



Bass Coast College
Year 9 Handbook
2024



“Achieving success in a caring and creative environment”

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Introduction

Bass Coast College has excellent facilities and resources available for use by students at all levels.

A Student Wellbeing team is attached to the teaching staff at each campus, as well as staff who manage Careers and Individual Student Pathways. Parents/carers and students are encouraged to seek and receive appropriate advice and assistance from these people whenever it is needed. Students with disabilities and special learning needs have a support team and Coordinator.

The College Charter and Annual Strategic Plan set the school's direction and priorities.

A comprehensive set of policies based on the principles of student access and success has been developed and implemented as well. Decision-making involving parents/carers, teachers and students is also a feature of our College operation.

We are extremely proud of our Student Leadership Program. Students are encouraged to participate in a wide variety of leadership initiatives. The College values input by students through such forums as the Student Representative Council, Peer Support Program, Peer Mediation and Sports House Leadership. Student opinion is valued and responsible leadership is seen as an important aspect of the College. Students are given the opportunity to express themselves, give their best effort and strive for personal achievement to the highest level.

The College also provide additional leadership opportunities such as being selected to attend the Snowy River Leadership Camp for a term. Within the school we challenge Year 9 students to envisage the types of healthy relationships that create a healthy community, and we facilitate the growth of our Year 9 cohort role modelling these behaviours within our school and community.

Parents/Carers are encouraged to become active members of the College Council.

Please do not hesitate to call us if you wish to discuss any aspects of College Curriculum policy or process.

In 2024 Bass Coast College Co-ordination Team are excited to welcome students into Year 9. The upcoming year will be one that challenges students to move outside of their comfort zone to find their own best personal growth. Outside of the classroom, this will be achieved through extra curricular activities such as camps and day trips which focus on respectful relationships and leadership skills.

Students of Year 9 will embark on careers focus during their academic year. This will be started by a Morrisby Career portfolio being created for each student. This will lead into career counselling sessions for each student that will flow into their subject selection and pathway coordination leading into Year 10. Interested students will also have the opportunity to start some work experience opportunities through the Headstart program.

Our picturesque geographical landscape allows our College to have opportunities that link our Year 9 students to the community and environment.

It's not uncommon to see our students out in the surf at Inverloch or paddling a canoe along Powlett River within our recreational activities program, or down at the Wonthaggi wetlands completing a practical experiment during science. The students will also have opportunities to improve and shape our environment during tree planting and coast clean up days.

We look forwards to getting to know all students throughout this year of learning.

Key College Contacts



College Principal
Darren Parker



Assistant
College
Principal
Leith Cummins



Dudley
Campus Principal
Matthew Rose



Dudley
Assistant
Campus Principal/
Year 7 Coordinator
Phil DeSalvo



Dudley
Campus Manager
Wayne Rhodes



Dudley
Year 9
Co-ordinator
Sam Martin



Dudley
Year 8
Co-ordinator
Brad Porter



Dudley
PSD Co-ordinator
Sindy Boyd

Dudley
Student Welfare
Kate Miller

Key College Contacts



San Remo
Campus Principal
Emma Harris



Assistant Principal
Junior Programs
Jesse Boyd



San Remo
Campus Manager
Nick Sibly



San Remo
Year 7
Co-ordinator
Antonio Castello



San Remo
Year 8
Co-ordinator
Claire O'Brien



San Remo
Year 9
Co-ordinator
Andrew Hay

San Remo
Student Welfare
Rhys Nayna



San Remo
PSD Co-ordinator
Penny Gordon

Term Dates & Bell Times

Term Dates 2024

TERM 1: 29 January (students return) to 28th March

TERM 2: 15 April to 28 June

TERM 3: 15 July to 20 September

TERM 4: 7 October to 20 December

Bell Times

Student access lockers	8.50 am		
Unit 1	9.00 am	-	10.00 am
Unit 2	10.00 am	-	11.00 am
Recess	11.00 am	-	11.45 am
Unit 3	11.45 am	-	12.45 pm
Unit 4	12.45 pm	-	1.45 pm
Lunch	1.45 pm	-	2.30 pm
Unit 5	2.30 pm	-	3.30 pm

Greater Choice and Opportunities

Introduction to Elective Subjects

Bass Coast College aims to provide students with a wide range of relevant and stimulating academic, Cultural and practical experiences.

