



**MOUNT CLEAR**  
COLLEGE

# 2024

2024 COURSE GUIDE



# CONTENTS

<b>Year 9 Program (Y9P)</b>	<b>2</b>	<b>Humanities</b>	<b>12</b>
<b>2024 Y9P Units</b>	<b>3</b>	▶ Teenagers & the Law	13
▶ \$20 Boss Program	3	<b>Languages</b>	<b>14</b>
▶ Pay It Forward	3	▶ Chinese	15
▶ 3350	3	▶ Japanese	15
▶ Trail Blazers	3	<b>Mathematics</b>	<b>16</b>
▶ Big City Life	3	▶ Essential Maths	17
▶ Future Me	3	▶ Extension Maths	17
▶ Life Skills	3	<b>Science</b>	<b>18</b>
▶ STEM Design	3	▶ STEM	19
<b>Year 9 Camp</b>	<b>4</b>	<b>Technology Studies</b>	<b>20</b>
<b>Exploring Careers</b>	<b>5</b>	▶ Creative Technology	21
▶ Junior and Senior School careers support	5	▶ Food for Entertaining	21
<b>Year 9 Curriculum Structure</b>	<b>6</b>	▶ Multicultural Cuisine	22
▶ The role of electives	7	▶ Game Design & Animation	22
▶ Guidelines for selecting electives	7	▶ Mechatronic Systems	22
<b>Year 9 Electives</b>	<b>7</b>	▶ Product Design - Wood	23
<b>English</b>	<b>8</b>	▶ Stitch it Up	24
▶ Between the Lines	9	▶ Textile Art	24
<b>Health &amp; Physical Education</b>	<b>10</b>	<b>Visual &amp; Performing Arts</b>	<b>25</b>
▶ Grass & Field Sports	11	▶ PAINT, DRAW, PRINT IT - 2D Art	26
▶ Hoop Dreams - Net/Court Sports	11	▶ CONSTRUCT IT - 3D Art	26
▶ Mountain Biking	11	▶ SNAP N' CLICK IT - Digital Art	26
▶ Outdoor & Environment	11	▶ PRODUCE IT - Media	26
		▶ DESIGN IT - Visual Communication	27
		▶ ACT IT - Drama	27
		▶ MOVE IT - Dance	27
		▶ PLAY IT - Music	27



**Our Year 9 students are the senior cohort of our Junior School and this is an exciting year focused on their personal development and the shaping of a healthy, positive identity.**

Students elect subjects to suit their individual interests, build self-resourcefulness and form valuable connections with the local and global community via the Year 9 Program (Y9P).

Our Year 9s also have the opportunity to attend an adventure camp designed to extend them beyond their regular comfort zone and to build a sense of independence and self-accomplishment.





## YEAR 9 PROGRAM (Y9P)

Students approaching Year 9 experience profound physical, social, emotional and intellectual changes associated with the gradual period of transition from childhood to adulthood. Historically, attendance and engagement at Year 9 has been a concern in schools throughout Australia.

The development of our Year 9 Program (Y9P) is in response to this research and highlights the need for a different learning environment for young adolescents at Year 9 level. The program links schooling with the students' lives outside of the classroom and allows them to explore new ideas in cooperative learning groups. Furthermore it allows the students to interact with teachers who know them well and whose teaching is built on a sound knowledge of this age-group's learning needs.

The program aims to enhance student awareness of local and world issues whilst also providing a learning environment that supports students to develop a sense of community and self.

A major component of the program is to provide units of study with an emphasis on the connectedness between ideas and concepts across disciplines. At the core of the program is academic rigour delivered in a meaningful, purposeful manner, based upon the Victorian Curriculum Structure of the program.

Year 9 students have one full day per week in Y9P to provide the flexibility required to work within the local community setting. Education outside the classroom setting is widely recognised as having significant benefits for students by involving them in new challenges and learning experiences.

Through this program, students are encouraged to take on greater responsibilities and independence in their learning. They have the opportunity to work in a range of groups, which will vary depending on the task/project/community work that they undertake. This allows students to form new friendships and to develop a range of collaborative skills to apply when working within a team.

Students rotate through eight units, with each unit conducted over a 5 week period throughout the year. These, along with a variety of activities such as the 'Morrisby Career Profiling', health promotion sessions and other relevant activities that occur during the year, are invaluable ways for students to broaden their horizons and take on new challenges and responsibilities.

### **Student behaviour expectations**

The Year 9 Program (Y9P) involves units both onsite at the College and offsite. Students are required to wear full school uniform at all times. It is very important that all students are aware that when completing units offsite, they are representing our College in the community and there is an expectation that they consistently display our College core values of Care, Commitment, Respect and Responsibility at all times.



# 2024 Y9P UNITS

## \$20 Boss Program

Students work in small groups to develop a business idea, create a business plan and then implement their plan. They are provided with \$20 per group member with the aim of their business recouping the initial outlay, then donating any profits to an agreed charity. The program fosters an entrepreneurial mindset, enterprise skills and the importance of social enterprise.

## Pay It Forward

This program provides students the opportunity to volunteer at an organisation of their choice. They make phone contact with an organisation and complete required paperwork and Safe@Work online certificates.

