



# YEAR 9

Administrative & Course Handbook

Welcome to Year 9,

This course handbook has been developed to assist you in the selection of your studies in Year 9.

Mooroolbark College provides you with a diverse range of curriculum options. There are core and elective units to choose from that enable you to have some degree of control and choice over the course of study that you pursue. It is important that you balance your talents, interests and ambitions for the future when developing your course of study. You will need to commit yourself to setting aside some time to read about the course structure and the subject unit entries. When making the final choice of subjects, you need to have full knowledge of the subject content and course requirements to make a responsible and informed choice.

The course structure at Year 9 is designed for students to select a balanced course of study across the eight key learning areas. In Year 9, students study core subjects of Art, English, Mathematics, Science, Humanities – World of Work, History – Making the Modern World, Technology, Health and Physical Education. The subjects of Science, Art, Health, Technology, Humanities – World of Work and History – Making the Modern World are semester-based subjects.

Students are required to choose six elective units (subjects) for the year that may be chosen from any of the elective units offered by the Key Learning Areas.

In addition to an Online Information Evening where the Year 9 curriculum program will be explained, all Year 9 students will receive course counselling that is led by the Mooroolbark College House and Cluster Leaders.

As a student at Year 9 you have the unique opportunity to exercise a degree of control over the selection of the course of study that you pursue.

Yours sincerely,



**MATTHEW COGHLAN**  
*Director of Curriculum*



**ANN STRATFORD**  
*Principal*

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## SUPPORTING STUDENT DIVERSITY AND AGENCY

*In line with the Equal Opportunity Act 2010 and the 'Minimum Standards for School Registration' as set out by the Victorian Registration and Qualifications Authority, Mooroolbark College adheres to the following:*

The programs of, and teaching in, a registered school must support and promote the principles and practice of Australian democracy, including a commitment to—

- (a) elected government; and
- (b) the rule of law; and
- (c) equal rights for all before the law; and
- (d) freedom of religion; and
- (e) freedom of speech and association; and
- (f) the values of openness and tolerance.

Nothing in this clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a registered school under a law of the State or of the Commonwealth.

Schedule 4 clause 1 of the Education and Training Reform Regulations 2017

## SCHOOL INJURIES AND INSURANCE

*Parents and Guardians are reminded that the Department of Education and Training does not provide personal accident insurance or ambulance cover for students. We would recommend families check their ambulance cover as the school will put student health and safety as the number one priority in an emergency.*

*Parents/guardians of students, who do not have student accident insurance, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs.*

*Parents/guardians can purchase insurance policies from commercial insurers but we are not in a position to recommend any particular product.*

*An Ambulance will be called for medical emergencies.*

*Also, a reminder to parents/guardians that the Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.*

*Students are provided with access to a locker but must supply their own lock and to not share their locker or provide access to any other student. All lockers are located in view of the CCTV system but the College and DET cannot take responsibility for any loss.*





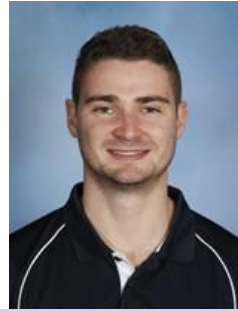
## HOUSE LEADERS, CLUSTER LEADERS AND PATHWAYS TEAM



Leilani Foleti  
Cluster Leader  
Baan 1,2,3



Rachel Farrell  
Cluster Leader  
Baan 4,5,6



David Quinn  
House Leader  
Baan 7,8,9



Sylvia-Jade Tandberg  
Pathways advisor  
Baan



Sarah Garnaut  
House Leader  
Darrang 1,2,3



Jenny Roberts  
Cluster Leader  
Darrang 4,5,6



Jasmine Evans  
Cluster Leader  
Darrang 7,8,9



Kristi Harris  
Pathways Advisor  
Darrang



Tracey Leicester  
House Leader  
Biik 1,2,3



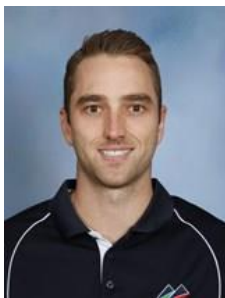
Aaron Cross  
Cluster Leader  
Biik 3,4,5



Lucas Unland  
Cluster Leader  
Biik 7,8,9



Alyce Bailey  
Pathways Advisor  
Biik



Jordan Roth  
Cluster Leader  
Ngawan 1,2,3



Rhonda Harker  
Cluster Leader  
Ngawan 4,5,6



Matthew Bell  
House Leader  
Ngawan 7,8,9



Eva Woodward  
Pathways Advisor  
Ngawan

## MATTERS FOR YOUR CONSIDERATION

### NON-SCHOOL VACATION DAY

Parents are requested to discuss unavoidable planned long-term absences with their student's House/Cluster Leader well ahead of time so that appropriate work can be arranged. School work otherwise missed may not be credited. It is recommended that parents do not plan long term holidays in school time.

### COLLEGE PLANNER, CURRICULUM CONTRIBUTIONS, BOOKLISTS AND EXCURSIONS

All students will receive a 'Mooroolbark College' Planner at the beginning of the school year. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. This Planner is a means of communication.

2025 Parent Payment Arrangements will be available mid/late Term 4. Curriculum Contributions can be paid in full or instalment via Compass. Families are also welcome to pay via BPAY, credit card, cheque or cash in personal at Reception.

Technology subjects (both care and electives) such as Food Technology, Product Design and Woodwork/Metalwork/Textiles may also attract a "Subject Levy". This levy has been set to help cover associated costs of materials and equipment that are provided to all students (food/ingredients, wood/metal/plastic products, textile materials, fabric, equipment and machine upkeep/maintenance etc). Subject Levies will be payable via Compass Events at the beginning of each Semester.

There is an expectation that students purchase the required textbooks and requisites listed in the booklist for specific subjects. The 2025 Booklist will be available in mid/late Term 4. Students also need to ensure that they have adequate printing credits to meet the requirements of the course.

Mooroolbark College offer an extensive camps and excursion program. Transport to sporting venues outside the College as part of the Interschool Sports Program and involvement in extra-curricular activities such as excursions, camps, outdoor education, and instrumental music lessons, will require students to pay an additional charge. These extra-curricular opportunities are offered on a user-pays basis.



### MORRISBY PROGRAM

As a part of the Year 9 program students undertake the Careers Guidance Morrisby Program. The program is part of a Department of Education initiative called My Career Insights, which is a program of staged career education through. It includes an online psychometric assessment which is used to create an individual profile for the student providing them with an insight into their personal aptitudes, learning and working styles, to help make informed decisions about future career plans. Once the profile is completed the students meet with a career counsellor for a one-on-one discussion.

### NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

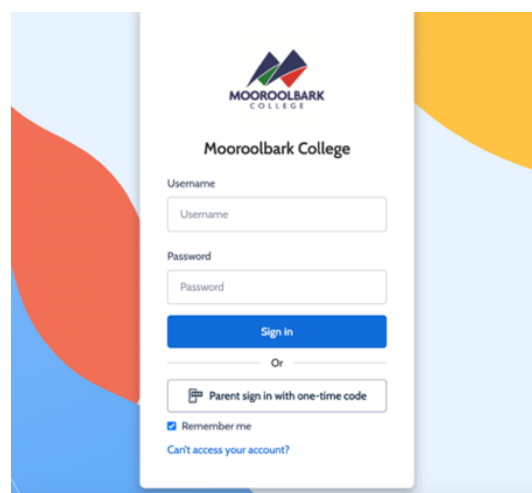
At Year 9 students will take part in the National Assessment Program – Literacy and Numeracy (NAPLAN) Testing Program (as required by the Victorian Curriculum & Assessment Authority) to determine progress Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The 2025 NAPLAN dates will be from 12<sup>th</sup> – 24<sup>th</sup> March. A current Notebook with NAPLAN browser and working headphones are required for this assessment.

## COMPASS

Compass is the College's Learning Management System. It is available for access 24/7 at <https://mooroolbarkcollege-vic.compass.education>

Compass is our primary electronic communication system between teachers and their students. Teachers make selected materials, activities or assignments available for students so that they may access them at any time.

The out of school hours availability enables students to take a responsible approach to managing their time and gives them the flexibility to ensure they meet deadlines.



## CONTINUOUS ASSESSMENT AND REPORTING

### REPORTING

Student progress is carefully monitored at all levels at Mooroolbark College in accordance with the Assessment & Reporting Policy. Opportunity for direct feedback is given at least once per term. Term 1 and Term 3 Interim Reports are issued and Parent Teacher Interviews are scheduled providing parents with the opportunity to discuss student progress directly with staff. We strongly urge parents/guardians to attend the Parent Teacher Interviews. Throughout the semester, marks and feedback will be provided to students on each of their Common Assessment Tasks (CATS). This feedback along with additional information on academic progress will be provided in a formal report at the end of each semester. Following these reports, parents/guardians have the opportunity to contact specific staff should there be any queries or concerns.

### COURSE WORK

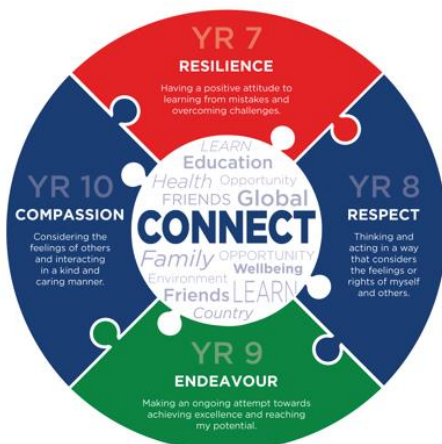
The purpose of course work is to provide students with opportunities to demonstrate their knowledge, critical thinking skills, research abilities, and the application of theoretical concepts in practical situations necessary to meet the learning outcomes of the subject. Course work is crucial for evaluating how well students are learning and gaining skills in each subject. The College follows the requirements of the Victorian Curriculum and Assessment Authority (VCAA), a successful completion of course work is required for satisfactory results for subject.

### COMMON ASSESSMENT TASKS & COURSE REQUIREMENTS

Common Assessment Tasks (CATS) are designed to assess differing aspects of student performance in each study area. They are directly related to content being taught and are generally the product, or part of the product, of one or several Course Requirements. The CATs can range from projects, reports and products through to tests and examinations and are used to determine the final Victorian Curriculum Level. The satisfactory completion of all of these tasks is required in order to successfully complete a subject. Students who do not submit or submit a CAT that is below a satisfactory standard, will receive a 'Not Satisfactory' for their subject. Further relevant details are available in the promotions policy.



## CONNECT



### CONNECT – A SCHOOL WIDE APPROACH

By connecting the College values into everyday life, our students form meaningful relationships with their peers, their teachers and the wider community. Each year level from Year 7 to Year 10, focus on a different Mooroolbark College value. The value is embedded into their academic work, as well as into the wellbeing supports provided. All teachers emphasise the College values in class by highlighting skills and qualities which help the student develop and appreciate the College values. At the same time Connect is supported by guest speakers and programs. Each value becomes a clear focus for the year.

### SHIELD PROGRAM

An important part of the Connect program is the Shield Program where Year 9 students focus on developing the value of endeavour. The Shield Program encourages physical activity, volunteering, community engagement and a city experience whilst at the same time, students contribute to their School House.

## NIGHT OF EXCELLENCE

Mooroolbark College prides itself on being a vibrant, dynamic and supporting learning community with a commitment to recognising and celebrating the dedication and hard work of our students.

Every year, we organise the Night of Excellence, a special occasion that brings our College community together to commemorate the remarkable accomplishments of our students in various academic fields. This event provides a distinctive chance for a chosen group of students to showcase their outstanding work, highlighting the excellence that characterizes Mooroolbark College. The Night of Excellence is a significant moment for the College to recognise and commend the exceptional achievements of our students in different areas, serving as a platform to display their remarkable contributions and embody the ethos of excellence that defines our institution.



## INSTRUMENTAL MUSIC

The Instrumental Music Program is an extra-curricular program which offers tuition in a variety of instruments: Woodwind, Brass, Percussion, Piano, Guitar, Bass Guitar, and Voice. The program gives students the opportunity to gain technical and performance skills and an overall knowledge of their chosen instrument.

Students intending to study music through the VCE Music Performance are highly recommended to continue to have lessons.



### Learning Outcomes

- Students learn how to play an instrument of their choice
- Students gain an understanding of how to read music for the instrument they play
- Students gain skills in performance
- Students gain skills in aural comprehension relative to their instrument

### Curriculum Focus

- The development of instrumental playing skills
- The development of music reading and performance skills
- The development of aural skills
- Student participation in public performances and given opportunity to see music performances

### Assessment

- Unit Results of either Satisfactory or Not Satisfactory are given
- Performance, Aural and Reading skills are rated by ticks ranging from Excellent, Very Good, Satisfactory and Unsatisfactory.
- Attitudes and behaviours are also rated by ticks ranging from Consistently, Usually, Occasionally and Rarely

### Class requirements

Students need to have their own instrument, however a limited number of woodwind and brass instruments are available for hire. Students need to have a current signed Instrumental Music Lesson contract before commencement of their first lesson. Payment plans for the lesson costs/ Instrument Hire can be arranged with the General Office if required. Failure to make payment by the due date may result in the student being withdrawn from their lessons.

