



# 9

2018  
SUBJECT SELECTION  
**HANDBOOK**



60



**SACRED HEART GIRLS' COLLEGE**  
CELEBRATING 60 YEARS 1957-2017

## INTRODUCTION

The Year 9 Curriculum at Sacred Heart Girls' College recognises that students in the middle years of their secondary education begin to explore new areas of interest and seek new learning opportunities. They look forward to specialising in particular areas or trying out new subjects. They consolidate their skills and welcome opportunities to apply their learning to the local, national and global issues they encounter. The course of studies completed by Year 9 students at Sacred Heart aims to support our students to engage with their communities in active and informed ways. The curriculum comprises:

- Core subjects
- Elective program
- The City Experience
- The Bogong High Plains Outdoor Education Experience

This program of studies ensures students experience an education of both breadth and depth; one that will prepare them not only for the next few years of schooling, but for their adult lives.

All Year 9 students have the opportunity to undertake the City Experience Program. This is a cross curricular program designed to develop their knowledge and understanding of complex urban communities such as Melbourne. Through an enhanced understanding of its rich history, the girls learn about the contributions, developments and challenges faced by those living in our city.

All Year 9 students participate in the Outdoor Learning Program. This is a five-day expedition that will take place in the Bogong High Plains. Both the City Experience Program and the Bogong High Plains Experience have been designed to foster the general capabilities as identified in the Victorian curriculum as:

- Critical and creative thinking
- Ethical capability
- Intercultural capability
- Personal & social capability

The nature of this compulsory outdoor experience for Year 9 students encourages their appreciation, wonder and care for natural environments.

Ultimately, the aim of the Year 9 Curriculum is to enrich the spiritual, academic, social and personal lives of all our students. We aim to educate them for life and encourage them to always strive for excellence in learning and growth in faith.

**The following core subjects are completed by all students in Year 9:**

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

At Sacred Heart, the study of a Language is compulsory until the end of Year 9. The College offers the study of French, Indonesian and Italian. Students are required to continue with the language they study in Year 8. At Year 9, five periods per fortnight are allocated to the study of Languages.

In addition to the core subjects, students undertake **four** elective subjects to be studied in semester blocks. Two electives will be undertaken in Semester One and two in Semester Two. This handbook contains details of each elective subject which students are encouraged to consider. Students are also encouraged to discuss the elective subjects with relevant teachers at the College and with their parents/guardians.

Students will be provided with information for selecting their elective program online. They will be asked to enter a number of electives in order of preference. Once students have entered their preferences, they are asked to print out their final selection form, have it signed by a parent/guardian, sign it themselves and submit it to their Homeroom Teacher.

It is important that students and their parents/guardians know that where there is insufficient demand for an elective subject, it may not run in the following year. Therefore it is important that students enter a number of electives so that we can establish their preferred choices. Furthermore, as places in some elective subjects may be limited, the College cannot necessarily guarantee all preferences. However, reasonable endeavours will be made to ensure that students receive their first four preferences.

Students are asked to return their signed forms to their Homeroom Teacher on or before **Monday, 14 August 2017**.

**Year 9 Electives offered in 2018 include:**

- Adolescent Human Development
- Art
- Body Systems
- Criminal Minds
- Dance
- Dance Styles
- Drama
- Food Studies
- Forensic Science
- From Book to Movie
- Media
- Mountains to the Sea
- Music
- Robotics and Electronics
- Technology for the Future
- Technology for You
- Visual Communication
- Women of Faith: Visionaries, Leaders and Radicals
- Your Money

## LANGUAGES (French, Indonesian, Italian)

### OVERVIEW

Students continue to develop their competency in their chosen language by working on listening, speaking, reading and writing skills. The ability to use a language other than English and move between cultures is important in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

### French

#### STRUCTURE

Some of the standards that a Language at Year 9 French works towards achieving include:

- Using written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments.
- Approximating rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress.
- Using the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participle passé* form of verbs with *être* involves gender and number agreement.
- Recognising the form and function of reflexive verbs and using appropriate forms of possessive adjectives in own language production.
- Recognising the validity of different perspectives, and making comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life.
- Recognising differences between spoken and written forms of French, comparing these with English and other known languages.