Volunteering encourages students to step out of their comfort zone and 'pay it forward' within their community. There are many areas for students to volunteer and they are encouraged to find an area of passion and interest. Students who prepare documentation early can volunteer on the second week of the unit and therefore have three days at the organisation. Students will need to source their own transportation to and from the organisation.

## 3350

In small groups, students research the themes of Recreation, Education and Economy, and Tourism within Ballarat. Working with their teachers, students develop an excursion plan that meets the requirements of this unit, before venturing into Ballarat to learn more about their specific topic. The plan includes the use of the Public Transport Victoria (PTV) website and app. Students will need a Myki card with minimal funds loaded as they only travel within the Ballarat area. 3350 is a student-centred and mostly hands-on unit where students learn to use mobile phones appropriately for group safety and photographic evidence of their adventures, which are later used for assessment. To conclude this unit, students need to prepare a group presentation showcasing their research about locations visited and group photos as evidence of attendance to the set and agreed-upon locations.

## Trail Blazers

Trail Blazers allows students to experience various outdoor settings within the local region, including the adjacent Woookarung Regional Park. A variety of excursions allow students to discover the best local environments have to offer. Students will discover real world issues in the environment by researching human impacts on wildlife protection, biosecurity, and health & wellbeing. In small groups students are challenged to research, plan, and act on a chosen issue and present their findings to relevant community groups.

## Big City Life

In this unit students have the opportunity to visit Melbourne on three separate occasions to explore the diversity of the city. Each trip is a day trip where students explore either the world-renowned artwork in the laneways, the history and celebration of Chinatown or the home of sport at the famous MCG. Students are required to reflect upon each of their experiences throughout the Big City Life rotation and demonstrate an awareness and understanding of the public transport system and of the wider community.

## Future Me

What do you want your future to look like?  
What skills, personal qualities and strengths will you need? What pathway can you take to get there?

The 'Future Me' unit in the Year 9 program will explore these questions and the changing nature of work in the 21st Century.

## Life Skills

This unit is a real world STEM – Science, Technology, Engineering and Mathematics design thinking program. Students engage in excursions to both the Ballarat Tech School and the Earth Ed STEM Centre to learn the Design Thinking Process. Throughout the unit students work in small teams to design solutions to a variety of real world problems. These experiences enable students to develop the skills required to successfully solve problems in an ever-changing world.

## STEM Design

This unit is a real world STEM – Science, Technology, Engineering and Mathematics design thinking program. Students engage in excursions to both the Ballarat Tech School and the Earth Ed STEM Centre to learn the Design Thinking Process. Throughout the unit students work in small teams to design solutions to a variety of real world problems. These experiences enable students to develop the skills required to successfully solve problems in an ever-changing world.



## YEAR 9 CAMP

At Year 9, students are given the opportunity to participate in an adventure camp to provide them with plenty of exciting challenges for their personal growth and an opportunity to explore new experiences together with their fellow students.

Once the details of the 2024 Year 9 camp are finalised early in 2024, information will be provided to families in plenty of time to set up payment plans. Depending on the location and activities involved, the Year 9 camp is 4-6 days in length and is open to all students.





# EXPLORING CAREERS

Our Careers support is delivered by qualified Careers Practitioners and provides an accessible resource at Mount Clear College for our students and their families.

Mount Clear College prepares students for a wide range of career opportunities, including pathways into universities, TAFE, apprenticeships and employment. Students can access personalised help from subject selection to pathway options and explore a diverse range of possibilities.

Our Careers Department stays up to date with everything from scholarship opportunities, to Early Entry Programs, prerequisites for courses and employment opportunities, including apprenticeships. We have developed close relationships with key networks and stakeholders which gives us a strong understanding of the expectations of the industry.

As active members of the Ballarat Careers Education Network, we stay up to date with the latest information. Our students and families have easy access to our extensive resources available on our College Careers website [www.mountclearcollegecareers.com.au](http://www.mountclearcollegecareers.com.au) or via the Mount Clear College Careers Facebook page.

## Junior and Senior School careers support

### Years 7 and 8

Students undertake learning tasks to explore their skills, strengths and attributes and how these contribute to the world of work.

### Year 9

All students participate in career planning as part of the Year 9 Program (Y9P), covering everything from offering students the opportunity to complete a Morrisby Profile, resumes and job applications, to mock job interviews with local stakeholders and industry guest speakers from business and tertiary sectors.

### Year 10

Students receive one-on-one subject selection interviews, course and pathway guidance. Information sessions and the Work Experience Program in Term 3 offer students the opportunity to further investigate future pathways.

### Year 11

Students receive one-on-one subject selection interviews, opportunities to participate in guest presentations with further education institutions and job seeking. Students and families are able to schedule a one-on-one interview to discuss pathways including completing a career action plan.

### Year 12

Every Year 12 student has at least one appointment with one of our qualified careers practitioners to develop their future pathway goals and aspirations. Students are supported with the completion of further education requirements including VTAC and Special Access Schemes applications. Assistance with job seeking opportunities and the application processes



# YEAR 9 CURRICULUM STRUCTURE

Year 9 students build on the foundation knowledge and skills introduced in earlier years and begin to make choices about their interest areas, selecting elective subjects alongside a core curriculum.