In conjunction with the program there are many musical groups which students can choose to be involved in. These include Percussion Ensembles, Choir, Junior and Senior Concert Bands, Keyboard Ensemble, Guitar Ensemble and Musical Production

## COURSE STRUCTURE

To ensure that students receive a diverse range of experience within Key Learning Areas, the students undertake studies within the Victorian Curriculum. Within the Key Learning Areas there are a range of units that all students undertake, along with the opportunity to choose electives from these areas.

- Students select a total of 7 elective units
- Maximum of two electives per KLA
- Advance Duke of Edinburgh and Advanced Sports Leadership are year-long electives and therefore count as two elective units.

CORE SUBJECT	SEMESTER	UNITS PER YEAR	PERIODS PER FORTNIGHT
<b>ENGLISH</b>		4 Units (total)	
English	Semester 1	2 Units	8 periods
Choice	Crime	2 Units	8 periods
	Horror		
	Sporting Greats		
	Teen Stories		
<b>HUMANITIES</b>		2 Units (total)	
Commerce - World of Work	Either Semester 1 or 2	1 Unit	4 periods
History - Making The Modern World	Either Semester 1 or 2	1 Unit	4 periods
<b>MATHEMATICS</b>		4 Units (total)	
Mathematics 1	Semester 1	2 Units	8 periods
Mathematics 2	Semester 2	2 Units	8 periods
<b>SCIENCE</b>		2 Units (total)	
Science 1	Semester 1	1 Unit	4 periods
Science 2	Semester 2	1 Unit	4 periods
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		3 Units (total)	
Health	Either Semester 1 or 2	1 Unit	4 periods
Physical Education 1	Semester 1	1 Unit	4 periods
Physical Education 2	Semester 2	1 Unit	4 periods
<b>TECHNOLOGY</b>			
Food Studies	Either Semester 1 or 2	1 Unit	4 periods
<b>THE ARTS</b>			
Visual Arts	Either Semester 1 or 2	1 Unit	4 periods
<b>SHIELD</b>			
Shield	Semester 1 & 2	N/A	2 periods

ELECTIVES	UNITS	ELECTIVES	UNITS
<i>Students cannot enrol in more than 2 units from any KLA.</i>			
<b>ENGLISH</b>		<b>MATHEMATICS</b>	
Writer for Writers	1 Unit	Investigate Maths	1 Unit
<b>HUMANITIES</b>		Building Maths Confidence	1 Unit
Civics - Law and Order	1 Unit	<b>SCIENCE</b>	
Commerce - Economics and Business	1 Unit	Earth, Space and Beyond	1 Unit
History - Her-Story	1 Unit	Sustainability	1 Unit
Geography - Sustainable World	1 Unit	Forensic Science	1 Unit
<b>PHYSICAL EDUCATION</b>		<b>LANGUAGE</b>	
Advance Duke of Edinburgh*	2 Units	German	1 Unit
Advance Sports Leaderships*	2 Units	Chinese	1 Unit
Outdoor Education	1 Unit	<b>STEAM</b>	
<b>THE ARTS</b>		Innovations	1 Unit
Ceramics	1 Unit	<b>TECHNOLOGY</b>	
Drama	1 Unit	Digital Technologies - Coding 101	1 Unit
Media	1 Unit	Digital Technologies - Robotics	1 Unit
Music	1 Unit	Product Design - Metal and Wood	1 Unit
Visual Communication	1 Unit	Product Design - Textiles	1 Unit

\* Students who select this subject within their preferences must also submit the supporting application documentation.

# SHIELD

## SHIELD – COMPULSORY UNIT

### INTRODUCTION

Shield is an exciting interhouse competition designed for Year 9 students to engage in various activities throughout the year. The competition aims to earn points for your house through:

- Sporting Activities
- City 9 Experience
- Community Engagement

### Outline for Shield:

- **Term 1: Interhouse Sport Competition**
  - Train in house teams and compete in their preferred sport.
  - Sports include Volleyball, Netball, Soccer, and Recreational Sports (Finska, Orienteering, etc.).
    - Students will get to choose their preferred sports
- **Term 2: City 9 Experience**
  - Develop an action plan in tribes and spend a week in Melbourne exploring and experiencing what the city has to offer.
- **Term 3: Community Engagement**
  - Choose and support a community project to build engagement.
- **Term 4: Interhouse Sport Competition**
  - Train in house teams and compete in their preferred sport.
  - Sports include Volleyball, Netball, Soccer, and Recreational Sports (Finska, Orienteering, etc.).
    - Students will get to choose their preferred sports

The Year 9 Shield program provides a well-rounded experience, combining sports, city exploration, and community service, while instilling important values and fostering a strong sense of community and teamwork

### SKILLS

The Shield program aims to foster connections among students, their houses, classmates, the College, and the wider community, all while ensuring students are given voice and agency. The program emphasises the following school values:

- Respect: Respecting each other and the College.
- Endeavour: Striving to do your best in every activity.
- Compassion: Showing kindness to everyone involved.
- Resilience: Displaying perseverance when facing challenges.





# THE ARTS

## VISUAL ARTS – COMPULSORY UNIT

### INTRODUCTION

This course gives students the opportunity to create visual art works that communicate, challenge and express their ideas through various mediums and practices. Students will study art theory and demonstrate skills in art criticism and analysis. Throughout the unit, they will practice and refine their artistic skills in a variety of art forms and produce finished artworks that communicate an understanding of particular materials, equipment, techniques and processes.

### SKILLS

- Creativity, planning and designing process.
- Analysis, interpretation and evaluating skills.
- Reflective skills and process.
- Medium specific skills and techniques.

## CERAMICS – ELECTIVE UNIT

### INTRODUCTION

This course offers students a chance to make truly impressive artworks, both sculptural and utilitarian, with no prior skills. Ceramics is a perfect choice for the artistically inspired who enjoy a creative challenge, and the opportunity to experience a truly hands-on medium. Students will design, sculpt and mould an array of pieces that they can be proud of. They will be introduced to a variety of clay bodies and learn how to use oxides, glazes and under-glaze to accent the aesthetic appeal of their work. They will also be taught particular hand building and decorative techniques and learn about the equipment and processes that are involved in this enjoyable and exciting art form.

### SKILLS

- Creativity, planning and designing process.
- Analysing and evaluating skills.
- Reflective skills and process.
- Ceramic specific skills and techniques.

## DANCE – ELECTIVE UNIT

### INTRODUCTION

Dance is an elective subject designed for students who wish to develop the knowledge and skills used in the art of Dance. Students will develop physical and expressive skills used in dance to communicate different ideas and expressive intentions. Through practical and theoretical classes students will learn the history of different dance styles. Students will use their learnt knowledge to work independently and in groups in order to choreograph and perform.

