YEAR 9 & 10 Elective Booklet 2016

Art work courtesy of Erin Caserta & Y9/10 Visual Careers students

NAME: _______________
**YEAR 9 & 10 PROGRAM**

The Year 9 and 10 program runs as a core and elective structure.

All students study **core units** in English, Mathematics, Humanities, Science and Health/Physical Education. **Extension studies** are also provided in core subjects for Year 10 students.

All students also complete **Advance**. The Advance program develops student skills in leadership and teamwork and has a strong community participation theme. Students work in partnership with the CFA as part of the program.

**Alternative Year 10 options**

A **pre VCAL option** is provided for students in Year 10. This option allows students to get a ‘taste’ of the VCAL program while maintaining all the essential elements of the traditional Year 10 program. Students may choose this option rather than take part in extension classes in core subjects. Students may choose to undertake the literacy and numeracy and personal development VCAL units in place of Year 10 Maths and English. Students would participate in the Community House project.

Students who take this option would be looking to continue with VCAL in Years 11 and 12. The VCAL option would suit those interested in more practical, 'hands on' learning. It helps develop knowledge and skills in preparation for employment, apprenticeships and traineeships, as well as further education and training. Students may gain credit towards their VCAL program undertaken in Years 11 and 12.

Students and parents interested in finding out more about this option should make an appointment with Miss Byrne and Mr Phelan at school so as to fully explore the option and its potential implications for their study program at school. Students will be selected for the Year 10 VCAL Foundation course based on their ability to demonstrate a strong link to the VCAL pathway. Students will be required to display an interest within this area and a desire to complete a VET subject in the future and structured work placement (SWP).

Following an interview with Miss Byrne, Mr Phelan and Barb Bear it will be at the discretion of the panel whether the student has demonstrated a strong link to the VCAL pathway. Parents/guardians are invited along to these interviews, they will take place at the beginning of Term 4.

**VCE studies in Year 10.**

Students may choose to undertake VCE units in Year 10. Certain VCE subjects will be blocked against elective choices. If students choose to do a VCE subject they will only do one elective instead of 3 each semester.

Completing a VCE subject may provide advantages in terms of gaining experience in VCE study and may give students more flexibility in planning their VCE including the opportunity to complete a Unit 3/4 study in Year 11. Students who choose this option will need to commit to some extra study demands and will need to consider this in making their decision. Approximately an additional 3-4 hours homework a week.
You should discuss your options with elective teachers of relevant studies.

**ELECTIVE PATHWAYS**

- In response to a review of electives it was decided to organise and present electives on a pathways basis.
- Pathways would be taken up by students over Years 9 and 10 and link with VCE, VET and VCAL options in Years 11 and 12.
- Students make initial choices for the year, but there is flexibility to change—given a formal request for change (with signed parent approval) is approved by your senior sub school Leader.

**Pathways:** the following pathways have been identified. Units that relate to each pathway are listed under these headings. Some units may relate to more than one pathway.

### Art/craft

- Constructing with Fabric
- Visual Art
- Art Careers
- Photography
- Visual Communication
- Visual Design
  - *Links to VCE-Art and Studio art, Visual communication and design*

### Design technology

- Auto/Truck restoration
- Building and Construction
- Energy Breakthrough
- Furniture restoration
- Pre VET (Engineering & Building and Construction)
Automotive

- Small Motors
- Energy breakthrough
- Auto/Truck restoration
- Pre VET (Engineering & Building and Construction)
  ➢ Links to VCE/VCAL - Certificate in VET Automotive

Food technology

- Multicultural Foods
- Bakehouse Cookery
  ➢ Links to VCE/VCAL - VCE Food technology

Outdoor education

- Outdoor education
  ➢ Links to VCE Outdoor education, Environmental science

Computer Programming / Multi Media

- Information technology/Computer Programming
- Multi media
  ➢ Links to VCE/VCAL – VCE and VET Certificate in Information technology

LOTE

- Year 9 German
- Year 10 German
  ➢ Links to VCE LOTE

PRACTICAL SCIENCE

- Robotics
  ➢ Links to VCE Science units
PRELIMINARY ELECTIVE SELECTIONS SHEET

The following units are offered for selection

Your initial selections are expressions of interest – from which a blocking sheet will be put together for you to make final selections.

