Foreword

To the students of Year 9:

We proudly present to you our Year 9 curriculum program handbook.

This handbook presents information on courses available at Warrandyte High School. The curriculum offered in Years 7-9 has been developed in line with the Australian Curriculum in Victoria (AusVELs).

In Years 7 and 8 all students undertake a broad range of subjects. In Year 9 we offer an elective program to allow greater student choice and to prepare students for senior years.

The *Taking the Challenge* program also increases this opportunity for student choice and involvement in adult-like roles. The program is specifically designed for the unique learning needs of Year 9 students and is described in more detail later in this handbook.

Beyond the classroom program there is a wide-ranging enrichment program designed to further challenge students. It includes interschool sport, music, the school production, Student Representative Council and various subject-based competitions. We urge all students to take part in this enrichment program. Warrandyte High School offers extensive opportunities for all students to extend and develop their talents, skills and understandings.

Stephen Parkin
Principal
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Year 9 Program

Students are required to study the following subjects for the whole year:

- English
- Humanities
- Mathematics
- Physical Education
- Science
- Taking the Challenge program

Students must select eight (8) of the following one-semester subjects:

Art
Basic Programming
Ceramics
Consumer Science
Design and Technology (Food)
Design and Technology (Jewellery)
Design and Technology (Materials)
Design and Technology (Textiles)
Digital Video, Animation and Music
Drama

Film Appreciation
Forensic Science
Game Sense
In the News
Italian**
Money Matters
Music
Personal Fitness
Visual Communication Design

**Italian**
The Italian elective is a two semester subject and counts as two selections. Students choosing this elective will only need to choose a further 6 electives from the list above. Students should choose this subject if they are considering doing Italian in VCE.

The following pages contain detailed descriptions of all the above listed subjects, with the core subjects listed first, followed by the elective offerings.
Taking the Challenge (core)

We live in a world that is constantly changing. Students in the 21st century need new skills. They need to be independent learners – people who can set their own goals, monitor their own progress and evaluate their own achievements. They need to be able to work in teams and be adaptable, creative and critical users of information technology.

In 2016, all Year 9 students will undertake a day long program each week called Taking the Challenge. They will work with a core team of four teachers. The program will provide a series of highly structured learning tasks which students will undertake individually, in teams or as a whole year level.

These learning tasks will have a focus on thinking skills, problem solving, extension tasks, decision making, the development of ICT skills, interpersonal capabilities, community links (both local and global) as well as providing opportunities to experience adult like roles and responsibilities.

In practice, this will mean that students could undertake the following learning tasks:

- Research different aspects of health and wellbeing which are relevant to their age group.
- Work in a team to create a documentary film to inform their fellow students about an issue/topic relevant to Year 9 students.
- Complete individual learning projects on key areas of interest.
- Have opportunities to develop essential skills through team building challenges – using key competencies such as thinking, using language, managing self, relating to others, participating and co-operating.
- Create sustained pieces of writing in a personal portfolio.
- Have opportunities to develop independence and confidence in getting to, from and around our city and discover what the city means to them.
- Prepare a group project on the city of Melbourne to present at a parent evening.
- Systematically explore a range of career options and develop a resume.
- Organise guest speakers to broaden their understanding of different career pathways.
- Explicitly learn study and organisational skills.
- Consolidate key literacy and numeracy skills.
English (core)

Aims
- To develop reading, writing, speaking, listening, viewing and creating skills

Learning Focus
- **Listening, reading and viewing:** Students engage in a variety of texts with challenging themes and issues. Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience and explore ideas relevant to their own lives.

- **Speaking, writing and creating:** Students produce texts for a variety of purposes that demonstrate the ability to inform, create, persuade and reflect. They use a variety of language features to create different levels of meaning and edit for effect. Students write arguments that state and justify a personal viewpoint. Students discuss ideas, opinions and themes in response to texts and issues. They evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes.