### SKILLS:

- Demonstrate physical and expressive skills.
- Communicate an expressive intention through dance.
- Develop choreograph skills both independently and in groups.
- Recognise different dance styles by movement patterns and phrases.

## DRAMA – ELECTIVE UNIT

### INTRODUCTION

Are you the next Christian Bale or Scarlett Johansson? They all had to start somewhere, and chances are it was in an introductory acting class just like this one. So if you are dreaming of the footlights, Hollywood or simply want an opportunity to develop confidence and performance skills—this class is for you. Students can develop acting skills and have the opportunity to rehearse and create performances with other class members. All of the seeds of a star-studded career may begin here!

### SKILLS

- Rehearsal, planning and performance.
- Improvisational performance skills.
- Ability to use a stage effectively.
- Creative development of narrative.



## MEDIA – ELECTIVE UNIT

### INTRODUCTION

Media is the study of everything that you love; it includes film, television, animation, gaming, music and social media such as Snapchat, Instagram and TikTok. The course involves utilising codes and conventions and how they tell a story and engage their audiences. Students will also examine the use of Social Media and how the media and audiences interact on various platforms. There is also a practical component of this course, where students will learn how to edit together a short film and recreate a scene from a film of their choice in medium of 'Sweded' short film. (Students are not required to be in front of the camera if they don't want to).

### SKILLS

- Researching.
- Preparing layout designs & Preparing storyboards.
- Use of camera and editing equipment.
- Analysing written and visual media.
- Film Production.

## MUSIC – ELECTIVE UNIT

It is advisable that students complete Music at Year 9 if they wish to study at Year 10 & VCE Music Performance.

Instrumental music lessons are available but are not a pre-requisite for Year 9 Music.

### INTRODUCTION

Students learn to play pieces on their chosen instrument or voice. They will gain experience performing solo and in group. Skills in music reading, writing and aural comprehension are further developed from Year 7, with catch-ups for keyboard and guitar playing as needed. A research task, undertaken in class, will focus on a Favourite Artist.

### SKILLS

- Performance.
- Music Theory.
- Aural Comprehension.
- Listening Analysis.

### INTRODUCTION

This course teaches students to use different drawing methods, media and materials to help them achieve their own individual creative goals. Students will design suitable solutions to given design briefs that will display their creative flair and talents, as well as, learning presentation skills, layout and technical drawing.

### SKILLS

- Freehand drawing rendering skills.
- Development of design process.
- Analysis of designer's process.



# ENGLISH

## ENGLISH – COMPULSORY UNITS

### INTRODUCTION

In Year 9 students will undertake two units of English, one in semester one and another in semester two. In semester one all students will undertake a compulsory English Core unit and in semester two they will undertake one of the four English Core Elective Units offered below (offered on a preference system where students preference all four units in order of one to four).

## ENGLISH CORE – SEMESTER ONE – COMPULSORY UNIT

### INTRODUCTION

In this subject, students will focus on developing a critical understanding of how texts, language and visual and audio features are influenced by context. Students will explore a novel with a focus on inferential, evaluative and analytical reading and responding skills to uncover themes of human experience and cultural significance. They will also learn how to critically engage with the media and how to interpret and analyse different media texts. Students will also develop their speaking and listening skills through an oral presentation.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Reading skills including understanding characters, themes and views and values of a text and exploring the literal and inferred meaning of a text.
- Speaking and listening skills including experimenting with formality of language and features of voice.

## ENGLISH – CRIME – CORE CHOICE UNIT

### INTRODUCTION

This subject is an excellent opportunity for students to gain new exposure to novels, short fiction and films within both the crime fiction and true crime genres. Students will study a range of texts that include murder mysteries and the new world of true crime podcasts. Reading, writing mechanics, speaking and listening skills are all emphasised and students have the opportunity to imagine life as an investigator or journalist.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of text types and respond both analytically and creatively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of the crime fiction and true crime genres.

## ENGLISH – HORROR – CORE CHOICE UNIT

### INTRODUCTION

Horror is a genre of literature, film and television that is meant to scare, startle, shock and even repulse audiences. It is also a genre that allows its audience to engage with texts that can help them understand and process emotions and fears. This subject is an excellent opportunity for students to delve into the world of fear and consider why audiences enjoy reading or viewing texts that are designed to evoke this emotional response. Reading, writing mechanics, speaking and listening skills are all emphasised in this immersive study of the horror genre from gothic horror through to modern day texts.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of text types and respond both analytically and creatively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of the horror genre.



## ENGLISH – SPORTING GREATS – CORE CHOICE UNIT

### INTRODUCTION

This subject will offer students the opportunity to bring their love of sport into the English classroom and will enable them to consider where this interest could take them outside of a sporting field. For the students who enjoy playing, watching and reading about sport, this subject is an excellent opportunity to gain new exposure to fiction and non-fiction texts within the genre. Reading, writing mechanics, speaking and listening skills are all emphasised, and connections are made to the real world and students' own lives to encourage critical thinking and reflective practices.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of text types and respond both analytically and creatively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of sports writing, both fiction and non-fiction.

## ENGLISH – TEEN STORIES – CORE CHOICE UNIT

### INTRODUCTION

For the students who enjoy reading or watching young adult fiction. Teen Stories is an excellent opportunity to gain new exposure to novels, short fiction and films that deal with the issues that are relevant to their own lives to encourage critical thinking and reflective practices. Students will study a range of texts and consider how representations of teens in the media have changed over time. Reading, writing mechanics, speaking and listening skills are all emphasised in this immersive study of young adult literature and film.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of text types and respond both analytically and creatively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of Young Adult literature and film.

## WRITING FOR WRITERS – ELECTIVE UNIT

### INTRODUCTION

Students who love to write creatively and are interested in developing their own creative writing style, should really consider Writing for Writers. Students will be introduced to a range of writing techniques and styles. They will have the opportunity to have their work published, as well as the opportunity to produce a range of different pieces that they have spent time drafting and workshopping with other students. Students will have plenty of time throughout the course to work on their own creative pieces, while also completing set writing activities.

### SKILLS

- Learn the conventions of writing short fiction and apply these concepts to their own written work.
- Learn how to draft and workshop their own written pieces.
- Work towards developing a published piece of writing.

# HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION – COMPULSORY UNIT

### INTRODUCTION

Health Education is compulsory for all students, studied for one semester in Year 9. The aim of this course is to provide all students with the knowledge, skills and behaviours to enable them to develop and maintain their physical, social, mental and emotional health and wellbeing. The four units of study are Mental Health, Sex Education, Respectful Relationships and Drug Education

### SKILLS

- Explore the concepts of challenge, risk and safety.
- Identify the harms, and issues associated with particular situations and behaviours.
- Identify how to take action to minimise these harms.
- Develop an understanding of health services and how to access them.