**Note**: Not all units on the list below will be offered in the blocking – your choices, access to alternative pathways and staffing will decide what will be offered.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Auto / Truck Restoration 1</td>
<td>Auto / Truck Restoration 2</td>
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<tr>
<td>Building &amp; Construction 1</td>
<td>Building &amp; Construction 2</td>
</tr>
<tr>
<td>Computer Programming 1</td>
<td>Computer Programming 2</td>
</tr>
<tr>
<td>Constructing with fabrics (Textiles) 1</td>
<td>Constructing with fabrics (Textiles) 2</td>
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<tr>
<td>Drama 1</td>
<td>Drama 2</td>
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<tr>
<td>Energy Break Through EBT 1</td>
<td>Energy Break Through EBT 2</td>
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<tr>
<td>Furniture Restoration 1</td>
<td>Furniture Restoration 2</td>
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<tr>
<td>Home Economics – Multicultural foods 1</td>
<td>Home Economics – Multicultural foods 2</td>
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<tr>
<td>German LOTE 1</td>
<td>German LOTE 2</td>
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<tr>
<td>Kettle Bell Class 1</td>
<td>Kettle Bell Class 2</td>
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<tr>
<td>Land Management 1</td>
<td>Land Management 2</td>
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<tr>
<td>Local History Research Challenge 1</td>
<td>Local History Research Challenge 2</td>
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<tr>
<td>Multi Media 1</td>
<td>Multi Media 2</td>
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<tr>
<td>Outdoor Education 1</td>
<td>Outdoor Education 2</td>
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<tr>
<td>Photography 1</td>
<td>Photography 2</td>
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<tr>
<td>Pre VET (Engineering &amp; Build &amp; Cons) 1</td>
<td>Pre VET (Engineering &amp; Build &amp; Cons) 2</td>
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<tr>
<td>Robotics 1</td>
<td>Robotics 2</td>
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<tr>
<td>Scrap Metal Sculpture 1</td>
<td>Scrap Metal Sculpture 2</td>
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<tr>
<td>Small Business Enterprise 1</td>
<td>Small Business Enterprise 2</td>
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<td>Small Motors 1</td>
<td>Small Motors 2</td>
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<td>Vis Art 1</td>
<td>Vis Art 2</td>
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<td>Vis Careers 1</td>
<td>Vis Careers 2</td>
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<tr>
<td>Vis Communication 1</td>
<td>Vis Communication 2</td>
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<tr>
<td>Vis Design 1</td>
<td>Vis Design 2</td>
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</tbody>
</table>

Additional subjects such as: Small Business Enterprise, Drama, Kettle Bell Class or Land Management are all a possibility if there is interest from our Year 9 & 10 students. There is no subject outline included for these subjects, this would be determined at a later date depending on the students' needs and interests.
Year 9 & 10 Elective Preference sheet

Student name: ________________________

Year level in 2015: 9 OR 10 (please circle)

VCAL

Yes OR No (please circle) I am interested in the Year 10 Pre VCAL program. I will attend an interview at the beginning of Term 4 with SB MP and Barb Bear.

VCE studies (for Year 10 students in 2016 only)

Yes or No (please circle) I am interested in studying a VCE Units 1 & 2 subject 2016. I realise that this subject will be blocked against two of the Year 9 & 10 elective blocks. Therefore, I would be enrolled in just one elective subject per semester & a VCE Units 1 & 2 subject. The actual VCE subjects to be offered will be announced early in Term Four to all current Year 9 students who have expressed an interest in studying a VCE subject.

Year 9 & 10 elective preferences: wish list (due Friday 18th of September)

List the subjects that you would like to study below in the table for each semester.

<table>
<thead>
<tr>
<th>Preferences Wish list</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Outdoor Ed 1</td>
<td>EBT 2</td>
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<tr>
<td>1 (my favourite)</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>6 (least favourite)</td>
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</tbody>
</table>

Expression of interest: this form is an expression of interest form that must be submitted by Friday 18th Sep for your preferences to be considered. Following this, blockings of subjects will be drafted and then another preference sheet will be distributed.

Student signature: ________________________  Parent signature: ________________________
Year 9 & 10 Electives

Subject: **Auto / Truck Restoration**

Unit Outline

Auto / Truck restoration. Semester 1 and 2 Vehicle already available. (not small motors). **Sem 1+2** This elective could lead on to VET Automotive Certificate 11.

Students to undertake research, design planning, timeline, problem solve, learn oxy and mig welding, panel beating, paint preparation and electrical wiring.