## The Year 9 curriculum

Year 9 students will study a common curriculum for 19 periods per week comprising:

- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Humanities
- ▶ Health and Physical Education
- ▶ Year 9 Program (Y9P)
- ▶ Mentor Program

The remainder of a student's program will be comprised of six elective units of 2 periods each to be taken over the year (three to be completed each semester). Guidelines for the selection of these electives are provided below.

## Year 9 Program (including SEALP)

Term 1	<b>Y9P</b> <small>Including Mentor and Health</small>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Humanities</b>	<b>PE</b>	Elective	Elective	Elective
Term 2							Elective	Elective	Elective
Term 3							Elective	Elective	Elective
Term 4							Elective	Elective	Elective

**Elective structure:** students are required to select one Visual or Performing Arts subject, one Technology subject, and one subject that includes physical activity to meet the requirements of the Victorian Curriculum and Department of Education.





# YEAR 9 ELECTIVES

The following material is intended to help both families and students make informed and successful subject choices for 2022.

The material in this booklet will be supplemented by information provided from the Year 8 Mentor teachers. Families are also welcome to contact the Mentor teachers or Year Level Coordinators if they wish to discuss options or seek advice.

## The role of electives

Alongside Y9P, electives are an integral part of the learning program for our Year 9 students as they develop their more individualised learning pathway. Students' motivations behind electing into a subject may be as an area of personal interest, to investigate career directions or to explore new and untried areas of learning.

### **Electives encourage student ownership of their learning.**

With well-chosen subjects in the elective program, students can enhance their enthusiasm for learning and for developing new skills.

## Guidelines for selecting electives

The guidelines for the selection of elective units are as follows:

In order to encourage a breadth of experience within the curriculum, over the course of the year students are required to undertake:

- ▶ At least one unit from the Visual and Performing Arts learning area
- ▶ At least one unit that includes physical movement
  - ▷ Dance, Drama, Field/Grass Sports, Hoop Dreams, Mountain Biking, and Outdoor & Environment.

### Notes

- ▶ Students are asked to also identify 2 'Reserve Choices' in the case that a preferred subject isn't popular enough to run or clashes with another preferred subject.
- ▶ For students selecting a Language (this represents two elective choices) - students are exempt from meeting any two of the above requirements.
- ▶ It is important for students to consider which electives they would like to undertake rather than letting their friends' choices guide their decision-making.

The ability to provide students with their preferred subjects will depend upon the popularity of the subject (whether enough students elect it for it to run) and the final timetable that will be designed around a 'best fit' for all students across Year 9. Students will be notified of their choices in Term 4 in time to complete the 2022 booklist.

# ENGLISH



# BETWEEN THE LINES

## Overview

Between the Lines is an online platform for students to write and publish their own and others' writing for the reading pleasure of the College community. Students will have input into the development of the site, consider articles from other MCC students for publishing, develop their own pieces and publish these also.

## Content/skills

- ▶ The class will maintain a web-based publishing platform
- ▶ Students will advertise for and curate fictional pieces and non-fiction article submissions from other students
- ▶ They will enhance their own writing skills in a variety of genres, also for publication