Our curriculum is in line with the Victorian Curriculum which is made up of the eight learning areas - English, Maths, Science, Humanities, Arts, Technology, Languages and Health & Physical Education. Capabilities are incorporated into the program also.

Following a common curriculum structure in Years 7 and 8, Year 9 offers students some choice in their Studies through an electives program. The electives allow students to select subjects in some areas, according to interests and talents, while continuing to provide opportunities within the 8 key learning areas and capabilities. The electives are offered over the learning areas of Art, Technology and Languages.

Year 10 allows for greater subject selection with an extensive electives program, covering all the Key Learning Areas, further building on skills and knowledge developed in the Junior School. Students are also able to extend themselves by accessing Year 11 subjects in some circumstances.

The senior school program, Years 11 and 12, is based on the Victorian Certificate of Education (VCE), Vocational Education and Training (VET), Victorian Pathway Certificate and VCE Vocational Major. It covers the last two, or sometimes three years, of secondary education.

Opportunities and Enrichment

Along with providing some choice in subject selections, Year 9 students at Bass Coast College are given opportunities to develop their leadership capabilities and engage further with the school and broader communities.

Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values, including modelling behaviour that exemplifies the student values of being: Respectful, Safe and Responsible.

Year 9 students have opportunities to be leaders in the following roles:

Student Voice House Captain Campus Captain Nutrition Leaders Library Leaders

School for Student Leadership

School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. There are three campuses in iconic locations across Victoria. The **Alpine School Campus** is located at Dinner Plain in the Victorian Alps. **Snowy River Campus** is near the mouth of the Snowy River at Marlo in East Gippsland. The third site is adjacent to Mount Noorat near Camperdown in Victoria's Western District and is called **Gnurad-Gundidj**. After consultation with the local aboriginal community, this name represents both the indigenous name of the local area and an interpretation of the statement "belonging to this place". An application process occurs in Year 8 for selected students to participate for a term in Year 9.

Greater Choice and Opportunities

Personal and Social development

Year 9 is also a time when students are more responsive to their environment, start to challenge beliefs and engage further with the world around them. Bass Coast College offers a broad program to support the social and emotional development of students in Year 9. This includes, but is not restricted to:

- School camps program that focuses on transition and respectful relationships.
- Community and environmental opportunities, working with Landcare, tree planting
- Celebrating and Acknowledging inclusiveness and diversity through;
Year 9 Health Day, Respectful Relationships Program, Multi-Cultural Agency visits,
Wear it Purple Day, RUOK Day.

Year 9 Students also have the opportunity to apply for the Teen Mental Health "The Crew". Each Year "The Crew" receive high level training to allow them to become leaders and advocates for positive mental health in our school. "The Crew" also work with professional facilitators who train Year 8 & Year 10 students in Teen Mental Health First Aid.

Career and Educational Pathways

As Year 9 students start to think about their strengths and interest areas, Bass Coast College offers a significant support program to guide students in their educational and career direction.

All students participate in the Morrisby Careers program, which identifies strengths connected to subject areas and future job prospects. This is followed up with 1:1 counselling from an external provider and 1:1 counselling and support for subject selections for Year 10 from the sub school team.

How Year 9 is structured

In Year 9, students study in their Core Class Group for their compulsory core subjects, comprising English, Mathematics, Science, Humanities, Health and Physical Education, which continue throughout the year. In addition to the compulsory core subjects, students are given the opportunity to choose from a range of subjects in the Learning Areas of The Arts, Design and Technology and Languages other than English (LOTE).

Each week students have a class called Boost that provides a range of different educational, pathway, community and wholistic approached learning, the curriculum varies throughout the year depending on the needs and requirements of the students. This forms the pastoral care aspect of learning and support that we provide to Year 9 students.

Each week, Year 9 students will have 4 periods of English, 4 periods of Math's, 3 periods of Humanities, 3 periods of Science, 4 periods of HPE, plus two electives in each semester, drawn from the Languages, Design and Technology and Arts Learning Areas. Each period is one hour in length and allows for an in-depth process for students to learn using the Bass Coast College Learning Cycle.

Choosing a Course of study

When choosing the Year 9 elective subjects, students are advised to select a broad range of elective subjects across several Learning Areas to enhance their skills and understanding. In selecting the Year 9 subjects, students should take note of the following:

Students complete **Four** elective subjects over the year comprising of two elective subjects taken concurrently each Semester.