## PHYSICAL EDUCATION – COMPULSORY UNITS

### INTRODUCTION

Physical Education is a compulsory subject for all students. The program encourages effective participation in physical activity in both individual and team pursuits. Students will undertake studies in Cricket, Lacrosse, Gymnastics, Volleyball, European Handball, Rugby, Fitness and Resistance training.

### SKILLS

- Identify and implement ways of improving movement performances.
- Compare and contrast a range of strategies in skill and teamwork.
- Refine techniques and movements within a team structure.
- Enhance their understanding of fitness.
- Identify community values and responsibilities through the SEPEP program.\

## ADVANCE DUKE OF EDINBURGH – ELECTIVE UNIT

**Entry into this subject is based on application. Students who select this subject within their preferences should also submit the supporting documentation (as outlined during course counselling).**

### INTRODUCTION

Advanced Duke of Edinburgh is a subject where outdoor education meets teamwork, leadership and communication, where students are encouraged to leave their comfort zone and try new things, The Duke of Edinburgh Award is an internationally recognized Award that students complete throughout the course of the year. This subject engages students by providing an alternate learning environment, outside the regular classroom structure. The Award empowers students to take responsibility for themselves as they will encounter a wide range of challenges and a sense of adventure throughout the program. Alongside this subject, students will contribute to 4 components, Skill, Physical Recreation and Community service including the completion of 2 camps to obtain the Duke of Edinburgh Award Bronze level.

#### Semester 1:

This semester places a large focus on developing students Leadership, teamwork, trust and resilience. Students are introduced to completing challenges outside their comfort zone through a range of experiences both inside and outside of the classroom. This includes team building activities, physical challenges to prepare for our expeditions, bike riding, 1000 steps. A large component of this semester is used to prepare for students for their camp, a 3-day expedition in Cathedral Ranges.

#### Semester 2:

During Semester 2 students will continue to focus on team building, resilience and leadership through units in communication, first aid, navigation and beach safety. Students will learn through experience with rock climbing,

obstacle courses, Qualified first aid training, and beach exploration. This semester also includes a 3 day Adventurous Journey that contributes to the Duke of Edinburgh certificate.

### **Special requirements:**

This subject runs during both semesters and students will need to complete 3 components; Skill, Physical Recreation and Community Service and the two camps to obtain the internationally recognized Duke of Edinburgh Bronze Award.

Those wishing to apply must fill out the application form printed from the College website and this form must be submitted with the completed Course Selection Form. Following submission students may then need to sit an interview.

### **SKILLS**

- Self-belief and self-confidence.
- A willingness to challenge yourself and try new things.
- A positive and realistic self-image.
- A sense of responsibility to others and a connection to the local community.
- New or improved interests, skills, and abilities.
- New friendships and relationships with their peers and older people.
- The ability to make a plan and then make their plan happen.
- Teamwork and leadership skills.

***\* This sequence of units will incur costs associated with camps and excursion, provided on a user pays basis, in line with the DET Parent Payment Policy.***

## **ADVANCE SPORTS LEADERSHIP – ELECTIVE UNIT**

**Entry into this subject is based on application. Students who select this subject within their preferences should also submit the supporting documentation (as outlined during course counselling).**

### **INTRODUCTION:**

This course takes students out of the classroom and offers them a range of opportunities in youth leadership and community service. Students are responsible for planning, organising and running the course, with a focus on carrying out community service in their local area. This course usually focuses on sports leadership where students teach a range of sporting activities to grades 1-6 in primary schools around Mooroolbark.

### **Semester 1:**

Students develop the team building and leadership qualities needed, through a series of outdoor activities. These may include Rock Climbing, Orienteering, Mountain Biking, Sailing, Life Saving, Bushwalking, Archery, Surfing, Kayaking, Camping, Laser Strike and Commando Course. Students will volunteer to coach or officiate a range of primary inter-school sports. Students will also gain qualifications in AFL umpiring (with opportunities to umpire Auskick at the MCG & Marvel Stadium), and first Aid.

### **Semester 2:**

Students use their leadership qualities, planning and organisational skills to run a series of sporting lessons with the local primary schools. AFL, Soccer, Cricket, Basketball, Games, Gymnastics, Dance and Netball, are some of the sporting lessons delivered. Students will also coach and officiate an athletics programme. Students again will volunteer to coach or officiate a range of primary inter-school sports. Students will gain qualification in Pool Bronze/Bronze Star.

### **SKILLS**

- Planning of team building activities.
- Personal and Social Capability; Self and Social Awareness, and management.
- Evaluating their own social management.
- Planning and running sporting activities.
- Understanding the roles of leadership and role modelling.
- First Aid – Level 1.
- Umpiring qualifications.
- Bronze Medallion.

***\* This sequence of units will incur costs associated with camps and excursion, provided on a user pays basis, in line with the DET Parent Payment Policy.***

### INTRODUCTION

This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These include Bushwalking, surfing and rafting. Students study the impact these experiences have on human relationships with outdoor environments and the key characteristics of each. Students will also learn about the impact on our environment as a result of Outdoor Education activities and the minimalizing techniques used to protect those environments.

### SKILLS

- Develop skills in goal setting.
- Be effective communicators.
- To develop team building skills.
- Be able to evaluate their surroundings and safety.
- Be able to identify techniques to protect the environment.

***\* This sequence of units will incur costs associated with camps and excursion, provided on a user pays basis, in line with the DET Parent Payment Policy.***





# HUMANITIES

## COMMERSE - WORLD OF WORK – COMPULSORY UNIT

### INTRODUCTION

This unit examines the World of Work. Topics include careers, work and the future, taxation, personal money management and cultural diversity in workplaces. Having completed World of Work, students will be able to demonstrate an understanding of personal and business financial management, describe factors that affect opportunities for current and future work, analyse pathways and educational training requirements to develop career paths and have an awareness of cultural diversity issues.

### SKILLS

- Management skills.
- Research skills.
- Collaboration with fellow students to achieve a common goal.
- Presentation skills in a selected format (to be chosen by students).
- Communication skills.
- Analysis of information gathered

## HISTORY – MAKING THE MODERN WORLD – COMPULSORY UNIT

### INTRODUCTION

This unit provides a study of the making of the modern world from 1750 to 1918, from an Australian perspective. It was a period of industrialisation and rapid change in the ways people lived, worked and thought, culminating in World War 1. On completion of this unit, students will have covered the following: Making a better world – movement of people (slaves, convicts, settlers); Australia and Asia – the history of Australia in the period 1750 – 1918 (making a nation); World War 1 (1914 – 1918).