Assessment Tasks
- Text Response
- Writing Tasks
- Study of Issues
- Oral Presentation
Aims
- To further develop the use of research skills and inquiry processes
- To plan investigations and ask key questions
- To analyse and evaluate a range of data and sources
- To form conclusions supported by evidence
- To present information in a variety of ways
- To develop an understanding of their roles in society

Learning Focus
In Humanities, students study human societies and environments, people and their cultures in the past and the present. Students develop the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions. It is a subject that investigates the areas of study which include history, geography, economics and civic and citizenship.

The History curriculum examines the making of the modern world from 1750 to 1918, was a period of industrialisation and 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. The period culminated in World War I 1914-1918, the 'war to end all wars'.

The Geography curriculum focuses on two units. Biomes and Food Security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. Geographies of Interconnections examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

The Economics curriculum provides students the opportunity to develop their understanding of contemporary economics issues.

The Civics and Citizen curriculum examines how Australia's democracy operates and enables change; how government decision-making impacts on society.

Assessment
- Class work / Research Tasks
- Tests
- Examination

Mathematics (core)

Aims
This course aims to enable students to develop:
- Confidence in one’s personal knowledge of mathematics and ability to apply it
- Specialist knowledge that provides for further study in mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Understanding the role of mathematics in history, life, society and work
- Mathematical reasoning and thinking through problem-solving, investigations and modelling
- Computational skills, including technology.

**Learning Focus**
Mathematics follows the prescribed course of the AUSVELS. Mathematics involves the study of material from a range of dimensions. In Number and Algebra, students cover algebraic techniques such as expanding and factorising, linear relationships and variation. In Measurement and Geometry students learn about concepts such as Pythagoras’ Theorem, trigonometry and calculating areas and volume of prisms. In Statistics and Probability, students learn techniques that involve gathering, interpretation and representation of data. Working mathematically involves open-ended questions, problem solving, investigations, and use of technology.

**Assessment Tasks**
- Skills, tests and assignments
  - Understanding of key mathematical concepts and skills and an ability to apply skills and processes to solve a range of mathematical problems.
- Problem solving and AUSVELS design tasks
  - Open-ended problem solving tasks, involving the application of mathematical reasoning and thinking, analysing results and communication of findings. ICT will form part of the assessment.
Physical Education (core)

Aims
This course aims to enable students to develop:

- An understanding of training methods used to improve fitness and an ability to apply appropriate training methods
- An ability to identify ways to improve the quality of manipulative and movement skills in their performance during complex activities
- Their ability to identify skills and strategies to counter tactical challenges in game situations
- Responsibility for the implementation of a role in a sporting environment, such as coach, captain, team manager or umpire
- A positive and helpful attitude and behaviour when working in teams

Learning Focus
Physical Education aims to assist students in developing and refining a range of movement and manipulative skills. Whilst they participate in a range of sports and physical activities they will develop their understanding of, and ability to, implement strategies, to improve team and individual performance. Students will undertake a variety of roles and reflect on their experiences. They will also contribute to create an inclusive and supportive environment for learning and fair play.

Assessment Tasks
- Participation in practical classes in uniform. Students will be evaluated on both their level of effort and skill
- Fulfilling leadership roles within the class, such as coach, captain, umpire
- Participation in class discussions and activities
Science (core)

Aims
This course aims to develop in students the ability to:
- Work safely and effectively with a range of laboratory equipment
- Listen carefully and follow instructions
- Take measurements and make observations accurately during experiments
- Interpret and display experimental results and draw relevant conclusions
- Further learn how to explain things in a scientific way
- Gain understanding of a wide range of science topics
- Research and further investigate areas of personal interest
- Understand how important science is to society