How Year 9 is structured

You must choose at least one subject from each of the Learning Area of:

- The Arts
- Design and Technology

Subjects are usually one-semester units and cannot be repeated second semester, except for Advance and LOTE, which must be taken all year and counts as two electives.

Students are asked to:

- Read the handbook and identify possible subjects for next year
- Discuss electives with parents/carers
- Discuss electives with teachers/coordinators

Next steps:

- Students will receive an Edval code where they will access the Edval site and enter their elective preferences
- Ensure elective preferences are entered by the due date

Things to Note

A minimum number of students must choose a subject for it to run. Most classes can have a maximum of 25 students enrolled. If more students choose that elective, we will review whether there is enough interest to run a second class for that subject.

- Friendship groups and preferred teachers are not considerations in selections of electives.
- Changes to student selections for 2023 must be approved by parents and staff.
- Advanced subjects e.g. Advanced Art, may require evidence of previous success in the subject.

Subject Acceleration and Enrichment

All students will have access to classwork that is differentiated to meet their skills and abilities. If students and their parents have any questions about enrichment opportunities or support in the classroom, please contact the classroom teacher or the relevant Year Level Co-ordinator.

Students from the SEAL class will continue to be accelerated through ENGLISH, MATHS, HUMANITIES, JAPANESE and SCIENCE, remaining as a distinct group as part of BCC policy. Further information for SEAL students is available from the SEAL Coordinator.

English Novels / Science & Humanities Textbooks

The College is committed to containing education costs to a minimum. Rather than ask that all students purchase their own copy of each novel/textbook for the above subjects studied, we purchase class sets from the Essential Item Charges. This represents a significant saving on each student's booklist. It is important that the Curriculum Charge is paid by everyone for this process to continue.

SEAL Program

The Select Entry Accelerated Learning (SEAL) program across years 7, 8 and 9. Students are accelerated in the five core subjects of English, Humanities, Japanese, Mathematics and Science.

English

The focus in this subject will be on extending students beyond the usual Year 9 Curriculum.

Students will be exposed to a range of spoken and written texts characterised by complexity of purpose, procedure and subject matter. They will be required to develop strategies that enable critical evaluation of texts with multiple levels of meaning.

Students must demonstrate the ability to justify interpretations of texts with detailed and well-chosen evidence.

Humanities

This unit is an advanced Year 9 unit. Topics covered will be the same as those studied in Year 9 mainstream classes, but the Achievement Standards met will be those of the Year 10 Victorian Curriculum.

Maths

The Year 9 SEAL Program Mathematics course is aligned with the Victorian Curriculum accelerating student learning to one year ahead of the student's school year across three strands: Number and Algebra (NA), Measurement and Geometry (MG), and Statistics and Probability (SP).

The curriculum is grouped into 12 topics studied sequentially spread evenly over the two school semesters. Students use a combination of textbook, computer and hands on resources to develop their mathematical skills. Students are assessed at the end of each topic through a combination of topic tests, assignments, online tasks and completed exercises. Unfinished class work is identified for completion as homework. This course focuses on developing students ability to problem solve independently.

This course is specifically designed for students in the Select Entry Accelerated Learning Program.

Science

Science (SEAL) is an advanced level of study. The topics will be the same as those studied in Year 9 mainstream classes, but students cover these topics in greater depth.

Japanese

Students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Our curriculum focuses on topics such as milestones, nationalities food, shopping, leisure activities, city and country, school trips, part time work, careers and aspirations, and cultural similarities and differences. Language studies have a strong emphasis on metalanguage, vocabulary, grammar, and the functions of particles: including effects on meaning when manipulating grammar for complex sentence structure.

English

English

SUBJECT DESCRIPTION:

The study of English encourages confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Bass Coast College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Film Study

Students will continue developing their understanding of literary and film elements and director's purpose in response to a film. Students will demonstrate their understanding of the film by completing a text response essay upon completion of the unit of work for their C.A.T (Common Assessment Task).

Persuasive Language

Students will examine texts which have been used to persuade and present issues on local, national and global levels. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. Students will present an analysis of an advertisement and write a prose analysis of how argument and written and visual language has been used to persuade others to share the points of view presented for their C.A.T (Common Assessment Tasks).

Novel Study

Students will study a novel and build on their understanding of how social and historical values are presented. They will also examine the different literary elements and author's purpose. While reading the text, students will complete a variety of comprehension activities. They will also present a personal response in relation to a character and respond analytically by completing a text response essay for their C.A.T. (Common Assessment Tasks).