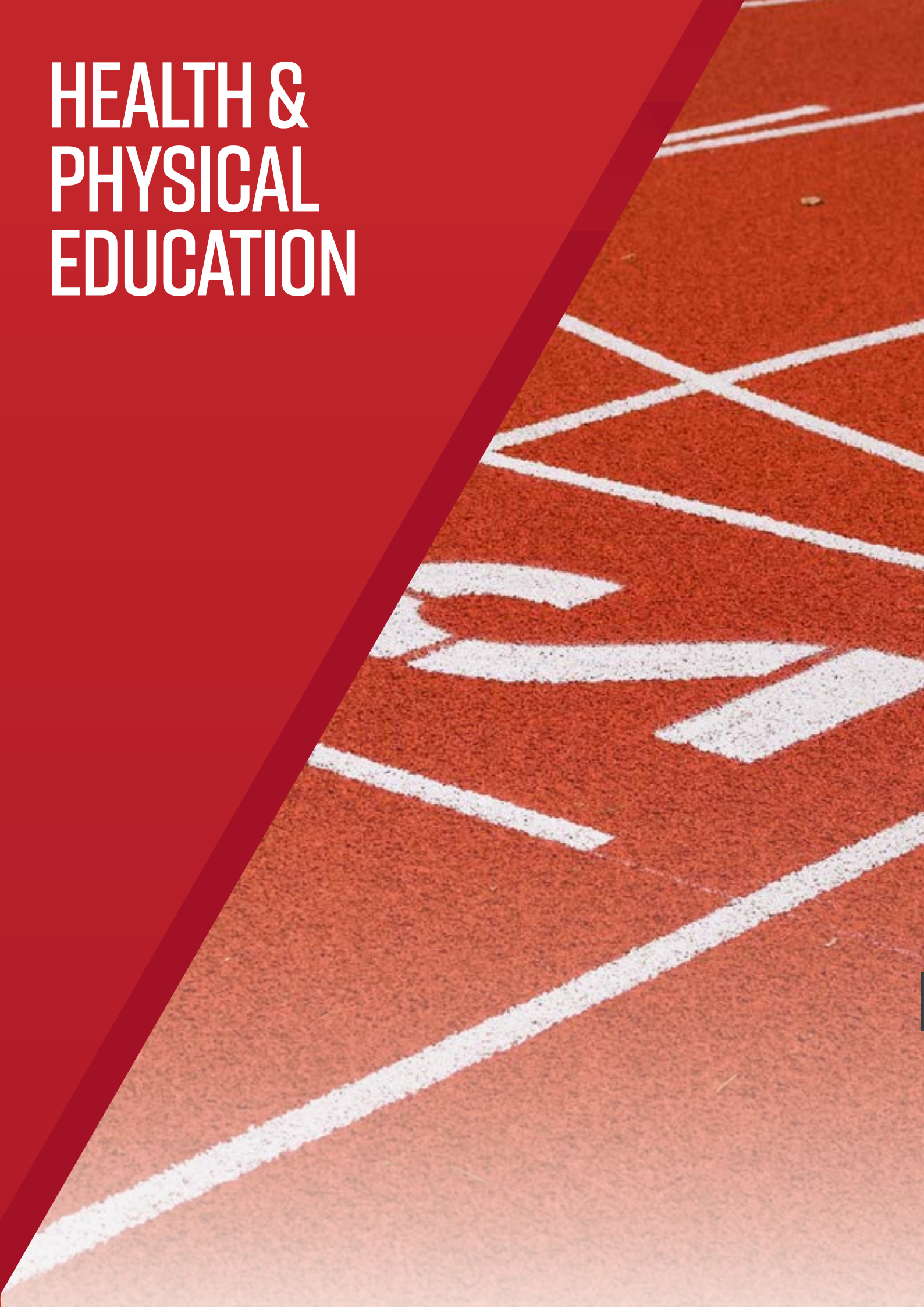
## Links to further study

This subject aligns with further study in English and Literature, as well as university pathways and industries such as journalism or communications.

## Selection advice

This elective would suit any students who enjoy writing in any form, as well as reading others' writing.

# HEALTH & PHYSICAL EDUCATION



# GRASS & FIELD SPORTS

## Overview

Students will participate in a variety of Field (grass) based sports using the Sport Education in Physical Education Program (SEPEP) model. Sports will be based on the summer and winter seasons of sports that are played on an oval. As part of the student learning in the SEPEP model students will experience basic coaching, refereeing and administration of a round robin tournament for a variety of grass sports.

## Content/skills

Students will develop skills through the SEPEP model through peer coaching, increase knowledge of the rules while officiating peers during game play, and how to record a round robin tournament.

## Examples of sports that may be played are:

**Winter:** AFL, Gaelic / International Rules, Soccer, Touch Rugby & NFL.

**Summer:** Soft Lacrosse, Ultimate Frisbee, Soft Ball & Cricket. Students will be involved in the selection process of which sports will be played.

## Links to further study

This unit would be an advantage to those students intending to complete VCE Physical Education, or undertake careers in the sport and recreation industry. Equally, the unit would benefit those students interested in improving their own sporting performance or increasing their activity levels.

## Selection advice

This unit is conducted on the College ovals in all weather conditions. It is suited to all students of levels and backgrounds who enjoy participating in outdoor physical activity.

# HOOP DREAMS - NET/COURT SPORTS

## Overview

Students will use the 'Sport Education in Physical Education Program' to experience different court sports. This program focuses on the students taking ownership of the unit by taking on key roles to learn skills and conduct a tournament.

Students will have a choice in which Net/Court Sports they will participate in for each term. This will be a class decision from the following sports: Volleyball, Netball, Basketball and Badminton. One sport will be chosen for each term.

Students will be required to umpire, coach, assess peers, score, record results, conduct warm ups and work together as a group to run a successful tournament.

## Content/skills

Students will develop peer teaching skills and refine knowledge of the rules while officiating peers during game play.

## Links to further study

This unit would be an advantage to those students who may complete VCE Physical Education or undertake a career in the sport and recreation industry. Equally, the unit would benefit those students interested in improving their own sporting performance by the application of specific theory.

## Selection advice

This unit is suited to people who enjoy participating in physical activity. There will be opportunities to play in a range of tournaments or competitions.

# MOUNTAIN BIKING

## Overview

Students will learn all the skills to ride an intermediate trail safely. They will also learn how to analyse their own technique and how to give feedback to others on how to improve through the use of video analysis. Bike maintenance will also be covered within this subject.

## Content/skills

Through both practical and theory components students will develop mountain biking technique, coaching via video analysis and training principles, as well as minimal impact strategies for biking in the local environment.

## Links to further study

This unit would be an advantage to those students considering completing VCE Outdoor & Environmental Studies, VCE Physical Education or a career in the outdoor and recreation industry.

## Selection advice

This elective would suit students who have an interest in movement and physical activity and love being outdoors.

This subject incurs a fee of \$90.00 for the semester.

# OUTDOOR & ENVIRONMENT

## Overview

This subject focuses on the environment and working with environmental groups in the local community to help make a change to protect the environment for future generations. Students will take part in bushwalking, mountain biking, surfing and snorkelling as a way of interacting and learning about themselves and the environment.

