productions, students develop an understanding of how directors and photographers use techniques, technologies, practices and processes with images, sound and text to achieve an intended aesthetic/mood. Learning in Media helps students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

Students will be provided with the opportunity to:

- Explore media products through design and inquiry processes
- Understanding of the use of the techniques, materials, processes and technologies
- Skill in the use of media equipment, for example, cameras, tripods, dolly, video editing software
- Critical and creative thinking skills, media languages, knowledge of media theories and practices
- Confidence, curiosity, imagination, enjoyment and a personal aesthetic

Topics may include:

- Film analysis
- Production elements:
 - Camera techniques
 - Film and sound editing techniques
 - Costume design
 - Mise-en-scene and set design
- Narrative elements:
 - Screenplay development
 - Directing a movie
- Introduction to media theory

Assessment tasks may include:

- Short film: pre-production
 - Screenplay, Storyboarding, Costume and set design
- Short Film: production and post-production
 - Filming
 - Movie editing
- Animation - stop motion

LEARNING FOCUS

In this unit, students explore music through digital composition tools, rehearsal, reflection, composition and performance and learn the basics of sound production. They will participate in activities and workshops and develop skills in the creation, preparation and presentation of popular music using instruments such as piano, percussion, guitar, woodwind, strings, brass and vocals. Students will work collaboratively to rehearse and perform both existing and original works as soloists and band members.

Students develop an understanding of theory concepts through the study of scales, rhythm, melodic intervals, and chord structures. Through both written, notated and verbal responses, students apply this knowledge to their original works. They use technology to record, notate and support the creation of their compositions.

Students will be provided with the opportunity to:

- Rehearse and perform in solo and ensemble contexts with a focus on stylistic interpretation, rhythmic and dynamic accuracy, performance etiquette and presentation
- Listen to and reflect on each other's performances, and performances by other musicians
- Develop skills in recognising and transcribing notation through the study of major and minor scales, rhythm and interval structures, by listening, playing and singing
- Increase aural ability to discern between major and minor tonalities and to recognise various interval structures and rhythmic patterns
- Learn how to structure and create original pieces of music and record and/or notate using software

Topics may include:

- Group performance
- Solo performance
- Music language: theory and aural
- Song writing and sound production

Assessment tasks may include:

- Group performance
- Solo performance
- Music theory and aural perception test
- Original recorded composition

LEARNING FOCUS

In this course, students will investigate and analyse mathematics that encourages the students to apply logic to their task and to think through the implications of their decision making. Potentially the students cannot draw on a known formula but must think, analyse, make a decision and follow the implications of their decision through to the end of the task. These skills are introduced, and the students are extended as they become the project manager of various tasks. Additionally, they consider the flow through networks, be that as a town planner, to determine the maximum flow of people or water for example. Finally, they become designers of a home for their client. Whether it is project managing, networking or designing, the students must work within various parameters and think through every decision made and its implication. This is a collaborative class – if you enjoy working with other students, this is the subject for you.

Students will be provided with the opportunity to:

- Be project managers; lead and coordinate an imaginary team of workers
- Be town planners, design a network in an imaginary field
- Be designers, builders and architects of a house

Topics may include:

- Mathematics and networks including critical path analysis and maximum flow
- Building design and modelling, including scale drawings

Assessment tasks may include:

- Project management task – individual and group task
- Network flow task – individual and group task
- Designing a home – group task

LEARNING FOCUS

In this course, students have the opportunity to investigate various aspects of textiles through the exploration of the design process. During this process students will further their skills in fashion drawing, sewing construction and the evaluation of a final product. An emphasis is placed on the development of students' sewing processes and garment construction, to ensure their final garment is made to a high quality.

Students will be provided with the opportunity to:

- Work with open-ended design briefs to create research pages and design options suitable for the intended outcome
- Use figure templates to generate precise design options
- Use computer aided design (CAD) skills to develop professional standard fashion illustrations
- Investigate the properties of materials, in particular wool and cotton, and identify their suitability in certain garments
- Explore a range of embellishment and sewing techniques using a variety of machines and equipment
- Identify different patterns and how to correctly lay patterns onto fabric using grain lines as a guide
- Produce a range of seam samples using a variety of processes, machines and equipment
- Explore the process of tie-dying
- Produce garments to a high quality through the application of appropriate sewing techniques and use of machinery

Topics may include:

- Sewing samplers
- Embellishment techniques
- Exploration of the design process
- Drawing techniques
- Creation of products
- Elements of design

Assessment tasks may include:

- Seam and embellishment samples
- Design task
- Construction of pants
- Tie-die exploration
- Folio development and presentation
- Garment evaluation

LEARNING FOCUS

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Visual Communication and Design provides students with the opportunity to develop skills in areas of drawing, designing and communicating. This course also involves forming and developing perceptions and solving problems in creative ways through imagination and visualisation. Students produce graphic communications that involve two and three-dimensional representations of form, space and relationships in a variety of graphic media.

Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

Students will be provided with the opportunity to:

- Develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices
- Develop aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- Develop creative, critical and reflective thinking, using visual design thinking skills

Topics may include:

- Explore and represent ideas : Language of design
- Visual communication design practices : Manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial, Communication Design and Interactive App Design.
- Present and perform and respond and interpret : Development of a brief that identifies a specific audience and needs, and through the application of the design process present visual communications that meet that brief.

Assessment tasks may include:

- Design elements and principles - Pattern design
- Representational drawing
- Type design
- Interactive app design

LEARNING FOCUS

In this elective, students are provided with opportunities to develop their understanding of the legal rights and responsibilities of young people. The study aims to increase students' awareness of the laws and legal issues that they will be faced with in their immediate future. Topics covered throughout the semester are law and society, the role of people in authority, workplace rights and issues, young people and criminal offences, and the role of the Children's Court.

Students will be provided with the opportunity to:

- Identify the importance of Human Rights
- Understand the need for laws in our society
- Explore the three levels of Government in Australia
- Know their rights when dealing with members of Victoria Police and PSO's
- Learn about workplace legal issues, such as employment arrangements
- Investigate crimes committed by youths
- Observe cases in the Children's Court

Topics may include:

- Rules and laws
- Human Rights
- The three levels of law-making in Australia
- Leaving school and home - your rights
- The role of Victoria Police and Protective Services Officers (PSOs)
- Workplace legal issues
- Youth crime

Assessment tasks may include:

- Presentation 'Am I old enough?'
- Brochure on police powers
- Youth crime investigation
- Topic tests
- Multi media investigation of a legal issue



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