Learning Focus
The above abilities will be developed by studying the following topics:
- Heat, Light and Sound: convection, conduction, radiation, sound waves, ear, light waves, bending light, lenses, mirrors, eyes, optic fibres, colours
- Body coordination: Nervous system, endocrine system, brain structure and function, types of neurons, types of hormones, water balance, blood sugar balance, controlling body temperature, metabolism, removal of waste
- Electromagnetic spectrum and Electrical energy: voltage, current, resistance, series and parallel, watts, power stations, alternative energy
- Atom and Periodic Table: protons, neutrons, electrons, atom structure, elements, compounds, metals, non-metals, metalloids, ions, structure of the periodic table
- Reaction types: endothermic and exothermic reactions, acids and bases, combustion reactions, corrosion and rusting, respiration and photosynthesis
- Diseases and immune system: infection, microorganisms, disease transmission, diseases control

Assessment tasks
- Topic tests
- Assignments
- Experimental work
- Bookwork
Art

Aims
This course aims to enable students to develop:
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Understanding new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts

Learning Focus
Students will:
- Use a variety of starting points to design and create 2D and or 3D art works
- Trial and experiment with media
- Develop an understanding of finished art works
- Research established artists in terms of cultural and historical context, use of formal elements, understand messages and meanings, analyse and apply influences, skills and techniques.

Assessments tasks
- Projects
  - Finished art works
- Visual Diary/work book
  - Design work, experimentation influences, evaluation personal comments.
  - Research on artists, art works, art movements, art in the world.

Approximate compulsory materials cost: $50
Basic Programming

Aims
This hands-on course provides an introduction to the use of object-orientated programming. It focuses on the object orientated programming, programming logic and problem solving. Students will design, document and create a variety of applications. These will include using graphics, colour and animation to produce attention-grabbing presentations and projects. Students will also look at the fundamentals of scripting some simple games for mobile devices.

Learning Focus
• Understand the fundamentals of basic programming and its terminology
• Construct simple programs with varying levels of instructions

Assessment Tasks
• Practical exercises
Ceramics

Aims
This course aims to enable students to develop:
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Understanding new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts

Learning Focus
Students will:
- Use traditional techniques to produce both functional and non-functional work
- Learn to use a variety of clays in appropriate formats
- Discover a number of decorative techniques
- Refer to the works of other ceramic artists
- Maintain a record of all works designed and produced

Assessments tasks
- Projects
  - Major projects
- Visual Diary/work book
  - Design work, experimentation, influences, evaluation, and personal comments.
  - Research on ceramic artists.

Approximate compulsory materials cost: $50
Consumer Science

**Aims**
This elective course aims to explore in depth the chemical processes and materials they use in everyday life. Have you ever thought what chemicals are in my make up? What happens when you change the physical properties of plastic?

**Learning Focus**
- Types of materials
- Fantastic plastic: synthetic vs non-synthetic, monomers, polymers, uses
- Natural fibres: wool, cotton, linen, silk,
- Regenerated fibres: cellulose, rayon
- Ceramics: properties, glazing vs porcelain
- Colloids and gels: differences between mixtures, uses
- Cosmetics: emulsions, chemicals associated with cosmetics, toothpaste, cold cream
- Metal: properties, alloys, electroplating
- Recycling

**Assessment Tasks**
This will be based on:
- Test
- Bookwork
- Research project

**Approximate compulsory materials cost: $37**
Design Technology - Food

Aims
This course enables students to develop:
- Confidence in working independently and in teams
- Safe and hygienic working practices
- Skills in development of ideas from a design brief, through to meaningful evaluation of their work
- Knowledge and understanding of how to prepare and cook healthy food

Learning Focus
- Safety and hygiene in the kitchen
- The ‘design process’
- Farinaceous foods
- Baking; Cake making and Yeast
- Functional properties of ‘ingredients’
- Practical skills in food preparation
- Operation of basic and specialist kitchen equipment

Assessment Tasks
- Production activities
- Applications of health and safety
- Investigations
- Evaluations
- Bookwork

Approximate compulsory materials cost: $130
Design & Technology – Jewellery

Aims
This course aims to enable students to:

- Develop basic jewellery making skills
- Understand the characteristics and application possibilities of materials such as brass, copper, nickel silver, and coloured acrylics
- Explore personal interests through experimentation and design
- Research culturally diverse, traditional and contemporary jewellery.