Students disassemble & reassemble old engines.

Fabricate pieces to repair metal work.

Students learn welding, pop-riveting, paper repair, panel preparation etc.

Basic auto care.

Estimated costs:

- See Mr Bunton/Mr McKinnon to discuss the estimated costs and equipment associated with this elective.

Subject: **Building & Construction**

Unit Outline

Building and construction.

Subject in line with Certificate 11 Building and Construction (in preparation for VET),

Students to achieve competencies such as OH&S, hand tools, power tools, site preparation etc.

**Unit 1 Semester 1** students to develop skills in the construction techniques and build a small quality product.

**Unit 2 Semester 2** students to be guided in the building of a more complex and challenging tasks.

Estimated costs:

- See Mr Poyser or Mr Bunton to discuss the estimated costs associated with this elective.

- Anticipated equipment required: See Mr Poyser for further details.
Subject: Computer Programming

Students who take Computer Programming will learn to design various pieces of software using Python.

Python is a programming language that is designed to make programming extremely easy, approachable and fun for beginners. Python’s intention is to bring down the barrier and serve as a stepping stone to the amazing world of computer programming.

Every program that runs on a computer or mobile phone, including all software, games and internet sites, has been designed and written by someone. The ability to write a program of instructions for a computer to follow opens up a very wide range of employment opportunities for the future.

Semester 1

- Various introductory projects
- Programming in Python
- Robotics

Semester 2

- Text based game
- Graphical game programming
- Creating mobile apps

All enquiries should be directed to Mr Cameron.

There is no cost associated with this elective, but students are advised to have a working laptop.
Subject: **Constructing with fabrics: Textiles**

**Unit Outline**

Students will design, produce and evaluate a variety of negotiated fabric projects in response to design briefs.

Commencing with a simple project, students will build a repertoire of skills to allow them to construct increasingly complex items.

Possible projects include:
- Kimono style bath robe
- Sleep wear
- Separates (eg. Skirts, shorts)

Throughout the semester students will use the sewing machine, overlocker and embroidery machine, and develop skills in problem solving and interpreting commercial patterns.

Completed construction projects, design briefs and assignments will be assessed.

**Estimated costs:**

- **$35 per semester** per subject. This is paid within the school levy.
- Students will be required to provide fabric and notions (thread, zips, elastic) for all projects undertaken.
- See Ms Tracey for further details.
Subject: EBT Energy breakthrough

Unit Outline

EBT: Students go through the entire process of developing a concept to fabricate a new recumbent bike.

**Energy breakthrough** Semester 1 and 2
- **Construction of a completely NEW vehicle for the 2016 challenge**
  - **Sem 1** = designing & altering of existing model, skill building and field trip.
  - **Sem 2** = continued construction and sponsorship resourcing. Designing of school shirts and logos for the vehicles.

**Cost $105 (in 2015) it is anticipated to remain at the same or similar price in 2016.**
Cost covers shirt, food, transportation to event and fees. **8 students are required to ride in either 24hr or 12hr triathlon race.**

Energy breakthrough operates over the whole year so please consider whether you are prepared to take the unit over the whole year. There will be some personal items required such as, helmet, drink bottle and other bike wear & equipment. See Mr Bunton or Mr McKinnon for specific information.

Materials, accommodation, sponsorship letters, fundraising efforts. Students to supply.

Estimated costs:
- paid within school levy
- Specialist materials
- T-shirt for event
- Bus & travel at the end of year (Nov)

Anticipated equipment required:

See Mr Bunton or Mr McKinnon for more information.
Subject: **Furniture Restoration**

Unit Outline

Furniture restoration.

Students to select an old piece of furniture and return it to its former glory. Suggested pieces are crystal cabinets, cedar tables, side cupboards, gypsy tables, hall stands etc, chest of draws to name a few. Students will also learn French polishing. This subject has links to cert11 building and construction.

Cost; students to resource their own project.

**(field trip would help students understand the history and value of some pieces). Students own projects could be sold if they wish.

Estimated costs:

- See Mr Bunton to discuss the estimated costs associated with this elective.
- Anticipated equipment required: See Mr Bunton for further details.

Subject: **Scrap metal sculptures**

Unit Outline

**Scrap metal sculptures** 1and 2. Semester 1+2.

**Semester 1.** Students to design and fabricate a garden sculpture incorporating solar lights and various metal pieces.

**Semester 2** students to fabricate an unusual letter /mail box similar to the concept in the back of the outback book.

Students' to resource their own 'parts'. Solar lights can be purchased at any hardware shop).