### SKILLS

- Critical and creative thinking.
- Interpret, evaluate and analyse a range of primary and secondary resources.
- Research and report on a set topic.
- Empathise with people's experiences from the past.
- 

## CIVICS - LAW & ORDER – ELECTIVE UNIT

### INTRODUCTION

A delve into the Victorian justice system, students will learn about the functions of the law and the role of institutions including Victoria Police that keep the community safe. Students will work through four distinct areas of study throughout the elective: Introduction to the legal system, Young people and the law, Criminal law and Human Rights. The subject has been designed as a contemporary, relevant and applied examination of the legal system as it applies to young people.

### SKILLS

- Define key legal terminology.
- Research and analyse relevant information about the sources and types of laws.
- Explain the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals.
- Explain the role of institutions, including Victoria Police, relating to young people.
- Assess whether a law is effective at achieving the purposes of sentencing.
- Examine the role of human rights and their enforcement in the legal system.

## COMMERCE – ECONOMICS AND BUSINESS – ELECTIVE UNIT

### INTRODUCTION

This unit will develop student understanding of the essential role Economics and Business play in our modern complex society. This will include: the effect of financial, economic and legal decisions; economic factors which drive societies from primitive to modern industrial societies; the interdependence of countries; competition and conflict of various sectors of the economy; money, banking and budgets.

### SKILLS

- Management skills.
- Communication skills.
- Research skills.
- Analysis of information gathered.

## HISTORY - HER-STORY – ELECTIVE UNIT

### INTRODUCTION

This subject explores the achievements of significant females in history. Students explore narratives of incredible women and movements alike in the fight to progress the rights of women. Students will also investigate the concept of intersectionality in history, and the ongoing fight for equality in the face of discrimination based on class, sexual orientation and race. Students will reflect on the contemporary position of women, and the rights and freedoms that have been won.

### SKILLS

- Research skills.
- Critical and creative thinking.
- Interpret and analysing different historical perspectives.
- Evaluate the influence of significant events, ideas, beliefs and values.
- Research and evaluate the historical significance of an event or individual.
- Evaluate a range of historical interpretations.
- Identify long and short-term effects of significant events.
- Analyse and corroborate sources and evaluate their accuracy and usefulness.

## GEOGRAPHY - SUSTAINABLE WORLD – ELECTIVE UNIT

### INTRODUCTION

To students wanting to make a difference to the future of this planet – this course is highly recommended. Students will investigate major issues in the world today, including food security, farming, feral predators, overfishing, genetically modified food, global trade and ecotourism.

These are part of two main units: Biomes and Food Security, and the Geographies of Interconnections. It is not just about the issues, but also how we can effect sustainable change and create a world which can last for the rest of our lifetimes and well beyond.

### SKILLS

- Investigating environmental issues from a holistic viewpoint.
- Research skills.
- Collaborative skills.
- Interpreting and analysing data.
- Developing sustainable solutions.

# LANGUAGES

Year 9 students need to study one unit of Chinese/German in order to meet the requirement for continuing Chinese/German in Year 10.

## LANGUAGES – CHINESE – ELECTIVE UNIT

### INTRODUCTION

Year 9 Chinese unit encourage students to continue learning Chinese through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes and travel conversations. Chinese writing in characters, reading, listening and speaking skills will be further extended in these unit.

### SKILLS

- Talk about themselves, friends, family and daily experiences.
- Express likes and dislikes.
- Understand main points of written and spoken texts on topics studied.
- Ask and answer simple question.
- Write short scripts of linked sentences.
- Use present, past and future tense.
- Understand Chinese culture and geography.

## LANGUAGES – GERMAN – ELECTIVE UNIT

### INTRODUCTION

Year 9 German unit encourage students to continue learning German through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes, travel conversations and studying a DVD series about German Teenagers in Berlin. German writing, reading, listening and speaking skills will be further extended in these unit.

### SKILLS

- Talk about themselves, friends, family and daily experiences.
- Express likes and dislikes.
- Understand main points of written and spoken texts on topics studied.
- Ask and answer simple questions.
- Write short scripts of linked sentences.
- Use present, past and future tense in written and verbal exchanges.
- Understand German culture and geography.

# MATHEMATICS

## MATHEMATICS 1 & 2 – COMPULSORY UNITS

### INTRODUCTION

Mathematics is a year-long core study for all Year 9 students.

In Mathematics, we aim to ensure that all students:

- Develop useful mathematical and numeracy skills for successful employment and functioning in society.
- Develop abilities to solve practical problems using mathematics.
- Develop an understanding of the role of mathematics in life, society and work.
- Develop specialist knowledge in mathematics that provides for further study.
- Demonstrate the four Mathematical proficiencies, Fluency, Understanding, Reasoning and Problem Solving

### SKILLS

- Solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology.
- Sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.
- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.
- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types.
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.

## MATHEMATICS – BUILDING MATHS CONFIDENCE – ELECTIVE UNIT

### INTRODUCTION

In this subject, students are given the opportunity to reflect on their current strengths and weaknesses and are given time to work on improving their understanding. This subject is to be taken alongside Year 9 Mathematics and is designed as a support for those who require some more time and explanation of the standard Year 9 Mathematics curriculum.

This subject will be very student driven to focus on the needs of those in the class. It will allow the opportunity for students to discover connections between topics and link their skills and knowledge together, particularly if these connections have not been made in Year 7 and 8.

Throughout the subject, students build their confidence in working with numbers and their general numeracy skills. Students are also required to develop strategies that can assist them in their work, in order to increase their ability to work independently within Mathematics.

### SKILLS

- Go through content at a slower pace allowing for more questioning.
- Time allowed for revising basic mathematical skills and capabilities.
- Build confidence in mathematical ability to be able to improve results.
- Fill gaps in knowledge and understanding from previous years.

