MESSAGE FROM THE PRINCIPAL

Dear students, parents and carers,

Over the last few years, the structure of the curriculum has changed to enable greater individual opportunities for each student. Year 9 provides the opportunity to explore those areas that most interest the individual and to build on the lessons learnt in the previous year. The path to being a truly independent learner is further developed in this, and subsequent years.

Stawell Secondary College provides a viable and guaranteed curriculum that has clear connecting pathways from Year 7 to Year 12. Those pathways will be further developed in these years and each student will have a greater choice in their subject selection. While the core subjects will remain compulsory, students will have a choice of pursuing their studies in Chinese as well as a choice of electives in the arts and technology.

Core subjects remain an important part of the curriculum. English, Chinese, mathematics, science, humanities and HAPE provide the basis for future studies in Year 10 to Year 12.

At Stawell Secondary College we have a ten day timetable that will provide flexibility in the provision of all classes. The daily structure consists of six 50 minute periods and a ten minute Home Group session in the morning.

Home Group is an important part of the curriculum. The social and emotional learning provided in this program is considered essential in the education of our students and preparing them for their future. As you navigate your way through Year 9, the focus will be on expanding your knowledge and preparing for the senior years by identifying your pathway to a successful future.

Nicholas Lynch
Principal of Stawell Secondary College
August 2016

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**SAMPLE TIMETABLE**

Each student receives a time table, also available on the Portal for you.


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**Welcoming home group meeting each morning**

ICT Training - to enable students to make best use of the College network

Enrichment electives

Core subjects studied the whole year
Year 9 Learning Program

In Year 9 the learning program is designed to provide students with the opportunity to broaden their learning experiences by ensuring that all learning plans include the full range of the curriculum.

Each student’s learning plan will include: English, Mathematics, Science, Humanities, HAPE, six subject selections with at least one unit from the Arts, Technology and/or LOTE Chinese must be selected for both semesters.

CORE

English  Mathematics
Humanities  Health & Physical Education
Science  Chinese (Semester 1)

ELECTIVE UNITS

LANGUAGES

Chinese (Semester 2)  German

THE ARTS

Art  Drama  Music  Visual Communication

TECHNOLOGY

Materials Wood  Materials Metal  Information Technology
Food Technology - Taste the World  Food Technology - Retro Skills
Textiles – Terrific Textiles  Systems
English is a compulsory subject throughout secondary school. The Victorian Curriculum is organised into three areas that work across the interrelated strands of Language, Literature and Literacy. These strands are divided into the three major areas of study:

Reading and Viewing: students read and view a wide range of texts and media, including literature texts such as novels, short stories, poetry, plays and media texts.

Writing: involves students in the active process of conceiving, planning, composing, editing, and publishing a range of texts, including writing for print and electronic media. It also involves the development of knowledge about strategies for writing and the conventions of Standard Australian English.

Speaking & Listening: students study the formal and informal ways oral language is used to convey and receive meaning. It incorporates active-listening strategies to foster better communication.

In Year 9 English we aim to build on the concepts, skills and processes students have developed in previous years. Students are encouraged to complete tasks that build upon these skills and develop new concepts and skills which will prepare them for senior years of secondary education and beyond. Students will explore role models and heroism and the values Australian society seeks in its leaders. Students will study literary texts in a whole group setting and in Literature Circles and through close reading and group discussion, investigate the issues and ideas the author has developed. Through the study of film as text, students will explore the visual medium as a form of literature with a language of its own to be interpreted. Students will study the Australian Media and the use of persuasive language, both as readers and creators of persuasive writing and speechmakers. Regular skill sessions will reinforce the basic literacy skills.

ASSESSMENT:
This occurs throughout each semester and focusses on Reading and Viewing, Writing, and Speaking and Listening work. Students will be assessed against the Victorian Curriculum. Each unit of study will have a common focus on basic literacy skills, those being grammar, spelling and structure and a specific focus on the skills required for the medium or task. Students will undergo diagnostic testing to assess their ability at key stages of the year to allow staff to determine their rate of progress.