#### ASSESSMENT

A variety of Assessment Tasks are used to assess students' achievement against the Standards.

Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

### Indonesian

#### STRUCTURE

Some of the standards that a Language at Year 9 Indonesian works towards achieving include:

- Interacting with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia.
- Responding to and creating personal, descriptive and imaginative texts for a range of purposes.
- Using a variety of *me-* verbs, pronouns, and noun forms such as *ke-an*, *pe-* and *pe-an*.
- Recognising that Indonesian borrows from other languages, including local and foreign languages.

- Understanding that language use varies according to context, purpose, audience and mode, and that languages change over time.
- Understand that in speaking, conventions of pronunciation, stress and rhythm are applied to a range of sentence structures.

### *ASSESSMENT*

A variety of Assessment Tasks are used to assess students' achievement against the Standards. Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

## **Italian**

### *STRUCTURE*

Some of the standards that a Language at Year 9 Italian works towards achieving include:

- Using a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance.
- Giving presentations, and formulate and respond to a range of questions.
- Creating written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions.
- Using simple subject-verb-object constructions, extending or qualifying their message, by example, adding complements or using modal verbs or comparatives.
- Recognising that Italian language use varies according to context, purpose and mode.
- Communicating thoughts and opinions, make comparisons and contrasts, and offer reasons for points of view, opinions and preferences.

### *ASSESSMENT*

A variety of Assessment Tasks are used to assess students' achievement against the Standards. Assessment Tasks include:

- Speaking Tasks
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Examination at the end of each semester

## **ELECTIVE CHOICES**

Students are required to study **four** elective subjects from the following choices; two are required for each semester. They are asked to carefully read the descriptions below when considering their choices. If they are uncertain about any of the information, they are encouraged to ask their current subject teachers. There are no examinations for Year 9 Elective subjects.

### **ADOLESCENT HUMAN DEVELOPMENT**

#### *OVERVIEW*

This subject introduces students to concepts, issues and programs relating to the health and human development during adolescence. The subject will extend students' understanding of the development that occurs during adolescence and provide students with an insight into the triumphs and challenges experienced by many during this part of their life. The course will address issues facing Australian youth and the impact on the dimensions of health. These impacts will be explored further to compare the health outcomes of those in developed countries with those in developing countries. Students will have the opportunity to look at current programs that are running in developing countries that aim to improve the health and human development of the targeted community.

#### *STRUCTURE*

This elective works towards the following standards:

- Students learn to use simple health data to identify the major causes of illness, injury and death for Australian youth.
- Students identify the dimensions of health and the capabilities of human development
- They investigate personal behaviours and community actions that may contribute to the health outcomes of those in developed and developing countries.

#### *ASSESSMENT*

Tasks will be drawn from:

- Presentations
- Research Assignments
- Written Tests

### **ART**

#### *OVERVIEW*

In Art students will explore their imaginations to create unique individual artworks. They will be able to work with more creative control than in Years 7 and 8. Students will use a still life arrangement to create drawings, prints and hand-coloured dry point etchings. They will also construct a Surrealist-inspired ceramic three-dimensional sculpture, reflecting their dreams, nightmares and fantasies. Art appreciation will consist of students researching the art style of Surrealism. This art period is incorporated into several of the art activities. They will build on their analytical skills as they investigate and critically analyse key Surrealist artworks. This elective leads to Year 10 Art and VCE Art.