Note - all technology students must have sturdy covered footwear that meets OHS requirements.

Estimated costs:

- See Mr Bunton to discuss the estimated costs associated with this elective and anticipated equipment.
Subject: Home Economics

Unit Outline

2014 Home Economics Year 9-10 Elective
Semester 1: Multicultural Foods

Students focus on the influences multiculturalism has on Australian food choices. Meals will be based on ingredients from many parts of the world.

Course Outline: 1 theory and 2 practical classes per week.
Cost: Approx. $64/semester, covers the costs of the ingredients and is to be paid on the booklist or before the commencement of the semester.
Equipment: Apron, container, diary and pen to be brought to class every week.
Assessment: Weekly practical food preparation, theory and assignment.

Semester 2: Bakehouse Cookery

Students focus on baking styles and ingredients used when baking dough, pastry etc. Many productions will be based on ingredients from many parts of the world.

Course Outline: 1 theory and 2 practical classes per week.
Cost: Approx $64/semester, covers the costs of the ingredients and is to be paid on the booklist or before the commencement of the semester.
Equipment: Apron, container, diary and pen to be brought to class every week.
Assessment: Weekly practical food preparation, theory and assignment.

Links to VCE further study pathways:
Links to VCE will provide insight into VCE Food & Technology Unit 1 & 2.

YEAR 9-10 HOME ECONOMICS

WORK REQUIREMENTS
Students are required to participate in all classes, 1 theory and 2 practical per week, and complete all the assigned tasks.

ASSESSMENT TASKS
Students are to complete all assessment tasks.
  o Complete practical classes, evaluations and a folder of class notes and recipes.
  o Work sheets and investigations that correspond with class work.
  o Written and ICT assignment work.
  o Completion of a practical assignment.

Estimated COST
$64 includes the costs of ingredients used.
The money is to be paid before the commencement of classes or arrangements for late payment are to be made with Mrs. Cail in the office.

I have read the above and understand the commitment required for this class.

SIGNED: (Student) (Parent)

See Mrs Drury for further details.
Kettle Bell Class

Unit Outline

Kettlebell Lifting (Girevoy sport)
A kettlebell (girya) is a traditional Russian cast iron weight that looks like a cannonball with a handle.

Kettlebell sport or Girevoy Sport is the traditional Russian sport of kettlebell lifting. Students undertake various exercises using the kettlebell incorporating strength and endurance.

Students learn basic techniques of the swing, clean and progress to learning correct lifting technique for the snatch, jerk and long cycle.

Students also learn to use the kettlebell as a tool incorporating principles of G.P.P (General Physical Preparation) which emphasises strengthening the entire body.

- Anticipated costs and required equipment will be determined based on student numbers.

- Please speak to Ms Lethlean for further details.

LOCAL HISTORY RESEARCH Challenge

If you enjoy history and writing then this is for you! With the help of Mr Rudkins you can engage in a local history research project. This can be completed as part of the Chisel scholarship program open to students in Years 9-12. Your entry may win you $1000.

You will spend your time researching, planning and writing a local history essay. You might write about your local town/district or football/netball club. It might be a family history or a history of a place or building. You could write about the history of farming in the area or do a study of indigenous history in the local area.

Students will collect their research by various methods including visits to sites, interviews and searching documents and photos. You can learn from local writers and historians. You will learn how to research, investigate, communicate and present your findings. Your completed project can be provided to the local historical society to add to the collected works on local history.

Cost $50 to cover some travel, photocopying, book binding.