Students will further develop their writing, reading, spelling and comprehension skills as they prepare for and undertake the NAPLAN tests. The results of these tests will be used to build a greater understanding of students’ abilities and help us identify possible areas for improvement as students move into Year 10.
Mathematics

Mathematics knowledge and skills play a fundamental role in our society. This subject creates the opportunity for students to develop the numeracy capabilities that all students need in their personal, work and civic life.

At Year 9 level mathematics classrooms include a wide diversity of mathematics abilities and needs. Our mathematics curriculum responds to these needs by creating highly individualised learning programs. Our programs best prepare students for the mathematics they need in both future study and life.

ASSESSMENT:
- Concept tests
- Project Investigation Reports
- Problem Solving Assignments
- Observation of Class Activities

Science

Students will explore how the human body responds to its environment. They will investigate, through the use of field work, the interactions that exist within an ecosystem and explore a range of concepts within the physical and chemical sciences. Students will design questions that can be investigated using a range of inquiry skills and comment on their validity. They will consider how advances in scientific understanding relate to development in technology. Throughout the year, students will consider the nature and development of science and the role it plays in today’s society.

ASSESSMENT:
- Unit tests
- Practical work
- Topic tests

Humanities

The Humanities curriculum at Stawell Secondary College is designed to provide students with an understanding of the world in which they live. The core Humanities subject that Year 9 students complete are history, economics and geography with an emphasis on inquiry based learning. As part of these units, students make links between civilisations past and present, investigate different perspectives of history and explore interactions between people and their environments. This course provides a pathway to a range of study areas in Year 10 and beyond including further studies in History, Business Management, Legal Studies, and Global Politics.

ASSESSMENT:
- Topic tests
- Projects

Health & Physical Education (HAPE)

Health and Physical Education students will identify ways to improve the quality of their skills and use strategies to improve individual and team performance. They will evaluate their personal fitness and use a variety of training methods. Students will participate in a range of activities including swimming and water safety, personal fitness, lifestyle activities, badminton, gymnastics, target sports, volleyball and korfball. Students will explore the physical, social and emotional dimensions of health. They will engage in a range of activities relating to personal identity and people skills. Students will explore the rights and responsibilities associated with the increasing independence of young people, including sexual relationships and drugs in the community. They will study nutritional guidelines for promoting good health.

ASSESSMENT:
- Peer and teacher observation
- Video Analysis
- Presentations
- Practical skills and participation
- Assignments and short exercises
- Teamwork
Chinese is the most widely spoken language in the world. Given Australia’s economic position within Asia, Chinese has become one of the most useful languages for future employment in Australia and around the world. Recognition and an understanding of Chinese culture will be essential for the prosperity of Australia in years to come. Chinese is also scaled up significantly for the ATAR score, boosting admission chances at university.

In this subject, students can expect to expand their vocabulary for conversational and written Chinese language for more applied social situations. They will interact to exchange information and opinions on topics related to the world of adolescence including study, leisure, relationships and careers. Students will use language and cultural knowledge to exchange information, express opinions, ideas, feelings and plans orally and through written correspondence. Students will participate in a variety of excursions, cultural activities, Chinese language competitions and culture days with students from other Victorian schools. They will be encouraged to participate in school trips and exchange programs to China to improve their learning of Chinese language and cultural studies. In Semester 2, we will enrol students into the Chinese VET Certificate II course which will grant students a language certificate if they complete the whole course into year 10.

Students will also be exposed to the benefits of social interaction in Chinese by their involvement in the College hosting of Chinese short-stay students each year. The opportunities these visits present are valuable in developing connections between schools, but also in establishing ongoing social communication practice between our students and actual Chinese native speakers.

ASSSESSMENT:
Students will be assessed on the four language skills of listening, speaking, reading and writing through class participation, excursions, tests and assessment assignments such as multimedia tasks and role plays.

FURTHER STUDIES:
Year 10 Chinese / VET Chinese Certificate II & III / VCE Chinese

Brief Introduction to Certificate II in Applied Languages (Mandarin.)

22149VIC
The aim of the Certificate II in Applied Languages is to be able to communicate in a Language other than English (LOTE) and to allow students to have positive interactions in both social and workplace settings. The aim is to also develop cross-cultural language skills, using key words, phrases and expressions appropriate to a variety of situations.