## *STRUCTURE*

Students:

- Create artworks devised from a range of stimuli and demonstrate an emerging personal style through these works. They will also demonstrate technical competence in the use of skills, techniques and processes
- Communicate their ideas through the manipulation of art elements and principles to create the desired aesthetic qualities. They will also maintain a record of how ideas develop in the creating, making and presenting of their arts works in their Visual Diaries
- Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts

## *ASSESSMENT*

- Practical tasks will be assessed on technical skills and the aesthetic manipulation of art elements and principles
- Students will also be assessed on the documentation of their thoughts and processes in a Visual Diary
- Art Appreciation tasks will be assessed on student's research and analysis skills and how they effectively communicate these in written form

## **BODY SYSTEMS**

### *OVERVIEW*

Year 9 Body Systems is the study of the skeletal, muscular and cardio-respiratory systems. It investigates the structure of these systems and how they work together to enable movement. Students perform, observe and discuss a variety of movements in physical activity and identify the muscles, bones, joints and joint actions responsible for movement. Time is also spent investigating the body's structures that deliver oxygen during physical activity and how these change when the demand for oxygen increases.

This elective subject supports students wishing to study Units 1 & 2 Physical Education in Year 10.

Unique experiences:

- Practical laboratory activities
- Sport and recreational practical activities.

### *STRUCTURE*

The elective works towards the following standards:

- Understanding how the musculoskeletal system works to create movement
- Understanding how the cardio-respiratory system responds during movement, exercise and rest.
- An introduction to the human body's energy systems.

### *ASSESSMENT*

Tasks will be drawn from the following:

- Topic Tests
- Laboratory Reports
- Research Assignments

## **CRIMINAL MINDS**

### *OVERVIEW*

The Criminal Minds unit provides students with an introduction to the Australian legal system as well as various criminological theories pertaining to the causes of crime. Through the examination of the Magna Carta, students explore the key principles of the rule of law, limits on the power of government and the development of modern democracy. Students also learn about pre-trial procedures, including police investigations, arrest, bail and remand. Students create their own newspaper article based on the reporting of a particular crime and its aftermath. The course provides an introduction to some social, psychological and biological influences on criminal behaviour and students apply this to case studies. Students have the opportunity to enact their knowledge of the law through the creation of mock evidence and an associated report. The enforcement of the law is examined from the court hierarchy to the key parts of the trial, including jury empanelment and the role of witnesses and legal personnel. Verdicts, sanctions and the objectives of sanctions are explored. There is a brief comparison with Australia's legal system and overseas legal processes.

### *STRUCTURE*

Students will:

- Explore criminal pre-trial, trial and post trial procedures as key features of the Australian legal system
- Develop skills in presenting information using ICT
- Have the opportunity to work in groups to achieve a successful debate presentation
- Review current cases from Australia and overseas.

### *ASSESSMENT*

- Test - Criminal Law and Civil Law
- TV News Report
- Opinion Article

## **DANCE**

### *OVERVIEW*

Dance is a subject geared towards students who have already developed a strong foundation of dance technique and wish to build upon their existing skills. Students will participate in regular technique exercises and will learn new choreography in a range of styles. In addition, students will create their own group compositions and have the opportunity to perform at a variety of school based events, including the Arts Festival and other Dance Showcases. To broaden their understanding of the art form, students will view and respond to a professional dance work by an acclaimed choreographer. The emphasis in this subject is on students developing a personal dance style that reflects their stylistic preferences, feelings and ideas. Students who desire a broad overview of styles and wish to build basic skills should pursue the Dance Styles course.

This elective leads to Year 10 Dance and VCE Dance.

### *STRUCTURE*

Students:

- Develop and refine existing technical skills in a range of dance styles
- Develop skills and knowledge in composing group dance works
- Gain skills in dance analysis

## *ASSESSMENT*

The main assessment tasks are:

- Performance in Class Dance Works
- Group or Solo Composition
- Dance Analysis Task

## **DANCE STYLES**

### *OVERVIEW*

In Dance Styles students will participate in practical dance technique classes and routines. They will be introduced to the fundamentals of well-known styles, such as jazz, hip-hop, contemporary and Bollywood. Students will have the opportunity to develop confidence in their dance ability whilst expanding their understanding of dance styles. Opportunities to perform for an audience will also arise, such as at the Arts Festival and the Dance Showcase performance night. In addition, they will compile written research tasks documenting the history and techniques associated with different dance styles.