Context Study

Students will examine various mentor texts connected through the theme of 'Isolation'. These mentor texts will present different viewpoints and perspectives and offer examples of effective writing in terms of purpose, audience and structure. This theme will then frame and focus their written responses on the theme for the C.A.T. (Common Assessment Task).

Maths

Mathematics

SUBJECT DESCRIPTION:

The Year 9 Mathematics course is aligned with the Victorian Curriculum across three strands: Number and Algebra (NA), Measurement and Geometry (MG), and Statistics and Probability (SP).

The course is grouped into 7 topics per year, studied sequentially and spread evenly over the two school semesters. Students use a combination of textbook and digital resources to develop their mathematical skills, using efficient mental and written strategies and appropriate digital technologies such as the scientific calculator. They are expected to complete work set in class for homework regularly. Students are assessed at the end of each topic.

Students are encouraged to progress through these stages of mathematical skill development:

- Consolidation of skills from previous years

- Mastery of essential numeracy skills

- Understanding of new topics

- Proficiency in new topics

- Ability to tackle more challenging mathematical problems independently with confidence

Science

Science

SUBJECT DESCRIPTION:

Year 9 students will study science in both semesters. The Science Understanding Strand covers the earth and space, chemical, physical and biological sciences. Students will also develop their science inquiry skills by completing a wide range of practical experiments and investigations.

General Science 1 (SG19):

Topics studied:

Ecology

Heat Energy

Chemistry A: Atomic Structure and Periodic Table

Science Inquiry Skills

General Science 2 (SG29):

Topics studied:

Control and Regulation

Chemistry B: Life Processes, Acids and Bases, Combustion Reactions

Electrical Energy

Science Inquiry Skills

Humanities

Humanities

SUBJECT DESCRIPTION:

You've been in secondary education for long enough now to have some idea about the world and how it works. By Year 9 many of you are starting to think for yourselves in a more critical way, and you may be curious about why the world is the way it is. The topics we cover in Humanities may help the puzzle pieces slip into place.

Our Geography unit allows you to look at the social, economic, environmental, technological and political developments that have led to inequality on a global scale. We look at how resources are exploited and allocated and examine the difficulties many places face when creating a fair and just society. We ask the questions about why some places struggle to look after the needs of their people and why other places thrive.

Having gathered knowledge about the current state of nations around the world, we naturally become curious about the events, people and challenges that occurred in the past that resulted in the outcomes we see today. Our History unit starts where it all began but exploring pivotal moments and turning points that transpired during Industrial Revolution (1700-1900). Through investigations and inquiry projects you will come to understand the suffering that led to revolution, the inventions that trigger chain reactions and a complete flip in the way people live their lives. You will look very closely at the motivations of Europeans to colonise during this time and the subsequent ramifications including mass movements of people, slave trade, dispossession of land, and the building of different societies. This understanding of the 18th and 19th centuries provides the foundation for a depth study on The War to End All Wars, World War I.

The year would not be complete without an economics unit and our focus is on the world of work. You will learn how to write a resume and cover letter, who to ask for a reference and how, interview techniques, your rights and responsibilities as a worker, rates of pay, paying tax and the importance of putting in a tax return. This is a practical and relevant unit as many students enter the workforce for the first time.

Overall, Year 9 Humanities offers juicy topics to engage with that continue to build on your writing, analytical and critical thinking skills, that spark debate and deep understanding of the world around us.

Languages

Japanese

SUBJECT DESCRIPTION:

Learning a Language is a valuable and worthwhile experience. Australia needs people with an understanding of other languages and cultures.

- A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.
- Knowing another language makes an overseas trip even more special and enjoyable.

In this course, students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Our curriculum focuses on topics such as describing people, Japanese pop culture, festivals, milestones and celebrations, nationalities and/or food.

Students also need to aware that language studies have a strong emphasises on metalanguage, vocabulary, grammar and the functions of particles, including effects on meaning when manipulating grammar for complex sentence structure.

Health & Physical Education

Health & Physical Education

SUBJECT DESCRIPTION:

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Year 9, all students will have the opportunity to participate in two practical units of Physical Education and two theoretical units of Health per week. Content in these practical and theoretical will be closely linked and successful completion will require effective involvement and the development of knowledge and skills in all aspects of the course.