Learning Focus
The Learning Focus is the development and application of skills in the areas of:

- Design development and refinement
- Techniques such as cutting, bending, drilling, annealing, soldering, and sanding/polishing, processes, tools, materials, and equipment
- Workshop safety
- Environmental impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation.

Assessment Tasks

- Visual Diary/Workbook: design work, research, notes, planning, evaluation, evidence of problem solving
- Projects: experiments, samples, final products such as rings, bangles and pendants etc.

*Students wishing to work in materials other than those provided for in the materials cost or in semi-precious metals (silver/gold etc.) or stones (quartz, amethyst, rubies etc.) will be required to provide, and meet the cost of, these extra materials.

Approximate compulsory materials cost: $50
## Design and Technology – Materials

### Aims
This course aims to enable students to develop skills in:
- Build upon prior knowledge and skills in many production areas using materials such as wood, plastics, glass, fabrics & fibres, ceramics, metals etc.
- To provide sufficient background for Design & Technology study in Years 10-12
- To develop strong investigative, design, analytical, and evaluative skills
- To apply aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- To analyse and evaluate designs and products.

### Learning Focus
To develop and apply skills in the areas of:
- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design briefs, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation.

### Assessment Tasks
- Design Diary/workbook: design brief, design development, sketches/technical drawings, research, notes, planning, evaluation, evidence of experimentation and problem solving, and production log.
- Products: experiments, samples, and final products.

*Students wanting to work in materials other than those provided for in the materials costs will be required to provide and meet the cost of these extra materials.*

**Approximate compulsory materials cost: $50**
Design and Technology - Textiles

Aims
This course aims to enable students to:

- Build upon prior knowledge and skills in many production areas using materials such as fabrics & fibres.
- Provide sufficient background for Studio Arts and or Design & Technology study in Years 10-12
- Develop strong investigative, design, analytical, and evaluative skills
- Apply aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- Analyse and evaluate designs and products.

Learning Focus
To develop and apply skills in the areas of:

- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design briefs, exploratory proposals, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation.

Assessment Tasks
- Design Diary/workbook: design brief, design development, sketches/ technical drawings, research, notes, planning, evaluation, evidence of experimentation and problem solving.
- Products: experiments, samples, and final products.

* Basic materials are provided as the costs are covered by subject levies. Students wanting to work in materials other than those provided will be required to provide and meet the cost of these extra materials.

Approximate compulsory materials cost: $50
Digital Video, Animation and Music

Aims
Students will work on producing a show reel of their digital animation, music, sound and video. Students undertaking this elective should be creative, collaborative and love using Information Technology. This subject is a good basis for further study in VCE/VET Interactive Digital Media and Information Technology. It is also useful for students with an interest in Art, Photography, Programming and Visual Communication.

The course aims to provide a practical introduction to a variety of Multimedia programs and techniques such as: Creating Music and Editing Sound (with programs such as Sound Forge and Acid Music), Digital Video Editing (using programs such as Video Studio) and Animation techniques (with software such as Stop Motion Pro, Flash and Kahootz).

Learning Focus
- To utilize digital still cameras, digital video cameras and computers to create, explore and analyse various storytelling/narrative techniques.
- Apply creative expression and construction skills to creating digital video, animation and music
- Develop an appreciation of the place of film and animation in popular culture

Assessment Tasks
- Practical exercises

Approximate compulsory materials cost: $25
Drama

Aims
This course aims to enable students to develop:
- Skills using a range of processes and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expression
- Cultural understanding in new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the arts

Learning Focus
Students work in pairs and small groups, using a range of starting points, to explore diverse life situations and characters, drawing on their own observations and experiences. They develop physical and vocal skills and techniques which they apply to a range of performance structures. Students specifically focus on Commedia Delle Arte and learn how to apply and manipulate its performance style and associated theatrical conventions.