This elective is suitable for students who have little or no dance experience but have an enthusiasm for and interest in dance. Students will be able to accurately assess if Dance in Year 10 is an appropriate choice for them. This elective leads to Year 10 Dance, and VCE Dance.

### *STRUCTURE*

Students:

- Develop a foundation of techniques in a range of dance styles
- Develop skills and knowledge in composing short dance sequences
- Gain an appreciation and understanding of dance history and stylistic differences

## *ASSESSMENT*

The main assessment tasks are:

- Performance in Class Dance Works
- Short Composition Tasks
- Research Tasks

## **DRAMA**

### *OVERVIEW*

In Drama students will develop acting skills, which are applied to both improvised and scripted drama. They will also develop skills in vocal projection and expression using a variety of dynamics, non-naturalistic elements and stagecraft to enhance and sustain performance. Students will analyse a production in relation to acting and stagecraft choices. This elective leads to both Stagecraft and Drama at Year 10.

### *STRUCTURE*

Students:

- Develop confidence in playing a variety of character roles
- Build skills in ensemble play creation, script and monologue work
- Develop skills in responding analytically to drama performances

## *ASSESSMENT*

The main assessment tasks are:

- Performance in ensemble plays
- Performance of a monologue
- Production analysis and journal reflections

## **FOOD STUDIES**

### *OVERVIEW*

Year 9 Food Studies investigates factors that affect family eating patterns as well as issues that may affect adolescent food choices. Students will explore influences such as; country of origin, culture, religion and personal beliefs, seasonal availability of food products, advertising and media, peer influences, as well as specific nutrition and health requirements. Students will have the opportunity through both theory and practical classes, to further develop their food preparation skills. They will learn to design and produce a variety of meals and food products suitable for families, including healthy alternatives for common convenience foods, and foods for special occasions. The Australian Guide to Healthy Eating and The Australian Dietary Guidelines will be investigated as valuable food models to assist in the design of healthy food for individuals and their families. Students will discover factors that need to be considered when developing a new food product. They will also learn how factors such as food miles, environmental and sustainability issues, and ethical concerns may all impact personal food choices.

Unique Experiences:

- Designing and cooking your own food products
- Recreating a wide range of food products during practical lessons
- Designing and creating novelty cupcakes

### *STRUCTURE*

This elective works towards the following standards:

- Understand how a variety of factors influence individual food choices
- Examine how the design process is integral to the development of food products
- Understanding how to evaluate a food product and its ability to meet a design brief.
- Explore ideas and solve problems related to creating food items for families and individuals while investigating and generating possible design solutions
- Learn and practise a wide range of food preparation, processing and cooking skills

## *ASSESSMENT*

Tasks will be drawn from:

- Investigation and Design Task
- Production Activities
- Research Assignment

## **FORENSIC SCIENCE**

### *OVERVIEW*

Forensic Science has been popularised in recent times by TV shows such as *NCIS*, *CSI* and *Bones*, but how well do these shows accurately portray the science involved? This elective will look at Forensic Science and enable students to apply theory from the disciplines of Biology, Chemistry and Physics to real-life scenarios.

### *STRUCTURE*

This elective aims to:

- Develop knowledge of techniques used to collect evidence at crime scenes
- Provide hands on experience with some scientific processes used by forensic scientists
- Develop critical thinking skills and analytical abilities when evaluating the portrayal of forensics in the media

### *ASSESSMENT*

Assessment may include, but is not limited to: assignments, analysis of case-studies, writing a forensic story, writing and filming a forensic movie, critiques of current popular TV shows.

## **FROM BOOK TO MOVIE**

### *OVERVIEW*

The focus of this elective is to explore how and if the meaning of a text alters when its form changes. Students will be required to identify and analyse the meaning intended by the author in prescribed written texts. This will then be compared with the movie form of the same text. Students will be expected to analyse alterations made to characters, themes and messages and discuss how this alters the meaning of the text. This subject will appeal to students who are avid readers, critical thinkers and competent writers.