Individual achievement will be assessed according to standards set in the Victorian Curriculum.

The theory components will include Personal Identity, Movement Analysis, Mental Health, Respectful Relationships and Drug and Alcohol Education.

Practical activities will include Fitness Testing, Fitness Training, Movement Analysis Tasks, SEPEP program (Sport Education in Physical Education Program), and Target based Recreational Games and Minor Games.

Additionally, students will have the opportunity to select from a range of recreational activities in both Terms 1 and 4. Many of these activities will be run off campus and will aim to involve students in the wider community, with a focus on experiential learning.

Advance (Life Saving)

Students selected to complete the ADVANCE program will have the opportunity to complete their Surf Rescue Certificate (SRC), this requires the successful completion of both practical and theoretical components, assessed by Life Saving Victoria. Students will also work on developing open water (surf beach) awareness and skills via surfing, with a focus on technique development and safe participation.

Additionally, students will be required to complete major projects and coursework that align with the current Year 9 curriculum with a focus on leadership development.

Students who enrol in ADVANCE will be required to pay a levy of \$100 per semester to supplement the cost of uniforms, camps, bus travel and specialised equipment and facilities hire.

The ADVANCE program is a two-year course completed in Years 9 and 10 and a selection process applies to this subject. Students must apply in writing.

The Advance course in Year 9, runs over 2 semesters and is undertaken instead of the mainstream Physical Education core program.

The Arts

Studio Art

SUBJECT DESCRIPTION:

Students who choose Studio Art will learn how to analyse and interpret the development of art and art movements throughout history.

Students will be encouraged to explore and express their feelings as they develop their personal style in an imaginative format by drawing upon the influences of modern artists.

Through a series of Learning Tasks students will conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

They will do this with a variety of materials, techniques, technologies and processes. They will extend skills in planning and designing art works and documenting artistic practice.

Art and Sculpture

SUBJECT DESCRIPTION:

Art and Sculpture will continue to build upon students' knowledge and skills in the areas of two and three-dimensional design.

Students will conceptualise, plan and design art works that express ideas, concepts and artistic intentions through a series Learning Tasks.

Students will explore how artists manipulate materials, techniques, and processes to develop and express their ideas in artworks.

Furthermore, students will continue to develop skills in sculpture, painting, drawing and printmaking.

Students will also learn how to analyse and interpret artworks and explore the different forms of expression, intentions and viewpoints of artists.

Advanced Art

SUBJECT DESCRIPTION:

Students, who choose Advanced Art, will learn to appreciate, comment, analyse and evaluate the meaning, techniques, design and artistic qualities of artwork.

Through experimentation, students will further develop the skills required to enable them to express their feelings and ideas in an imaginative and individual way.

Students will draw upon current and social issues for inspiration. Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.

They will also, discover connections between techniques, processes and visual conventions in artworks to develop their own art practice.

The Arts

Visual Communication Design / Illustration and Instrumental Drawing

SUBJECT DESCRIPTION:

The course, Visual Communication Design – Illustration and Instrumental Drawing, focuses on the development of drawing skills and encompasses Communication Design, Industrial Design, and Architecture.

Students will learn to visually communicate ideas using design elements and principles. They will develop their illustration and drawings skills including instrumental drawing (e.g., isometric, orthogonal, and perspective).

They will respond to design briefs, following the six stages of the design process. Additionally, students will acquire proficiency in using digital tools like Adobe Illustrator to develop their designs.

The course includes analysis of design examples and covers the legal and ethical issues in the industry. Students will build their final presentation techniques while constructing their design portfolios.

Visual Communication Design / Digital Design

SUBJECT DESCRIPTION:

Digital Design is a Year 9 subject that focuses on the use of digital technology through three units: Graphic Design, Industrial Design, and Architecture. Students develop skills in visual communication, design thinking, and use a range of programs to create visual communications.

They explore drawing conventions, design elements, and principles, and investigate the work of designers in different fields of design. Students engage in making and responding to visual communications, using various methods, materials, media, and technologies.

Students will learn to use Adobe Photoshop, Illustrator and CAD programs. This course fosters creativity, critical thinking, and technological proficiency, preparing students for future career pathways.