Please talk to Mr Rudkins
Subject: LOTE German

Unit Outline

<table>
<thead>
<tr>
<th>LOTE Pathway</th>
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<tbody>
<tr>
<td>Year 10 German</td>
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<tr>
<td>Semester 1</td>
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<tr>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>A] Stadt oder Land?</td>
<td>City or Country</td>
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<tr>
<td>Life styles, how and where you live, hobbies, past times.</td>
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<tr>
<td>B] Culture:</td>
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<tr>
<td>Housing in Australia and Germany</td>
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<tr>
<td>C] Text Types:</td>
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<tr>
<td>Leaflets, graphs, table, photo story, power points.</td>
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<td>Semester 2</td>
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<td>Chapter 3</td>
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<tr>
<td>A] Reiseziel:</td>
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<tr>
<td>Destinations, accommodation, sightseeing, directions, Autobahnen, cars and trains.</td>
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<tr>
<td>B] Culture:</td>
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<tr>
<td>Places of interest, youth hostels/ hotels, trains and cars [history of cars]</td>
<td></td>
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<tr>
<td>C] Text types:</td>
<td></td>
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<tr>
<td>Accommodation, leaflets, sightseeing brochures and maps.</td>
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<tr>
<td>Chapter 8</td>
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<tr>
<td>Wirfeiern</td>
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<tr>
<td>Celebrations and Tradition /Christmas / Birthdays / Easter / and other special occasions.</td>
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<td>Year 9 German</td>
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<td>Semester 1</td>
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<td>Chapter 1</td>
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<tr>
<td>A] Berlin and Deutschland</td>
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<tr>
<td>Entertainment and youth culture in Germany</td>
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<tr>
<td>B] Culture:</td>
<td></td>
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<tr>
<td>Berlin and other cities and traditions [Easter][Berlin Wall]</td>
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<tr>
<td>C] Text types:</td>
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<tr>
<td>Film review / leaflets and short advertisements / TV guide</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>Chapter 2</td>
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<tr>
<td>A] Das ist min ja so peinlich!</td>
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<tr>
<td>Problems facing young people, family and friends</td>
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<tr>
<td>B] Culture:</td>
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<td>Ka De We</td>
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<tr>
<td>Schloss Charlottenburg and other castles</td>
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<tr>
<td>C] Text types:</td>
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<tr>
<td>Invitations / photo story / powerpoint / Mr Chen / children's book</td>
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<tr>
<td>Wirfeiern</td>
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<tr>
<td>Celebrations and Tradition / Christmas / Birthdays / Easter / and other special occasions.</td>
<td></td>
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</tbody>
</table>

Enquiries to Ms Burgstett
Subject: Multi Media

Unit Outline

'The use of Multimedia is now an integral part of our lives. From portable media players and smart phones, to film, audio and websites; it is part of our every day.'

This course aims to develop students’ computer/digital film and audio editing skills through a series of creative hands-on tasks. Students learn about using cameras and recording equipment effectively to create their works, and how to manipulate this using editing software. Students will work using a variety of software types available to them, such as:

- **Windows Live Movie Maker/Adobe Premier Elements** – editing filmed movies.
- **3D printing** - design and construction of usable objects using visualization software and 3D plastic extruder.
- **Monkey Jam**– create videos using stop-motion animation.
- **Audacity**-audio editing program- Podcasts and narrative for film.
- **Adobe Photoshop**-creative digital image editing.
- **Kahootz** – create and animate 3D Worlds
- **Adobe Premier Elements** - allows students to create a wide variety of video effects, including “green screen”.
- **Blender**- 3D modelling and animation for film.

Students are encouraged to use software collaboratively, manipulating and editing their work across many different programs. In addition, students will have opportunities to develop skills in prop making, costume design and Foley art (sound effects) for film, and designing interactive content for the school website and magazine. Students learn about the history of film and multimedia, and investigate future possibilities, through online resources such as TED. Previously, students in this course have had opportunities to work collaboratively with others, in such projects as the thriller film ‘The Last Take’ in Melbourne, and have their work displayed prominently in the school magazine.

**Assessment** – All students will maintain a digital portfolio of both developmental work and completed tasks. Students will have the opportunity to present their films and digital works at a regional level, and online through collaboration with other schools and our school website. Students will also complete an exam relating to the skills they have developed through the semester.

Materials required:

- Laptop
- A4 lined workbook (for developmental notes)
- Enquiries to Mr Aurisch
Subject: **Outdoor education**

Unit Outline

Students will study team building, communication, environmental issues (local and global), natural disasters, environmental sustainability, endangered species, local and nationwide eco-tourism, survival skills in the outdoors, appropriate fitness levels for outdoor activities, outdoor pursuits, map reading, camp planning and organisation and much more.