### *STRUCTURE*

This elective aims to achieve the following:

- Develop students' awareness of both texts and movies as deliberately constructed products
- Enhance students' critical thinking and their ability to analyse
- Enhance students' ability to develop their own interpretation of the texts
- Develop an understanding of the challenges involved when transforming a text into a movie

### *ASSESSMENT*

Students will complete a folio that will include the following tasks:

- Write a review that evaluates a film adaptation of contemporary fiction of the students' choice
- Write an analysis of the changes made to a book's meaning when it is transformed into a film
- Presentation to the class, which compares an excerpt from a text with the film version of the same scene (small group activity)

## **MEDIA**

### *OVERVIEW*

The focus in Media is on the creation of films. These films are short, but use nearly all the tools of films seen on TV and in movie theatres. These tools include the use of shots, music, titles, slow-motion, special effects and digital editing. No prior experience in film making is needed. Nearly every class involves hands-on practical work. All work is done in groups, unless students choose to work independently. For their main film, students may use locations outside of the school when filming. This elective leads to Year 10 Media and VCE Media.

### *STRUCTURE*

Students:

- Are introduced to the basics of the production process by the creation of a class film
- Make a 'Test film', in which they devise, shoot and edit a short film
- Create their 'Main film', showing all the skills they have learnt, including writing a short treatment, storyboarding, shot listing, filming and editing
- Make a DVD (with cover and label) that has their complete semester's work. (Films can also be exported for use in iPhones, iTunes, and other methods of viewing.)

### *ASSESSMENT*

There are two assessment tasks for this elective:

- Pre-production: students are judged on their organisational skills, including use of storyboards, shot lists and other media industry pre-production tools
- Production: students' 'Test' and 'Main' films are marked

## **MOUNTAINS TO THE SEA - OUTDOOR EDUCATION**

### *OVERVIEW*

This elective is designed to cater for a range of student abilities. It is an adventurous and educationally rich elective. Outdoor Education prepares students for life by providing them with an understanding and knowledge of our human society, the choices we face throughout life and the impacts we have on the natural environment. Outdoor Education aims to produce environmentally conscious students who develop lifelong knowledge, skills and attitudes for using, understanding and appreciating the natural world. In this elective, students will examine the ecology, human history and resource use issues at various venues from the Alps to the Coast. It will provide opportunities for students to extend their skills more broadly in adventure activities. Skills will be developed in activities such as: cross-country skiing, surfing and snorkelling, leadership skills, navigation and environmental interpretation. This elective may be an excellent introduction for VCE Units in Outdoor and Environmental Studies, Geography, Biology.

### *STRUCTURE*

In this elective, students will:

- Develop an appreciation and understanding of the natural environments in which outdoor activities are undertaken and understand the human impact of these activities
- Understand more about Victoria's biodiversity (species and ecosystems), its ecology and ways to enjoy and conserve it
- Work collaboratively, negotiate roles and delegate tasks to complete tasks in teams

## ASSESSMENT

- Knot tying
- Tests
- Research Assignments
- Group Tasks

## MUSIC

### I LOVE TO SING – Semester 1

#### OVERVIEW

This Music subject is for students who love singing and want to learn more about how to use their voices. It is based on the students' own singing, and on female singers past and current who have shaped the vocal world with their passion and knowledge of the voice and vocal repertoire. The basis of most lessons is teaching students to use their voices as instruments. Using the music of various styles, students develop their vocal, technical, aural and performance skills. Assessments will comprise of solo performance and group performance, accompanied and *a capella*. As part of the Performance Unit the students may choose which College vocal group to join, such the *Harmonics* and *Madrigal* groups. They will do this according to their skill level and experience. An aural and musicianship unit will also apply to develop reading skills and aural capabilities.