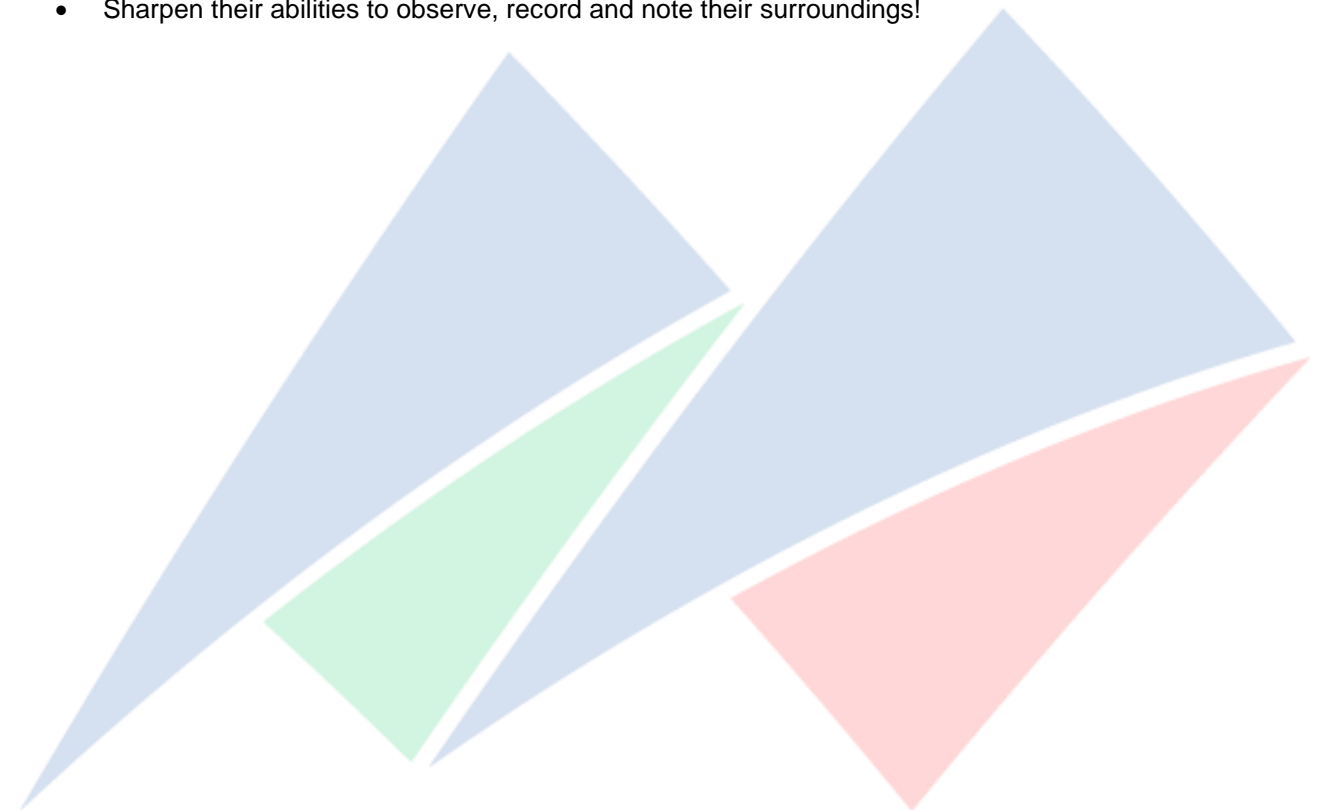
## INTRODUCTION

Investigate Maths allows students who are interested in Mathematics to discover, create and apply their understanding to a wide range of engaging areas. This subject explores areas outside of the standard Year 9 curriculum. Students have time to focus on developing their problem-solving skills, solving real life and hypothetical problems, and to improve their understanding of Maths and how it can be used as evidence to support an argument.

Investigate Maths also provides students with a large element of choice regarding their investigations and will help them prepare for Year 10, VCE and beyond.

## SKILLS

- Gain an understanding of different mathematical theories.
- Apply understanding of concepts to practical situations.
- Learn how mathematics has contributed to history and the present day.
- Acquire knowledge on how estimates can provide solutions to problems.
- Sharpen their abilities to observe, record and note their surroundings!





# SCIENCE

## SCIENCE – COMPULSORY UNITS

### INTRODUCTION

In this subject, students will reinforce their skills and understanding of the processes of science. Topics studied are selected from the brain, nervous and hormonal body systems, atomic structure, chemical reactions, electricity, the dynamic earth and ecosystems.

Throughout the semester students will:

- Investigate multicellular organisms and how their internal systems (nervous and endocrine) respond to changes in their environment.
- Examine ecosystems and the relationships between the biotic and abiotic components of the environment.
- Identify how new substances are formed using chemical reactions.
- Build electric circuits and investigate how they function.

### SKILLS

- Design, conduct and report on experiments.
- Develop skills and practices in care and handling of equipment and materials.
- Develop dissection techniques and accurate use of scientific equipment.
- Analyse scientific issues and organise information in tables and graphs



## SCIENCE – EARTH, SPACE AND BEYOND – ELECTIVE UNIT

### INTRODUCTION

In this unit students will explore the Earth's processes and changes over time. Students will explore the processes of the formation of stars, galaxies and planets and the origins of the Universe. Students will look at the structure of the Universe and the challenges of travelling and living away from Earth.

### SKILLS

- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data and analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

## SCIENCE – FORENSIC SCIENCE – ELECTIVE UNIT

### INTRODUCTION:

How can forensic science help to solve crimes? Students will learn about the different types of science that help to solve crimes. These include fingerprinting, blood typing, DNA profiling, hairs and fibres analysis, toxicology, physical evidence such as handwriting analysis, post-mortem evidence and entomological (insect) evidence. This unit of work introduces forensic science, the occupations that use forensic science and the future and ethics of forensics.

### SKILLS

- Understand what the word 'forensic' means.
- Apply chemical testing, interpret data and develop an understanding of how scientific evidence is used to solve crime.
- Learn to collect, interpret and present evidence.
- Identify different scientists who are involved in solving crime.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

## SCIENCE – SUSTAINABILITY – ELECTIVE UNIT

### INTRODUCTION

In this unit students will explore the environment and how it changes over time. Students will explore the environment and the processes of how organisms grow and adapt over time. Students will look at the chemical processes of how substances are created and recycled, as well as the effects this can have on an ecosystem. This unit of work introduces students to sustainability and how materials change over time.

### SKILLS

- Have an awareness of how to live sustainably.
- Explore how plants grow and adapt.
- Determine the effects of sustainability practices on environments.
- The application of scientific concepts to the understanding and solution of environmental problems and solutions.
- Explore the chemistry of materials and how substances react.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.