## Content/skills

Students complete a range of practical and theoretical activities supported by community involvement. This subject includes an overnight hiking camp and a revegetation project with Landcare Australia. Outdoor skills such as map reading, compass use, rock climbing, snorkelling and mountain biking are also included.

## Links to further study

This unit would be an advantage to those students considering completing VCE Outdoor & Environmental Studies or a career in the outdoor and recreation industry.

## Selection advice

This unit is suited to students who enjoy adventure and working in the outdoors. There is also the opportunity to be involved in community service and leadership activities. It is expected that students attend all practical activities.

It should be noted that a cost of approximately \$350 is associated with this subject.

# HUMANITIES



# TEENAGERS & THE LAW

## Overview

What is the law? Why do we have to live according to someone else's rules? Laws are a fact of life. They govern our behaviour and regardless of what we think of them, we are bound to follow them. But if you want to know your rights according to the law, if you want to know how you can change a law, then this is the elective for you.

## Content/skills

This subject is designed to introduce students to the law. It looks at the origins, purpose and need for the law, as well as aspects of the law which directly affect the teenager.

## Links to further studies

This elective of Teenagers & the Law allows students to confidently enter both the Year 10 and VCE Legal Studies courses. It would also suit students who are interested in finding out more about the way society works.

## Selection advice

This elective is available to all students. Research is a key element of this elective.

# LANGUAGES

Why study a second language? Because there are many advantages! It increases:

- ▶ Communication skills, not only in the second language, but also in English itself
- ▶ Intercultural awareness – being able to more easily understand and communicate effectively with a wider range of people
- ▶ Knowledge of the target language country and its culture
- ▶ Brain power. Learning another language actually helps you to use your brain in different ways, which helps to make you smarter
- ▶ Employment opportunities.

## **Prerequisite**

To study either Japanese or Chinese at Year 9, it is expected that students will have completed both Years 7 and 8 Japanese or Chinese. For students who would like to begin study of one of these languages at a Year 9 level, an interview with the teacher of that language and the Key Learning Area Leader will be required.





# CHINESE

## Overview

In this subject students will:

- ▶ Extend their vocabulary from Year 8 and be able to read extended stories of over 1000 Chinese characters in length
- ▶ Learn skills to help become a more effective language learner
- ▶ Practise skills with our international students and hopefully strike up some friendships with them
- ▶ Experience Chinese food and cultural events

Students will complete a range of reading, writing, listening and speaking tasks based on the stories developed in class.

## Links to further study

Year 9 Chinese is a prerequisite for the senior Chinese pathway.

## Selection Advice

- ▶ It is strongly recommended that students have successfully completed Years 7 & 8 Chinese. If not, an interview with the KLA leader and Chinese teacher will be required.
- ▶ Students are advised to select this subject in both first and second semester.

# JAPANESE

## Overview

The Year 9 course aims to extend the skills students have acquired in Years 7 and 8. Students will be given listening, writing, reading and speaking tasks each semester. They will use Hiragana and Katakana, and extend their knowledge of Kanji. Each task will reflect a common or realistic situation amongst topics such as Celebrations, Milestones, Healthy and Fast Food, and Shopping.

## Content/skills

In this subject, students will:

- ▶ Extend their vocabulary
- ▶ Learn more Kanji
- ▶ Become familiar with Katakana
- ▶ Experience Japanese food and cultural events
- ▶ Learn the skills to effectively communicate with native speakers at a basic level, whether for travel, future careers or just a hobby
- ▶ Practise conversations with Japanese students around Sovereign Hill

Students will participate in listening, writing, reading and speaking tasks, each of which will reflect a common or realistic situation for tourists or long term inhabitants of Japan.

## Links to further study

Year 9 Japanese is a prerequisite for the senior Japanese pathway.

## Selection advice

- ▶ It is strongly recommended that students have successfully completed Years 7 & 8 Japanese. If not, an interview with the KLA leader and Japanese teacher will be required.
- ▶ Students are advised to select this subject in both first and second semester.

# MATHEMATICS



# ESSENTIAL MATHS

## Overview

A subject for students who have ambitions to undertake Core Maths in Year 10 or VCE Mathematics and would like to hone their skills in preparation. This is also a subject for students who would just like to improve their Maths skills to support their learning in Year 9 Maths.

## Content/skills

Students will continue to develop their skills in number & algebra, measurement & geometry and data & statistics in a structured and fun way. Students will also focus on improving their specific numeracy skills to assist them in further mathematical studies.

## Links to further study

This subject aligns with our Maths for Life and Maths subjects at Year 10, and later with VCE Mathematics

## Selection advice

This elective would suit students who try very hard in their Maths classes but would like some more support in this area. This subject is a semester-based subject only.

# EXTENSION MATHS

## Overview

A subject for students who have ambitions to undertake Analytical Maths in Year 10. Students will apply their high level Maths skills to solve highly engaging, complex problems and apply inquiry approaches to Maths extension.

## Content/skills

Students will continue to develop their skills in number & algebra, measurement & geometry, and data & statistics in a structured, differentiated, fun way. Students will also focus on improving their specific Numeracy skills to assist them in further Mathematical Studies.