Students who complete the Certificate II course will obtain credit towards Units 1 & 2 of the VCE as block credit. In addition, it will provide access to VCE Unit 3 & 4 courses. This unit is also used in conjunction with other industry specific courses requiring language skills, such as Hospitality. The program length is approximately one year, although students are able to extend or shorten the course by negotiation, recognition of prior learning or other personal needs.

Outcomes of Certificate II
On completion of the four units in this course, students will be awarded Certificate II in Applied Languages (Mandarin).

Units of Competency are:

- Conduct basic oral communication for social purposes in a Language other than English (LOTE)
- Conduct basic workplace oral communication in a Language other than English (LOTE)
- Read and write basic documents for social purposes in a Language other than English (LOTE)
- Read and write basic workplace documents in a Language other than English (LOTE)
GERMAN

Australians who speak German can take advantage of the many personal, social, work and career opportunities in Australia and around the world. German is also scaled up significantly for the ATAR score, boosting admission chances at university. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. A variety of learning activities may be used including role plays, dialogues, reading, guided and free writing activities and listening exercises. German film studies will complement learning to understand German culture, history, lifestyle and language.

Students of German at this level will have the opportunity to apply to participate in a 10 week German exchange program, which can be accessed at the end of year 10 or year 11.

ASSESSMENT:
Assessment will be based on a variety of listening, speaking, reading and writing tasks.

German should be selected for both semesters. Students planning to select VCE German must select this subject for both semesters.

This subject will only be offered if sufficient numbers deem it viable. In the event that insufficient students undertake this subject, it will be offered via the Victorian School of Languages as a correspondence subject.
Year 9 Visual Communication Design introduces the use of a design brief in the design process, with students being given criteria set out by a made up “Client” and being asked to complete a final design that addresses the specifications of the brief. Students will complete briefs in all three design areas: Communication Design, Environmental Design and Industrial Design. Students get to create things such as character designs, magazine layouts, posters, advertisements, building designs, landscape designs, car designs, product designs and interior designs. Students not only build on technical drawing techniques vital for Environmental and Industrial designers, but also on computer skills, using programs such as Adobe Illustrator to complete some of their final designs. Students use the design process and design thinking strategies to expand their ideas developing their creative thinking and ability to explore multiple concepts at once. Both semester one and two have different curriculums, ensuring that students that will be able to complete one or both semesters of year 9 Visual Communication Design.

**ASSESSMENT:**
- Visual Diaries
- Research Tasks
- Folio Work
- Design Analysis

**FURTHER STUDIES:**
Year 10 Visual Communication Design, Year 10 Extension Visual Communication Design

**ART**

In Year 9, students develop their understanding of the creative process by exploring a range of ideas and experimenting with materials for art-making. Students are encouraged to record and present their ideas in their folio to develop their ability to reflect on their learning and evaluate their process. Students will investigate the work of various artists to seek new sources of inspiration and enhance their knowledge of art history.

**ASSESSMENT:**
- Folio Work
- Writing about Art

**FURTHER STUDIES:**
Year 10 Art, Year 10 Extension Art
Drama

Drama offers students the opportunity to reach their creative and expressive potential by developing sophisticated approaches to making and responding to Drama independently and in groups. This subject aims to develop students’ confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through performance. They explore, evaluate and reflect upon the use of various expressive skills and the dramatic elements of performance to understand how they are used to communicate meaning. Students develop their understanding of different performance styles such as mime and different theatrical genres such as Indigenous Australian theatre and performance. More specifically, they focus on how performance is used as a tool to explore the social, political and historical concerns of particular groups of people through research and working with scripts e.g. Stolen by Jane Harrison. This aims to emphasise the importance of reconciliation, to explore how different forms of theatre and performance have evolved, to learn about historical events and to develop students’ intercultural understanding by providing them with the opportunity to engage with a variety of perspectives.