# STEAM

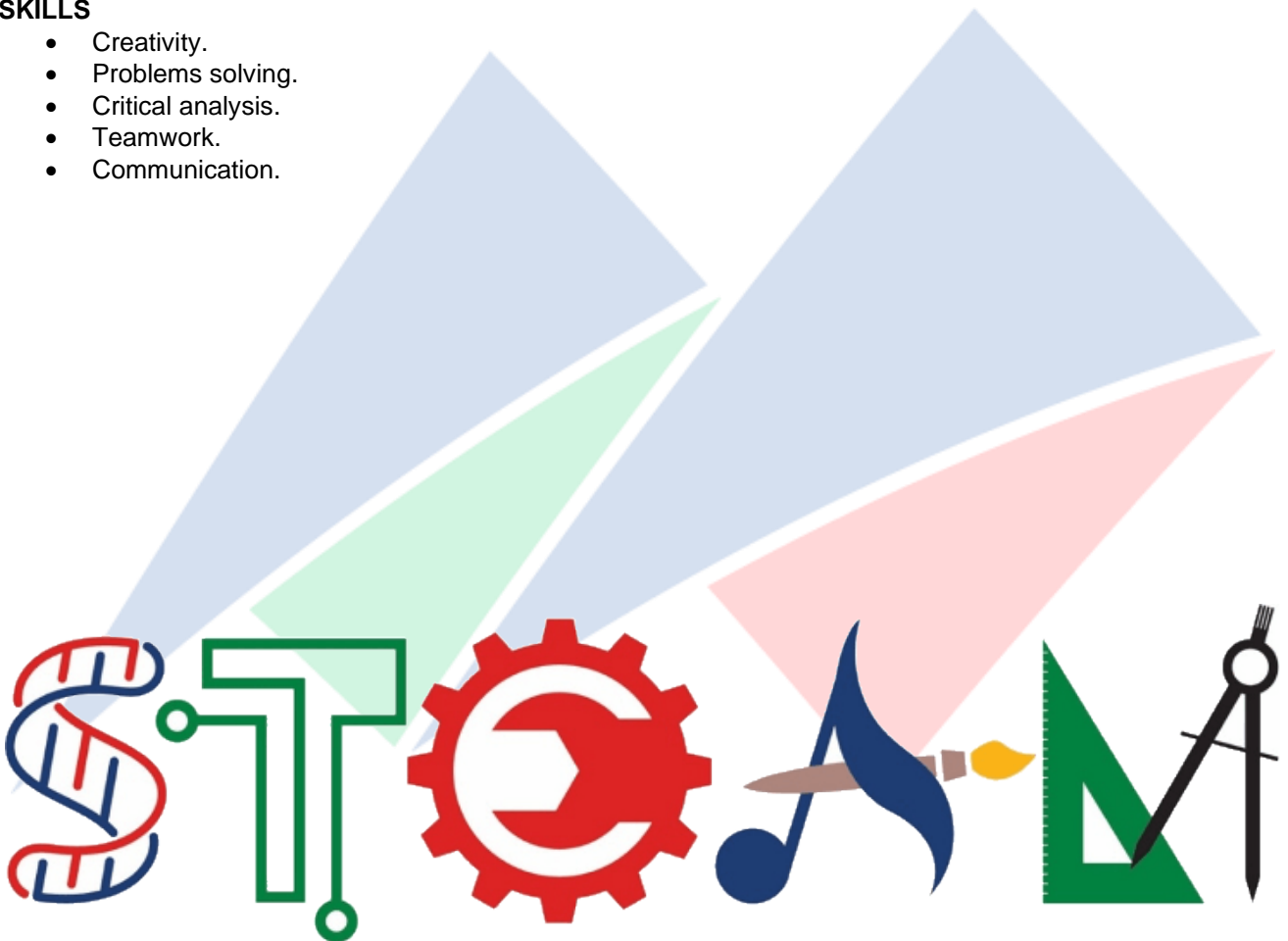
## STEAM – ELECTIVE UNIT

### INTRODUCTION

Innovations, an exciting new subject designed specifically for Year 9 students! Students would dive into the dynamic world of Science, Technology, Engineering, Arts, and Mathematics, where they will explore the intersections of these disciplines through hands-on projects and real-world challenges. In this course, students will develop critical thinking, problem-solving, and collaboration skills as they will tackle innovative projects that spark creativity and ingenuity. From designing a sustainable city, coding a new app, or creating a piece of digital art, STEAM Innovations will empower students to think outside the box and prepare students for the future.

### SKILLS

- Creativity.
- Problems solving.
- Critical analysis.
- Teamwork.
- Communication.



# TECHNOLOGY

## FOOD STUDIES – CORE UNIT

### INTRODUCTION

In this unit, students will have the opportunity to continue to develop their skills to produce a range of food products (both sweet and savoury) using a variety of techniques and processes. They will further develop their skills using tools and equipment. They will safely and hygienically apply theoretical knowledge to practical work and follow a design brief to create a food product. Students will evaluate their product, skills, and the processes they used.

### SKILLS

- Safe Food Handling and Hygiene practices.
- Principles of Food Design.
- Food preparation and evaluation techniques.
- Practical skill development.
- Teamwork and communication.
- Time management and meeting deadlines.
- Responding to a design brief and using design thinking.

## DIGITAL TECHNOLOGIES – CODING 101 – ELECTIVE UNIT

### INTRODUCTION

In this unit, students will develop fundamental skills and knowledge in an object-oriented programming language. They will learn how to design, document and code simple programmes using a variety of tools. They will be introduced to algorithms and their role in problem solving; fundamental programming principles; programming best practises, syntax and semantics. Students will apply these skills to develop an interactive program or simple video game, using a programming language or tool of their own choice.

### SKILLS

- Develop and apply fundamental coding principles.
- Deconstructing and designing algorithms.
- Understanding user experience.
- Problem solving techniques.
- Evaluation skills.

## DIGITAL TECHNOLOGIES – ROBOTICS – ELECTIVE UNIT

### INTRODUCTION

In this subject, students will explore robotics, including creating mechanical robots and understanding the role of robots and smart-technology in the modern world. They will have the opportunity to design, build, and test their own robots, just like a real engineer. Students will get to take home a finished mechanical robot, as well as designing and testing concepts and ideas using a range of kit robots, such as MakeBlock or Mindstorms.

### SKILLS

- Understanding simple circuits.
- Wiring and soldering.
- Designing and creating.
- Programming.

## PRODUCT DESIGN – METAL AND WOOD ELECTIVE UNIT

### INTRODUCTION

In this Product Design class, you will spend one term working with wood and one term working with metal. You will gain hands-on experience with various tools and techniques specific to each material, including measuring, cutting, shaping, joining and finishing. You will learn essential safety procedures, develop design and problem-solving skills, and work on projects ranging from creating a toolbox in wood to a candelabra in metal. This course emphasises craftsmanship and prepares you with practical skills as well as an appreciation for sustainable practices in material use.

### SKILLS

- Safe and correct working practices.
- Principals of design.
- Wood and Metal Construction.
- Finishing and assembly techniques.
- Drawing and Development skills and evaluation techniques.

## PRODUCT DESIGN – TEXTILES – ELECTIVE UNIT

### INTRODUCTION

Students will explore the principles of sustainable design and develop their understanding of the environmental impact of textile waste. Across the Semester, students will learn various textile techniques including sewing, cutting, embellishing and altering. They will gain confidence in using different tools and machinery, honing their skills and craftsmanship. Students will respond to a design brief to create a bucket hat, pin cushions and a bag.

### SKILLS

- Discuss sustainability framework that influence design manufacturing and marketing.
- Analyse the impact of sustainability and other ethical considerations.
- Compare the use of technologies in production processes for both consumers and producers.
- Elements of the design brief.
- Bucket hat, pin cushion, small bag.









186 Manchester Road, Mooroolbark 3138  
☎ (03) 9727 8100

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