#### STRUCTURE

Students:

- Analyse characteristics and elements of works and performances of particular songwriters and performing artists, performers, styles and periods
- Develop a personal style as they perform, improvise and compose vocal works with imaginative and aurally perceptive approaches in the use of music skills, techniques and processes
- Study aural and musicianship skills, such as melody, rhythm, and harmony
- Arrange and interpret music in ways that demonstrate an understanding of the structure of the work and the unique sound qualities and conventions of the chosen medium and style
- By reflecting, apply decision making skills to find the most effective way to implement ideas in performance and interpretation
- Show an ability to vary the content, structure and form of their music piece to suit a range of purposes, contexts and audiences and occasions

#### ASSESSMENT:

- Solo and group (i.e. class) performance. Students' participation and performance in co-curricular school group is also part of their performance assessment
- Aural and musicianship assessment
- The students will prepare four solo songs, two or three of which should be in contrasting conventions or styles
- The students will be assessed on their group performance of three class pieces in two/three part harmony.
- The students will perform and record their songs in a live or studio setting. They will be appraised on their understanding of the rehearsal process and their final performance

## **YEAR 9 MUSIC – Semester 2**

### *OVERVIEW*

In Year 9 Music students learn different musical and arranging skills. Using the music of various styles, students develop their vocal, compositional, technical, aural and performance skills. As well as developing skills on their own instrument, students are taught the classroom materials and assessed on their instruments in performance situations. Students should have accumulated knowledge of musical theory from previous years before they do this subject. They also should have substantial skills in voice or instrument and should be involved in a co-curricular music group in the school, such as the orchestra, an ensemble or singing group. This makes up part of the Performance Unit.

### *STRUCTURE*

Students:

- Analyse characteristics and elements of works and performances of particular composers, performers, styles and periods
- Use the *Sibelius* score writing program
- Develop a personal style as they perform, improvise and compose instrumental and/or vocal works with imaginative and aurally perceptive approaches in the use of music skills, techniques and processes
- Study aural and musicianship skills, such as melody, rhythm, and harmony

### *ASSESSMENT*

- Solo and group (i.e. class) performance. Students' participation and performance in co-curricular school group is also part of their performance assessment
- Submit a piece of edited music
- Aural and Musicianship assessment

## **ROBOTICS AND ELECTRONICS**

### *OVERVIEW*

This is a very practical elective divided into two distinct units. In Electronics, students learn how to solder and then apply this skill when making a simple circuit such as a water indicator, a music maker, a single transistor amplifier or a simple radio. In the second unit, students use LEGO Robolab kits to explore Robotics and the solving of engineering design problems. Students build robotic systems and learn a simple programming language that allows them to program LEGO models to autonomously perform tasks. As part of this elective a visiting engineer from Robogals will present information and answer questions about career options that relate to the skills learnt.

### *STRUCTURE*

This elective aims to:

- Provide an understanding of circuit diagrams, electronic components and the construction of electronic circuits
- Introduce the construction & programming of robots

### *ASSESSMENT*

- Assessment involves the completion of a number of practical projects, an assignment and topic tests

## **TECHNOLOGY FOR THE FUTURE**

### *OVERVIEW*

Information Technology is used almost all types of employment and is constantly evolving. This course is designed to make sure that students stay ahead of the latest technological developments in an ever changing world. Students will investigate the exciting world of iPad apps. They will find out about what apps are and how they operate and they create their own. Students will learn the art of Game writing and Game creation by creating a maze game. They will also learnt create 3D images using Sketchup, a sophisticated graphics program where they will be designing their own house with furniture.

It is envisaged that students could do either or both of the IT electives *Technology for the Future* or *Technology for You* as both courses cover completely different content.

### *STRUCTURE*

- Students will take their ideas from the design stage to the creation of a Game aimed at a teenage audience.
- Students will look at various ipad apps so that they can plan, create and publish one of their own.

### *ASSESSMENT*

- Students will complete a series of practical tasks

## **TECHNOLOGY FOR YOU**

### *OVERVIEW*

Technology is forever changing. This course is designed to equip students with some of the skills needed in the work place. Students are given a real life business project. They will use InDesign to create promotional material for a company. They will then design an animated magazine cover using Fireworks. Followed by Dreamweaver to create their own website using HTML to meet the needs of an end user. The principles of effective website design and promotion will be investigated.