**Within the camps program and classroom activities students will be challenged, both physically and mentally. This is not an option, it is inclusive of the course.**

Students studying Outdoor Education in 2016 will be required to attend camps and excursions relating to our subject. It is anticipated that the camps will be as follows;

**Semester One**
(10 students maximum, preference given to Year 10 students who previously selected ODE)
- Term 1: Canoe Camp (March)
- Term 2: Bike Riding Camp (May)

**Semester Two** (20 students maximum)
- Term 3: Cross Country Skiing, Snow activities, White water rafting & other outdoor activities
- Term 4: Moggs Creek Camp (Nov)

The cost of the camps will be kept to a minimum. However, the cost of the ski camp **is generally a lot larger**. For this reason information is distributed well in advance and students are asked to make gradual payments towards the total amount.

The main emphasise on our subject of Outdoor Ed is for students to participate and get involved in the camps, excursions and practical activities. Students who do not attend camps will risk the penalty of discontinuing this subject.

**Estimated costs:**

- Sem 1: Canoe and Bike Camp approx. $80
- Sem 2: Rubicon Outdoor Education Camp 5 days – skiing, white water rafting other outdoor activities $250
- Sem 2: Moggs Creek Camp $190 2015 & is likely to be a similar price in 2016

Anticipated equipment required: The college has a great range of equipment, it is likely that during camps students will only require personal items and some food. Specific equipment list will be known prior to the particular camp.

It is compulsory for students selecting this subject to attend ALL camps and also maintain an adequate level of fitness (outside of class time) to ensure they can participate in all activities.

If you have any questions please direct your questions to Miss Byrne.
Subject: **Photography**

Unit Outline

# Students who choose this unit are encouraged to also choose Multicultural Food so they can participate in an exciting new project ‘Innovative farms.’ They will visit two properties, photographically record processes, use products for recipes and style their meals.

# All students are required to do annotated experimentation which is then developed into finished pieces.
# All students are required to do 3 pieces of written research – artists who work in the same techniques that students learn.
# All students are required to sit an open book exam using this research at the end of each semester.

**Semester 1:**
1. Painted photogram [darkroom]
2. ‘Copy Master’ [digital]
3. Pinhole cameras [Landscape]
4. ‘Clay Sculpture’ [Digital studio shoot]
5. Free Shoot

**Semester 2:**
1. Silhouette Photogram
2. Sandwiching [analogue.]
3. Multiple images [analogue.]
4. Free choice project: [either digital or analogue.] [As above.]

Estimated costs:

- **Photography $40 per semester** per subject. This is paid within the school levy.
- Anticipated equipment required: See Ms Townsend, Ms Madden or Mr Aurisch for further details.
Subject: Pre VET subject (Engineering & Building & Construction)

Unit Outline

Pre-VET Engineering and Building & Construction.

Students’ who intend to study a Vocational Education and Training unit in Building & Construction, Engineering or Automotive in Year 11/12, will need to first complete the Pre-VET elective at some stage during their two years in Years 9 and 10.

This subject will see students complete compulsory modules of learning that form the foundation of all VET studies. Students will complete projects selected from the modules of the three VET study designs throughout the semester to develop their skills and knowledge with the emphasis on demonstration of competence in the units of Organise and complete daily work activities, Follow defined occupational health and safety procedures, Provide first aid and Develop industry knowledge.

Costs for the program will include materials for projects which students will be able to take home. This is likely to be paid within the school levy.

Estimated costs:

- See Mr Poyser to discuss the estimated costs associated with this elective.
- Anticipated equipment required: See Mr Poyser for further details.
Subject: **Robotics**

Unit Outline

A robot is a machine that reacts to an environmental stimulus in a understandable way. There are two sides to producing a robot. First is the construction and the electronic circuit. The second is the programming.

**Semester 1 – Constructing Robots.**
This involves designing and constructing a robot including the circuit. The first project will be a simple light following robot. This will be followed by a self-steering car. A third robot that only uses switches will be the last project.
Assessment – design and safety preconstruction plans
  The robot will be marked on construction and performance.
  Evaluation report on each robot.

**Semester 2 – Programming a robot.**
The school has high tech Lego soccer robots. In this semester, Students will learn how to program their Lego robots to play competitive soccer. This will be the first opportunity for students to develop programming skills.
Assessment – Ability to produce behaviours in the robot, and explain the programs that produce them. Ability to explain an unknown program and predict the behaviours it produces.

Estimated costs:

- **Robotics $35 per semester** per subject. This is paid within the school levy.
- Anticipated equipment required: See Mr Judd for further details.

Subject: **Small motors**

Unit Outline

Students are engaged in a range of disassembly and assembly activities with a view to completing a project task by the end of the unit. For example, building a mini bike.