ASSESSMENT:
- Soundscape
- Monologue
- Reflections
- Devised Movement Sequence based on Stolen by Jane Harrison

FURTHER STUDIES:
Year 10 Drama

Technology

For the production classes students are required to wear:
- leather school shoes or boots (runners or sandshoes of any type are not acceptable)
- protective clothing such as aprons, overalls or old clothes
- safety equipment as deemed necessary by the teacher

Systems

This unit will guide students through a series of progressive and controlled sequential practical risk taking modules and expand their knowledge and understanding of mechanical systems and electrical/electronic principles. Throughout this unit of work, students will gain a basic understanding of the interdependence of theory and practical skills to successfully work on systems projects. Students will work independently and in teams. Design briefs will provide the direction for students to investigate, design, produce and evaluate mechanical and then electronic systems. Students will investigate at least two issues relating to a product and use the information to analyse and evaluate the product against a range of criteria. Students will use a range of tools, equipment and basic production processes to safely produce products to a satisfactory standard. Production tasks may include activities such as, bicycle overhaul and modification, small engine overhaul, electronic kit construction, and Picaxe robotics.

ASSESSMENT:
Assessment will consist of course work, investigation reports, design and production folio, production work, evaluation reports and concepts and principles tests.

FURTHER STUDIES:
Systems Year 9 leads onto Year 10 Systems and VCE Systems Engineering.
Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make wood projects with personal touches being added to individualise their projects. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating process and produce hand sketches and detailed drawings of their final production project. This learning area is a highly practical area in which students are encouraged to express themselves and develop skills in decision making and problem solving. It provides students with opportunities to apply their knowledge and skills in a practical and enterprising way, using a variety of resources tools and equipment.

ASSESSMENT:
- Practical projects
- Design Project folio
- Research assignment

FURTHER STUDIES:

MATERIALS - METAL

Students have the opportunity to design and make projects from a design brief based on a set project with clear guidelines. Students will make metal projects with personal touches being added to individualise their projects. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating process and produce hand sketches and detailed drawings of their final production project. This learning area is a highly practical area in which students are encouraged to express themselves and develop skills in decision making and problem solving. It provides students with opportunities to apply their knowledge and skills in a practical and enterprising way, using a variety of resources tools and equipment.

ASSESSMENT:
- Practical projects
- Design Project folio
- Research assignment

FURTHER STUDIES:
This course leads to VCE Product Design Technology and VET Engineering.

INFORMATION TECHNOLOGY

In this course students will learn to use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. Individually, and as team members, students will be encouraged to apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. Their products will aim to demonstrate a clear sense of purpose and respect for the audience. They shall be taught to apply strategies that protect their files from being corrupted, stolen or accidentally lost. Students will learn to refine their techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators.

ASSESSMENT:
Assessment will consist of data processing, multimedia presentation, folios and a series of integrated projects.

FURTHER STUDIES:
Year 10 Information Technology
TASTE THE WORLD!

As part of this unit students will get to travel around the World and try some new and different foods from countries such as Thailand, India, Greece, Italy, Spain, and America just to name a few. Students will investigate how food sources have affected different cultures’ eating habits. They will investigate indigenous foods and make use of local resources to expand on their knowledge. They will produce and evaluate a range of multicultural meals in a ‘Taste the World’ unit. Students will complete a two part assessment task. They will research a country and produce a snack from their chosen country to be shared amongst the class. Students will cook every week using complex tools, equipment, machines, materials and ingredients.

ASSESSMENT:
Assessment may include the following:
- Spice investigation
- Investigating how food brings a country together.
- Practical Test
- End of term Quizzes
- Producing a dish from a country of their choice and evaluating it.

FURTHER STUDIES:
Year 10 Eat Well, Live Well
Year 10 Flat Survival Skills
VCE Unit 1 & 2, Food Technology

RETRO SKILLS

Students will develop a range of ‘Granny Skills’ to ensure that skills, talents and recipes from previous generations are not forgotten and are passed on to young people today. They will learn how to make simple foods that grannies have been making for years and years, the things we claim we don’t have time to do because we live such busy lives. These foods will include jam, scones, relish, meals, soup stock and soups, pies, cakes, biscuits, slices and desserts. Students will learn how to make foods from scratch and how to store foods correctly to minimise wastage. They will interview a grandparent to help them understand the foods and traditions of family meals in past generations. Students will celebrate their ‘grannies’ by having a ‘Grandparent Afternoon Tea’, where an elderly person such as a grandparent, is invited along to share in something that the student has made. Students will participate in the Stawell Show and enter a food item of their choice. Students will produce products every week using complex tools, equipment, machines, materials and ingredients. They will investigate and design, produce, and analyse and evaluate a traditional ‘Granny Skills’ food product. This unit is about passing on heritage, tradition and knowledge. ‘Granny Skills’ are about preserving the traditions of older generations and passing them on.