## Links to further study

This subject aligns with our Analytical Maths and Maths subject at Year 10, and further into VCE Mathematics

## Selection advice

This elective would suit students who try very hard in their Maths classes, and would like to extend themselves and their abilities into a potentially unfamiliar, more advanced stream of Mathematics. This subject is a semester based subject only.

# SCIENCE



## Overview

Science, Technology, Engineering and Mathematics are important to the future of Australia and the future of our innovative industries.

In this unit, students will be engaged in hands-on STEM activities to learn a range of different tools, processes and techniques to solve a variety of problems, projects and inquiry-based learning activities.

## Content/skills

- ▶ Inquiry and project based learning skills appropriate to STEM practice
- ▶ Knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering
- ▶ Knowledge and understanding of STEM principles and processes
- ▶ Skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods
- ▶ Skills in communicating and critically evaluating
- ▶ Problem solving skills in a range of STEM contexts
- ▶ An appreciation of the role and potential of STEM in the world in which they live
- ▶ An understanding of the contribution of STEM disciplines to the economic wellbeing of nations
- ▶ Some examples of topics that may be covered include aerodynamics, robotics, engineering, and technology development

## Links to further study

This unit would be an advantage to those students interested in possibly exploring a Science, Technology, Maths or Engineering pathway in their later studies

## Selection advice

This unit will interest students who enjoy completing hands-on STEM activities and thinking outside the box to design solutions to problems using science, technology, engineering and mathematics.

# TECHNOLOGY STUDIES



# CREATIVE TECHNOLOGY

## Overview

This is an inclusive unit designed to encourage a range of students to participate in the practical experience of technology studies. The models and skill areas to be developed will include several aspects of systems and materials. Possible modules undertaken include: Automotive, Wood, Glass, Metals, Electrical/Electronic, Plastics and Mosaics.

## Content/skills

Students will investigate and research using information technology to develop a broad understanding of how the equipment works. Key Activities:

- ▶ Design of models
- ▶ Selections of appropriate materials
- ▶ Workshop safety using information technology

Note that at least 20% of class time will be devoted to studying theory of systems/materials.

In this unit students are expected to maintain a journal of each lesson, complete a number of negotiated models, produce a design brief folio and undertake a major information technology research project.

## Links to further study

This subject is a good foundation for any senior years technology or hands on art subjects.

## Selection advice

This unit suits students who have a willingness to appreciate and participate in a number of trade-related learning activities. A high level of technical knowledge is not required. Safety glasses are essential.

# FOOD FOR ENTERTAINING

## Overview

In Food for Entertaining, students learn about preparing food for entertaining friends, family and customers in different settings.

## Content/skills

In this unit students will study:

- ▶ Appropriate food selection and service when catering for a variety of occasions in formal and informal settings
- ▶ Develop an understanding of entertaining styles and prepare over time the courses of a menu
- ▶ Changes in food materials used and the benefits of waste minimization as it applies to the use food and food packaging

Much of the work will be practical in nature where students will work individually and in groups. There is a theory component of one period per week.

Safe work practices must be followed.

For satisfactory completion of this unit, students must maintain a folder of work, complete two assessment tasks following the technology process, and complete the majority of weekly production work.

## Links to further study

Food for Entertaining would support Food Studies or VET Hospitality in the senior years.

## Selection advice

This unit will suit students who wish to develop and expand their interest and skill levels when preparing food for special occasions. It will allow them to enjoy working in groups, and expand social skills. It will be an advantage to have some basic food preparation skills.

# MULTICULTURAL CUISINE

## Overview

In Multicultural Cuisine students will explore recipes and food culture from a variety of countries.

## Content/skills

In this unit students will study:

- ▶ The development of food habits and patterns, and the influence of other cultures on the way we eat
- ▶ Recipes and equipment typical for a range of countries/cultures used in food preparation
- ▶ Emerging and less familiar foods (which will be used for some productions).

Much of the work is practical in nature where students work individually or with a partner. There is a theory component of one period per week.

Safe work practices must be followed.

For satisfactory completion of this unit, students must maintain a folder of work, complete two assessment tasks following the technology process, and complete the majority of weekly production work.

## Links to further study

Multicultural Cuisine would support Food Studies or VET Hospitality in the senior years.

## Selection advice

This unit will suit students who are interested in understanding food from other cultures, and broadening their experience of food. Students will develop skills in less familiar styles of cooking and eating, it will be an advantage to have basic food preparation skills.

# GAME DESIGN & ANIMATION

## Overview

This subject focuses on the production of a variety of games and animation styles, as well as understanding the history behind both areas. The increase in mobile apps, games and animation has created a new and diverse industry in information technology. Games based learning and careers are a growth market for IT professionals or aspirants.

## Content/skills

The main programs and skills that are taught:

- ▶ Stick Figure – Animation frame by frame
- ▶ Gamemaker – Game design and logic of maze and platform games
- ▶ Adobe Flash – Animation by timeline and basic action script to animate graphics and actions

## Assessment

- ▶ Create a stick figure animation
- ▶ Study the history of video games

- ▶ Production of a complex maze and a platform game
- ▶ Produce an animation with advanced graphics, sound and tweening
- ▶ Assessment is against the Digital Technologies area of the Victorian Curriculum, including the subdomains of:
  - ▷ Digital Systems
  - ▷ Data and Information
  - ▷ Creating Digital Solutions

## Links for further study

This subject is a good foundation for senior years Web Design and Information Technology subjects.