**Small Motors 1 and 2**
Small motors is a project based practical elective based around small engine mechanics, tool use and basic workshop procedure.
Students study 2 and 4 stroke engine theory and will be involved in disassembly and reassembly of various examples of these engines. Students engage in rebuilding a project machine with a view to completion by the end of semester/year.
Students are assessed on their participation and contribution to the group, their skill development and accrued competencies.

**Semester 1** will include workshop practice, motorcycle maintenance and scooter mania!
**Semester 2** will enable students to complete their restoration project begun in semester 1 and involve themselves in the development of one of ELP12’s EB bikes.
Students will have fun. No argument!

Estimated costs:

- See Mr Bunton/Mr McKinnon to discuss the estimated costs (was $150 2015) and equipment associated with this elective.
**Subject: VISUAL ARTS**

In Visual Arts, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

# All students are required to do 3 pieces of written research – artists who work in the same techniques that students learn.

# All students are required to sit an open book exam using this research at the end of each semester.

Students will complete at least 3 major artworks per semester styles of art making will vary including paintings, drawings, sculptures, printmaking, street art and textiles. Each semester will allow for different skills techniques and art ideas to be studied.

**Estimated costs:**

- All students are required to have an A3 sketchbook & folio. All other materials are supplied.
- See Ms Madden for associated costs and further details.
- **$40 per semester** - this is paid within the school levy.

**Subject: Visual Careers**

In Visual Careers students will research different real life visual careers and produce artworks related to their research. Students will be required to develop their own designs, and problem solve through their art making this will be documented in a sketch book.

# All students are required to do annotated experimentation which is then developed into finished pieces.

# All students are required to do 3 pieces of written research – artists who work in the same techniques that students learn.

# All students are required to sit an open book exam using this research at the end of each semester.

Types of visual careers that may be studied include
- Puppet makes
- Shoe designers
- Interior designers

Each semester will look at different designers and art making styles.

**Estimated costs:**

- All students are required to have a sketchbook & folio. All other materials are supplied. **$40 per semester** - this is paid within the school levy.
- See Ms Madden for associated costs and further details.
Subject: Visual communication & Design

Do you enjoy thinking about and designing things? Do you have a creative design streak and want to learn some new skills? Do you want to be able to express your visual ideas better?

Then Visual Communication & Design is for you!!

The study of Visual Communication builds students understanding of visual language and communicating ideas. Students complete tasks to develop their ability to use the elements and principles of design to meet a variety of needs. Students gain confidence in using techniques including freehand and technical drawing, illustration methods and materials both traditional and computer based, printmaking methods and 3D model design and construction. Students develop skills in understanding and writing design briefs and creating a professional looking folio. Students gain experience in using computer software to develop and visual their ideas, building skills in digital image editing and vector drawing.

Just some of the exciting things we do include:

- **Stamp Design**: (2D illustration/Adobe Photoshop/elements & principles)
- **Fantasy Building/Car**: (Technical/Perspective drawing/3D foam model construction)
- **Book cover/CD cover**: (Scraperboard/foam print/watercolour/Adobe Photoshop)
- **History of Design**: Art Deco/Rodchenko/80’s poster (Digital Photography/collage)
- **Eco Furniture Design**: (Technical/perspective/found materials model construction)
- **Papercraft packaging**: (Paperfolding/collage/illustration)
- **Design in advertising**: Create promotions for a movie/music festival (visualization/technical drawing/construction/photography)
- **History of Design - Heroes of Street Graphic design**: Create stencil art for lit signage (Visualisation/Photoshop/Construction)
- **Digital Media Presentation**: Superhero promo page/game character design/Advertising a product (Visualisation/digital photography/Adobe Photoshop/construction)
- **Future design - Upcycling**: Students look at designers who reinvent old materials and use it in amazing ways

Students also explore the works of designers working in a variety of design fields. These areas can include product design such as consumer goods (electronic, automotive, fashion), promotional design (posters, websites), environmental design (architectural, landscape) and depicting design (book illustration, computer game development).

**Assessment:**

- Students are required to complete annotated experimentation in their folio, to assist in developing their finished pieces.
- Students will investigate and write about designers working in their chosen techniques.
- Students will complete and open book exam at the end of the semester, based around the skills that they have learnt.

**Cost:**

- Students are required to have a sketchbook and folio. All other materials are supplied.
- See Mr Aurisch for further details.