ASSESSMENT:
Assessment may include the following:
- Spice investigation
- Investigating how food brings a country together.
- Practical Test
- End of term Quizzes
- Producing a dish from a country of their choice and evaluating it.

FURTHER STUDIES:
Year 10 Eat Well, Live Well
Year 10 Flat Survival Skills
VCE Unit 1 & 2, Food Technology

TEXTILES

TERRIFIC TEXTILES

In this subject students develop an understanding of the product design process and identify major steps in the production of a designed product, the materials, equipment and components required. They learn to identify different textile products and develop ideas in response to a design brief. They learn a variety of skills and techniques, and the safe use of a range of tools and equipment, such as the sewing machine. Students become familiar with different processes and learn to evaluate their work and make modifications or improvements.
This course aims to broaden students' appreciation of music and its elements, while also developing their performance and compositional skills. Students will have the opportunity to perform in a group setting and experience the excitement of live performance playing an approachable and easy to learn percussion instrument. A large focus of this subject is the use of music to convey emotion, story and identity. This will be explored through listening and learning about a wide range of musical genres as well as identifying music that has shaped students' lives and identities. The course culminates in an extended project involving the recording of sounds and samples, using technology to compose and edit music, and finally the creation of an original piece of music to accompany a visual medium.

No previous musical experience is necessary to participate and it is not compulsory to be learning an instrument. However, additional experience gained by participating concurrently in the instrumental music program would be highly advantageous.

ASSESSMENT:
- Group percussion performance
- Extended technology and composition project
- Musical life story
- Written exam

FURTHER STUDIES:
- VET Music

INSTRUMENTAL MUSIC

Instrumental Music is an extra cocurricular program that runs parallel to the main timetable and is offered to all students in the school. Students get a specialist lesson each week and as soon as they are ready, they are strongly encouraged to join the school band which gives them the opportunity to further develop, consolidate and extend their skills in ways that cannot be achieved in lessons alone. Participation in band also opens up opportunities to work with students from other schools.

Instruments offered include: Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Guitar, Bass Guitar, Percussion/Drums and Piano.

Lessons are scheduled on a rotating timetable so students do not constantly miss the same subject. This timetable is emailed to families, available to check in the portal and displayed on the music noticeboard near the canteen.

Students register and pay for lessons each semester with lessons beginning the week following the submission of forms with payment.

Lesson fees are $80 per semester. Home practice is essential for success.

To support this, a limited number of hire instruments are also available at a cost of $80 per semester.

Students choosing Elective Classroom Music should be aware that at year 9 and 10 they are also strongly encouraged to be learning an instrument and in VCE it is essential that they have several years’ experience in learning their instrument.
ASSESSMENT

ASSESSMENT TASKS
Every subject will require students to complete three main common assessment tasks (CATs) spread throughout the two terms. These assessment tasks may include such things as written exercises, practical work, folio work, task sheets and presentations. Parents will be notified if students have not completed or unsatisfactorily completed any of these assessment tasks, and students will be able to redeem their assessments at a later date. Students will receive their results from their subject teacher and be given feedback on how they can improve in future assessments.

REPORTING
Each student enrolled at Stawell Secondary College will receive reports to inform parents and guardians of their child’s progress in each subject. Each semester students will receive two reports. The first being a basic report on students learning behaviours that will inform parents/guardians about their child’s progress so far in a subject. This report will be given at the end of terms 1 and 3. The second type of report will be a longer, more indepth report on students academic results as well as their learning behaviours in each subject. Every subject will report on learning behaviours (both general and subject specific), CAT results received throughout the semester, and written feedback in regards to what the student can do to improve their results in the subject. Students reports will also contain a comment from their home group teacher in regards to how students can best achieve their learning goals.

HOMEWORK
Homework is defined as learning activities related to school curriculum, which teachers expect students to complete in their own time. Homework is an essential ingredient for ongoing success at school. Parents should be aware that students are expected to undertake homework, which will be on a regular basis.

The amount of homework required will depend on each subject; however, on average a Year 9 student could expect up to 3 hours per week.