## Selection advice

There are no prerequisites for this subject.

# MECHATRONIC SYSTEMS

## Overview

This subject builds on the skills and knowledge taught in the Year 8 Mechatronics course.

## Content/skills

In this unit students will develop the following:

- ▶ Skills and knowledge in design and construction of electronic systems; such as DC circuits, Printed Circuit Boards (PCB's) and controlled devices
- ▶ Skills and knowledge in designing and constructing mechanical systems; using gears, levers, pulleys and various mechanisms
- ▶ The blending of mechanical and electronic systems to form mechatronic systems such as robotic and automated devices
- ▶ Skills in the use of a variety of materials, tools and equipment needed to develop electronic, mechanical and mechatronic projects

Safety glasses are essential.

In this unit students will be expected to maintain a journal of each lesson, complete short knowledge tests, designs, drawings and a number of practical models. They will also be required to undertake a major research project using extensive information technology resources.

## Links to further study

It particularly suits students who wish to go on to study systems at Year 10 and at VCE level.

## Selection advice

This unit is for the student who wants to learn and gain an understanding of electronic, mechanical and mechatronic systems.



# PRODUCT DESIGN - WOOD

## Overview

Do you like to make things with your hands? Did you enjoy Year 7 Woodwork? If so this subject is for you!

## Content/skills

Students will be focusing on three main areas in this subject:

### Investigating and designing

- ▶ Demonstrate the capacity to independently develop a design brief
- ▶ Use various research methods to investigate a product and/or its production
- ▶ Use appropriate technology and drawing conventions communicate a range of design options

### Producing

- ▶ Develop, manage and record the production of a model, which meets the design brief
- ▶ Demonstrate the ability to safely and responsibly use a range of tools, equipment, materials and processes to make a product

## Analysing and evaluation

- ▶ Using the evaluation criteria derived from the design brief, students evaluate the end product, assessing the safety / risks experienced in production and product use

## Links to further study

This is a useful subject for students interested in Design and Technology Wood or VET Building & Construction at VCE level.

## Selection advice

This unit is available to all students. Personal Protection Equipment including safety glasses (essential) and overalls or apron need to be supplied by each student.

Some of the course including safety and design work may be the same for both semesters but the models made will be different.

# STITCH IT UP

## Overview

In this unit students will develop basic hand and machine sewing skills that enable them to:

- ▶ Create a fabric sample that demonstrates six basic stitches
- ▶ Use a simple pattern to create and decorate a fabric character/animal/rag doll of their choice
- ▶ Create a textile item of their own choice

## Content/skills

Students will:

- ▶ Complete a fabric sample
- ▶ Create a poster, booklet or PowerPoint presentation that investigates a decade of fashion

- ▶ Research and record their doll design options
- ▶ Design and create their doll
- ▶ Evaluate their production process

Students need to bring their sewing kit to each class and may choose to purchase additional materials.

## Selection advice

This unit would suit students who enjoy the creative process and like working with textiles. All tasks set in this unit of study encourage the self-expression of students who are genuinely interested in developing their knowledge and skills in the area of textiles.

This unit will lead into a Year 10 elective and will also lead into VCE.

# TEXTILE ART

## Overview

In this unit students will develop basic hand and machine sewing skills that enable them to:

- ▶ Create a fabric sample that demonstrates six basic stitches
- ▶ Use a simple pattern to create a free-motion appliqué coaster
- ▶ Create a textile picture of their own choice.

## Content/skills

Students will:

- ▶ Complete a fabric sample
- ▶ Create a poster, booklet or PowerPoint presentation that investigates woven and knitted fabrics and provide weaving samples
- ▶ Document their coaster production steps

- ▶ Research and record their textile picture design options
- ▶ Create their coaster and textile picture
- ▶ Evaluate their production process

Students need to bring their sewing kit to each class and may choose to purchase additional materials.

## Selection advice

This unit would suit students who enjoy the creative process and in particular like working with textiles. All tasks set in this unit of study encourage the self-expression of students who are genuinely interested in developing their knowledge and skills in the area of textile art.

This unit can lead into a Year 10 elective and will also lead into VCE.

# VISUAL & PERFORMING ARTS



# PAINT, DRAW, PRINT IT - 2D ART

## Overview

2D Art aims to give students the opportunity to work through an art process to complete a range of 2D artworks in the art disciplines of painting, drawing, printmaking and mixed media, as well as learning to interpret and respond to traditional and contemporary artists and their artworks.

## Content/Skills

Students will develop ways to explore and express ideas and concepts, record the Art process, experiment with wet and dry materials, apply formal elements and principles, learn key aspects of visual analysis and produce and present final artworks.

Students will complete two assessment tasks involving interpretation of artworks and developing a folio of artworks.

## Links to further study

This subject aligns with VCE Art; Making and Exhibiting, and a career in creative design fields.

## Selection advice

This elective would suit students with an interest in the visual arts.