They maintain a workbook recording their techniques and processes using appropriate Drama terminology, whilst reflecting on their own work and the work of others.

Assessment tasks
- Workbooks
  - A record of skills development, terminology, techniques, development of performances, processes, reflections on own performance work and the work of peers, responses to the work of professional performers.
- Workshop activities
  - Skills-based games, performance tasks, group work. The second term focuses on exploring the performance style of Commedia Del'Arte.
- Performances
  - Presentation of finished performances arising from workshop activities.
Film Appreciation

Aims
This subject is designed as an extension of the Film as Text study all students do in English at Years 7 -12. It will assist in providing an opportunity for students to extend their knowledge of film and to pursue their interest in film study. It will also deepen their analysis and appreciation of film.

Learning Focus
- Investigation of how a director constructs a film to convey narrative and themes.
- Development of understanding of film techniques.
- Close study and analysis of two major films per term.
- Development of visual literacy skills and use of appropriate metalanguage.

Assessment tasks
- Workbook - viewing journal
- One major piece per term – e.g.: film review, storyboard, ideas for a sequel, costume/set design tasks etc
Forensic Science

Aims
This elective course aims to show how science is applied to help to solve crimes. Students will develop a range of skills similar to those used by crime scene investigators.

Learning Focus
Crime solving ability will be developed by studying the following:
- What is crime?
- Types of crime and punishment
- Observing crime scenes
- Trace evidence
- Fibre and hair
- Fingerprints
- Footprints and tracks
- Bite marks
- Reconstruction of crimes
- Blood types
- Blood splatters
- D.N.A. evidence
- Some famous crimes

Assessment Tasks
This will be based on:
- Tests
- Bookwork
- Research project

Approximate compulsory materials cost: $10
**Game Sense**

**Aims**

This course aims to enable students to develop:

- An ability to refine their execution of manipulative and movement skills in a selection of games
- Knowledge of the court / pitch areas, player positions and rules of the games
- An ability to identify and implement skills, strategies to counter tactical challenges.

**Learning Focus**

Students will be challenged to further develop their ability to perform skills, tactics and position plays throughout major net and invasion, striking and fielding games. Students will experience theoretical and practical elements, and will be expected to complete two assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

**Assessment tasks:**

- Participation in classes in sports uniform, demonstrating positive effort and attitude, particularly aspects of sportsmanship
- Skill development – continuous skill development is assessed throughout the activities
- Playing ability in full game situations
- Satisfactory completion of two major theory assessments.
In the News

Aims

- To develop investigative & report writing skills.
- To allow Year 9 students to have a voice about things which concern them.

Learning Focus

- Students to develop skills in interviewing, report writing, research, and analysis.
- Aim to produce 3 newsletters per term written by and for year 9 students.
- Publishing & ICT skills

Assessment tasks

- Log book recording individual contributions
- Published piece of writing in at least one newsletter per term
- Responsibility for an aspect of the publication such as editing, design, distribution etc. each term.
Italian

Students choosing this elective should note that it is a two semester subject and they therefore only need to choose a further 6 electives from the elective list. Students should choose this subject if they are considering doing Italian in VCE.

Aims
- To further develop listening, speaking, reading and writing skills in Italian.
- To enable students to acquire a useful knowledge of the language using a communicative approach.
- To build on previous knowledge and to expand the students’ understanding of the culture and history of the country and to encourage an enjoyment of and interest in language study.
- To use LOTE to move between cultures as this is important for full participation in the modern world, especially in the context of increasing globalization and Australia’s cultural diversity.
- To consider their culture and compare it with the cultures of countries and communities where the language is spoken.
- To add to their general knowledge and to enhance their vocational prospects and job skills.