It is envisaged that students could do either or both of the IT electives *Technology for the Future* or *Technology for You* as both courses cover completely different content.

### *STRUCTURE*

- Students will go from the design stage to the creation of a Website for a real life business. Students will learn Graphic design skills to create cards and animated magazines

### *ASSESSMENT*

- Students will complete a series of practical tasks

## **VISUAL COMMUNICATION**

### *OVERVIEW*

The Coke logo on a can of drink, the Nike sign on a pair of shoes, the symbol on a t-shirt, the look of a band's album cover: these all came from graphic designers. Students learn how to do this in Visual Communication. Students learn how to execute 3rd angle orthogonal drawing and study symbols. They research and produce creative type faces. The unit focuses heavily on practical work. Students will be expected to find imaginative solutions to the sort of tasks a graphic designer might face. This elective leads to Year 10 Visual Communication, and VCE Visual Communication.

### *STRUCTURE*

Students:

- Gain an awareness of the versatile nature of visual communication
- Develop skills in the communication of information using visual communication
- Are familiarised with the characteristics of signs and symbols and the different types used
- Respond to briefs that require working with information from a wide variety of sources for ideas

### *ASSESSMENT*

The main assessment tasks are:

- Orthogonal Drawing
- Paraline projections
- Communication Design

## **WOMEN OF FAITH: VISIONARIES, LEADERS AND RADICALS**

### *OVERVIEW*

The Christian community is called to discipleship which requires that it continues to create a world where we live together justly and where the dignity of the human person is central. This unit focuses on women: their presence, role and perception in our sacred texts, the difficulties they have faced and continue to face in gaining recognition, their ability to overcome obstacles and the extraordinary ways women have demonstrated discipleship and spread the gospel throughout the world. Students may also visit the Mary MacKillop Heritage Centre & St Vincent's Hospital Archive Centre as well as engage in a Community engagement activity. Students completing this unit would be well placed to study Religion & Society and Text & Traditions at VCE level.

### *STRUCTURE*

This elective works towards the completion of the following standards:

Knowledge & Understanding: Students should have knowledge and understanding of:

- the individuals /groups of women who use Catholic Social Teaching as a guide in their work (Focus on RNDM Sisters, Mary MacKillop and others)
- distinctive ideas, practices and teachings which arose from significant events in Church history.
- scriptural perspectives on women (Old & New Testament).

Reasoning & Responding: Students should be able to:

- research and analyse the religious, social and political developments in Catholic Church teaching and practice
- apply, compile and evaluate information on a range of women/organisations committed to achieving justice.

Personal & Community Engagement: Students should have an:

- appreciation of Catholic moral teaching and an ability to respond to issues of injustice in the local/global community
- awareness of how young women can contribute to the mission of the Church.

### *ASSESSMENT*

- Investigation
- Presentation
- Scriptural analysis

## **YOUR MONEY**

### *OVERVIEW*

In the unit Your Money, students gain knowledge and understanding of the world of work, managing their personal finances and global economic issues. Students research current trends in the types of work available, the changes occurring, and the implications for future employment. They also investigate a range of occupations and the skills required in different fields. Students also learn to identify financial risks such as scams and identity theft and consider strategies to avoid these. They explain the role of banks in collecting deposits, pooling savings and lending to individuals and business. Students gain knowledge in the difference between good and bad debt and develop skills in creating and maintaining a budget. Students also learn to describe the main characteristics of the Australian economy and understand how it can be measured. They investigate how living standards can be measured and explain how they may differ among people and countries.

### *STRUCTURE*

Students will be given the opportunity to:

- learn how to construct a personal budget with a broad range of variables and how to select basic strategies for managing personal finances in simple contexts
- discover an understanding of the pitfalls and benefits of credit and personal cash flow management
- explore decision making processes for consumers which will maximise their use of personal resources
- develop their research and reporting skills on a range of ethical issues affecting consumers and producers

### *ASSESSMENT*

- Research Assignment – Occupation investigation
- Test - Budgeting
- Report – Living standards in different countries