# CONSTRUCT IT - 3D ART

## Overview

3D Art aims to give students the opportunity to work through an Art Process to complete 3D artworks using a range of mixed media material types as well as, learning to interpret and respond to traditional and contemporary artists and their 3D artworks.

## Content/skills

Students will develop ways to explore and express ideas and concepts, record the 3D Art process, experiment with a range of mixed media materials, apply formal elements and principles, learn key aspects of visual analysis and produce and present final 3D artworks.

Students will complete two assessment tasks involving interpretation and analysis of artworks and creating 3D artworks.

## Links to further study

This subject aligns with VCE Art; Making and Exhibiting, and a career in creative design fields.

## Selection advice

This elective would suit students with an interest in the visual arts.

# SNAP N' CLICK IT - DIGITAL ART

## Overview

Photography aims to give students the opportunity to explore and express ideas and concepts through the art process.

## Content/skills

In this elective, students will develop knowledge and skills in the following areas:

- ▶ Documenting the digital art process in a sketchbook format
- ▶ Understanding camera craft techniques; focal point
- ▶ Compositional methods; various viewpoints and angles
- ▶ Knowledge of the formal elements; line, colour, tone, shape and texture

- ▶ Applying stylistic qualities; abstract – imaginative – realism
- ▶ Understanding Adobe operating methods and functions
- ▶ Using IT software (e.g. Photoshop) – interface, tools and filters

## Links to further study

This unit would be an advantage to those students intending to complete VCE Visual Communication, VCE Art; Making and Exhibiting or a career in the creative design fields.

## Selection advice

This subject would suit those students who would like to learn about digital art as a fine art form.

# PRODUCE IT - MEDIA

## Overview

This is an introductory course into media production and media analysis. Students are introduced to a range of media vocabulary, techniques and technologies.

## Content/skills

This unit may cover three main aspects of Media: Photography, Desktop Publishing and Film/Moving Image. Students will also be involved in the analysis of media products. The subject content will be assessed in written and practical assessments.

## Links to further study

This subject links directly to VCE Media and a career in a range of media fields.

## Selection advice

This subject would suit students who have an interest in moving image, still image and communication.

# DESIGN IT - VISUAL COMMUNICATION

## Overview

This unit focuses on the technical side of drawing and the social and cultural events that have influenced designers over the years. Students will undertake a range of activities to develop freehand, instrumental and electronic drawings.

## Content/skills

In this unit students will develop skills in a range of visual effects, interpretation and evaluation of existing visual communication, freehand drawing skills supported by electronic and instrumental drawings. There will be two assessment tasks in this subject based on the practical skills and theoretical concepts of the unit.

## Links to further study

This unit would be an advantage to those students intending to complete VCE Visual Communication or interested in a career in graphic design, architecture, industrial design and illustration.

## Selection advice

This elective subject would suit students who enjoy drawing or wish to develop design and drawing capabilities.

## Physical Movement Subject

# ACT IT - DRAMA

## Overview

Drama aims to give students the opportunity to express ideas and feelings through performance. Students will explore the techniques and conventions associated with performance styles, such as melodrama and comedy. An excursion to a performance will be undertaken to assist students to see how professional theatre takes place.

## Content/skills

In this unit students will develop skills in the following areas; Improvisation, Play-building, Performance, Voice and movement, Script-writing and Stagecraft and the elements of production. Students will be assessed across four tasks, with assessment based on participation, performances and a folio.

## Links to further study

This unit would be an advantage to those students intending to complete VCE Drama or a career in the performing arts.

## Selection advice

Students who are interested in acting, theatre, script-writing, designing and influencing the way people think through dramatic action should apply for this elective.

## Physical Movement Subject

# MOVE IT - DANCE

## Overview

Dance encompasses many styles and does not require a lot of practical knowledge. Alongside practical activities and assessments is the development of a workbook. This melding of both practical and theoretical concepts encourages students to become "thinking dancers."

## Content/skills

Concepts studied in this unit include choreography, group performance, improvisation, dynamics and expressions. Historical and social aspects of dance are also explored.

Students are assessed on their performances (both class and small group dances), their participation during classroom activities, enthusiasm and completion of written research tasks, alongside a well presented workbook.

## Links to further study

This unit would be an advantage to those students intending to complete VCE Dance.

## Selection advice

This unit is of benefit to those who have a genuine interest in the performing arts and also to those who enjoy dance and movement.

# PLAY IT - MUSIC

## Overview

Music is a unique form of artistic expression and communication. Through experiences in music students gain knowledge and skills, which enrich and expand life's interests. Students will be engaged practically with a range of musical instruments and the opportunity to perform.

## Content/skills

This unit will provide students with the opportunity to develop their practical skills in performance, in conjunction with music reading and writing. Students undertaking this elective will have had some musical performance experience and some knowledge of musical notation. Assessment tasks will include group performances together with a research project and theory tasks.

## Links to further study

This unit would be an advantage to those students intending to complete VCE Music or VET Music Production.

## Selection advice

Instrumental tuition from a qualified teacher and owning an instrument would be preferable, but not essential. This unit would suit students with an interest in music, and particularly those who wish to study music through to VCE. It is offered in both Semester 1 and Semester 2 - students are able to complete both semesters if they wish.

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