Visual Art / Three Dimensional Art

SUBJECT DESCRIPTION:

In this subject, students explore the visual arts through designing and creating sculptures from various materials including clay, wire, found objects, plaster and Lego, placing an emphasis on making three-dimensional finished works. Students will look at different sculptures through time and explore how artists made these pieces as well as their arts practices. Skills in three-dimensional sketching and rendering will be developed in order to express ideas for works through visual communication and compliment their art making developmental process. Students will engage in art analysis of sculptures as part of their theoretical work, including the use of art elements and principals in their responses.

The Arts

Drama

SUBJECT DESCRIPTION:

In this unit, students will create characters, take on various roles and explore the lives of their characters. They will explore a variety of dramatic forms, such as Commedia dell'arte (Italian Comic Theatre) and the short film.

Students will take part in both solo and group performances. Assessment is based on the students' involvement in workshops, as well as their ability to perform and appreciate the work of others.

Popular Music

SUBJECT DESCRIPTION:

All students enrolled in Popular Music are required to have access to an instrument to practise on. Students who do not currently own an instrument should purchase a guitar.

Students rehearse, perform, compose, describe and discuss Popular Music in a variety of styles, from early Blues through to the present. Students who take lessons through the South Gippsland Schools Music Program or an external provider are encouraged to play this instrument in class. Students who do not have experience on an instrument will be taught basic guitar skills in class.

Common Assessment Tasks include 12 Bar Blues rehearsal and performance, composition and performance of four chord songs and the creation of a remix using Sound trap. Students will be challenged to improve technical proficiency on their instrument throughout the semester. There is also some study of music theory and aural skills.

Dance: Creative Movement

SUBJECT DESCRIPTION:

In this Unit students will explore movement as an art form. They will learn about different performance styles and develop the necessary skills, techniques and processes for executing them.

In workshops students will improvise movements, choreograph their own works as well as learn prescribed works choreographed by others. They will be required to perform and to develop an appreciation of aesthetics as an audience member.

Assessment is based on their involvement in workshops as well as their ability to perform and appreciate the work of others.

Drama Extension

SUBJECT DESCRIPTION:

This is an advanced drama unit for those students with a keen interest in performing and who want to be involved in a production. This production is part of the Malthouse Theatre's *Suitcase Series*.

Over the course of the semester, students will develop their dramatic skills and learn to use their voice and body as vehicles for expression. Students will also gain skills relevant to the technical aspects of a production.

They will perform at the Malthouse Theatre in Melbourne towards the end of the semester. There, they will receive feedback from other schools and will comment on the quality of other schools performances as well.

*Students must have completed Drama 9 before attempting this unit.

Technology

International Foods

SUBJECT DESCRIPTION:

It is recommended that students complete Food Technology and Design Year 8 before this unit.

In this subject students will be involved in the preparation and serving of foods from a selection of countries. They will learn through both practical and theory sessions about food customs and family life in other countries and also how Australian food patterns have been influenced by these countries.

Practical sessions will emphasise safe and responsible work practices, food selection and dietary implications.

Students participate in a double practical cooking class weekly and a double theory class.

A one-off levy of \$40 is payable to cover ingredients.

Food Design

SUBJECT DESCRIPTION:

In this elective students explore in detail the design process. While investigating the design brief process through a series of structured activities students cover topics including safe preparation, storage and serving of food, the environmental impact of food, cooking on a budget and the importance of eating for good health.

Students participate in a double practical cooking class weekly and a double theory class.

A one-off levy of \$40 is payable to cover ingredients.

Technology

Metals & Plastics

SUBJECT DESCRIPTION:

Students develop their understanding of the design process and improve on their woodwork skills from previous years to plan, make and evaluate projects using a range of timbers.

The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and produce technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects with a focus on how to safely use tools and machinery.

Evaluate - Finally, students use criteria developed in the design brief to evaluate the quality of their projects, their methods and identify any problems that need improvement.

Information Technology

SUBJECT DESCRIPTION:

Students will build on the skills that they developed in the Year 8 Information Technology subject in order to further develop their problem solving skills while facing various technical and design problems through the completion of two major projects.

The first major project will be the design and development of a complete web site using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheet) coding languages. Students will use various programs to code their own web pages from scratch as well as populating those web pages with information and various forms of media.

The second major project will be the production of an animation using Adobe Animate CC. Students will use planning tools in the creation of character and background art, as well as storyboards, in order to produce a digital animation with a basic plot.

Throughout the process, students will learn to use a number of different programs and planning techniques in the creation of a single project outcome.