Learning Focus
- **Listening**
  - Demonstrate comprehension of factual information drawn from topics of interest or other areas of the curriculum by comparing, explaining, drawing conclusions or discussing options.
- **Speaking**
  - Provide factual information and use language to express personal ideas in short conversations, role plays or oral reports.
- **Reading**
  - Identify key points of information and the overall purpose of text and use the information to make a simple evaluative comment, a list of main points or a simple report.
- **Writing**
  - Write simple linked sentences to convey ideas, information and plans and present the information in a logical sequence of two or three paragraphs.

Assessment Tasks
- Listening and Speaking tasks
- Reading responses
- Writing tasks
- Oral Presentations
- Extended writing
- Listening Comprehensions

Money Matters
Aims:
- To use an inquiry process to plan and conduct investigations
- To investigate the economic concepts of supply, demand and relative scarcity
- To consider the impact advertising and marketing has on consumer choices
- To investigate the importance of being an informed consumer
- To investigate consumer rights and contract law
- To investigate the role of savings and investments

Learning focus:
The elective focuses on giving students a general understanding of some fundamental economic concepts: the difference between needs and wants, the reasons why consumers need to make choices and the cost of consumerism. Students will investigate impulse buying, savings and investment choices. They will consider the role of consumers and producers in the market place and the influence of marketing and advertising campaigns. Students will investigate contract law, their rights and responsibilities in order to become more informed and assertive consumers. They will research scams and ways on how to avoid them. This course aims to lay the foundation for further study in VCE Accounting, Business Management, Legal Studies and Economics.

Assessment Tasks
- Classwork
- Tests

Music

Aims
This course aims to enable students to develop:

- Skills using a range of materials and techniques in multi-disciplines
- The ability to explore, evaluate and respond to the work of other artists in different fields and across different cultures and times
- Imaginative, expressive, creative and communicative skills
- Ideas using a range of personal interests and expressions
- Cultural understanding in new directions and new technology
- A sense of ethical conduct in the making, creating, presenting and responding to the Arts

**Learning Focus**
Students select and apply specific music skills, techniques and processes in creating and interpreting music works. They build upon existing knowledge and extend the boundaries. They choose music as a vehicle to express their feelings and compose short works. Students improvise in response to other art forms and compose vocal or instrumental accompaniments to known songs or melodies. Individually and collaboratively, they plan, design, improvise, interpret and present musical works that expressively communicate feelings, ideas and purpose. Students manipulate the key elements of music: texture, rhythm, harmony, expression, style and form.

**Assessment tasks**
- Performance
- Assignments
- Tests
- Workbook
Aims
This course aims to enable students to develop:

- An understanding of fitness testing, training methods, fitness components and energy systems
- Their fitness level in specifically identified areas
- An understanding of the importance of physical fitness and maintaining regular participation in moderate to vigorous physical activity.

Learning Focus
Students will develop their understanding of fitness during practical and theoretical classes. After completing a variety of fitness tests students will develop their own fitness profile and create a training program specific to their strengths, weaknesses and sporting interests.

Please note there is a cost of $10 for this course contributing towards 2 sessions with an external fitness instructor.

Assessment
- Fitness profile
- Training program
- Participation in practical classes in their sports uniform
- Completion of the theoretical component.

Approximate compulsory materials cost: $50
Visual Communication Design

Aims
This course aims to enable students to develop:
- Technical drawing skills
- Freehand drawing skills
- Rendering skills
- Imaginative, expressive and creative skills
- The ability to explore, evaluate and respond to visual communications

Learning Focus
Students will:
- Refine conventional skills and techniques
- Refine creative skills and techniques
- Work with the production process
- Work within the requirements of a design brief
- Generate and develop design alternatives
- Select and refine a design solution
- Develop final presentations
- Develop a mature aesthetic
- Develop an understanding of design elements and design principles
- Analyse visual communications

Assessments tasks
- Conventional Visual Communication
  - Technical drawing
- Creative Visual Communication
  - Freehand drawing
  - Rendering
  - Presenting
- Design Process
  - Final presentations
  - Display folder

Approximate compulsory materials cost: $70