CAD

SUBJECT DESCRIPTION:

The aim of this subject is to provide students with experiences in the use of computer aided design (CAD) and computer aided machining (CAM). Students will build on the skills previously developed in the year 8 CAD program. They will use explore the production process as prescribed within Design & Technology but specialise through digital applications. Fusion 360 will be used to generate three dimensional models that will be subsequently be formed on a 3D printer.

(Note: you do not need to have completed Year 8 CAD to do this subject.)

Students will develop further skills in use of CAD drawing software. Using Adobe Illustrator and Fusion 360 students will be provided the opportunity to develop the following skills:

- Generate basic objects
- Generate complex objects with moving parts
- Create and print orthogonal views of designs
- Develop the skills and knowledge required to Prepare a CAD drawing for printing on a 3D printer.

Develop ideas, designs and drawings into physical objects that can be used, e.g. balloon powered cars

Technology

Textiles: Design & Fashion

SUBJECT DESCRIPTION:

The aim of this elective is to further develop student's ability to investigate, design, produce and evaluate more challenging practical projects.

This elective is designed to:

- Present students with more complex design briefs relevant to present day trends.
- Further develop, refine and produce well annotated designs for each brief.
- Expand upon the construction techniques and processes presented in Year 8 Textiles.
- Develop a better understanding of commercial patterns.
- Increase student's knowledge of fabrics, properties and characteristics
- Develop an understanding of the Fashion industry & the challenges being faced: social, ethical and environmental impact.
- Gain an awareness of the various employment opportunities in the Textiles industry.
- Evaluate their product according to the design brief set criteria

Practical projects for this unit include: Skirts, Shorts, Jumpsuit, Culottes, Cargo Pants, Tops/T-shirts, Fashion accessories (e.g. Bags, hats, brooches etc.)

Students are expected to complete a minimum of two practical projects for the semester. The school will supply materials and notions for practical projects

Technology

Woodwork

SUBJECT DESCRIPTION:

Students develop their understanding of the design process and improve on their practical skills from previous years to plan, make and evaluate projects using a range of Metals and Plastics.

The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and produce technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects with a focus on how to safely use tools and machinery.

Evaluate - Finally, students use criteria developed in the design brief to evaluate the quality of their projects, their methods and identify any problems that need improvement.

Advanced Woodwork

SUBJECT DESCRIPTION:

Students continue to improve their woodworking skills and further develop their understanding of the design process to investigate, design, produce and evaluate their projects.

The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects from a range of timbers with a focus on how to safely use tools and machinery.

Evaluate - Students self-evaluate the quality of their projects, their methods and list any problems that need improvement.

Technology

Jewellery Making

SUBJECT DESCRIPTION:

This unit aims to develop knowledge and skills associated with a range of materials and processes involved in the making of a range of jewellery products. Through design briefs students will investigate, design, produce and evaluate a range of jewellery products.

The subject aims to develop in students;

- Skills in researching and designing jewellery products.
- The ability to quantify materials including marking out and material preparation.
- Knowledge of sequential processes in jewellery construction.
- Knowledge of tools and machinery used in the manufacturing of jewellery.
- Understanding of correct safety procedures associated with working in jewellery making.
- The ability to assess and evaluate design selection and analyse finished products.

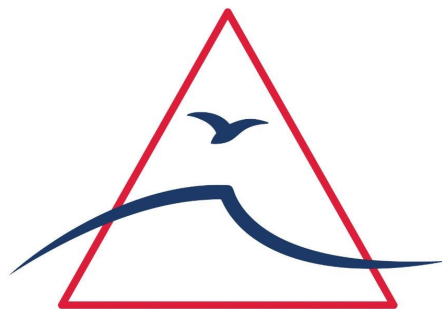
Robotics

SUBJECT DESCRIPTION:

Robotics is a fun and engaging way to teach fundamental technology, it encourages kids to think creatively, analyse situations and apply critical thinking and problem solving skills to real world problems. Students learn it is acceptable to make mistakes, especially if it leads them to better solutions.

Students Learn to:

- Understand forces and motion
- Measure and calculate distance and speed
- Graph and interpret rotation sensor and data
- Observe the transfer of energy driving motion
- Use knowledge of simple machines to build more complex machines
- Use sensors to control behaviour and to analyse data
- Develop robots using logical structures and sensor feedback



Bass Coast College

“Achieving Success in a caring and creative environment”