



**St Leonard's College**  
An education for life.

# Year 9 Course Guide

## 2025





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Front cover:  
Amara Steele, Year 9 Ceramics, 2024

# Introduction

**Welcome to Year 9 in 2025. This Course Guide provides details of the subjects available in 2025 and will be a useful reference in selecting your course of study for Year 9.**

This Course Guide provides information about the courses offered in Year 9 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessments. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

## Curriculum structure

Years 9 and 10 can be seen as a two-year sequence. In Years 7 and 8 all students are engaged in a common core curriculum with limited choice, providing a strong foundation for future studies. At Years 11 and 12, students have a very broad range of choice to cater for their individual talents, needs and future directions. However, it is in Years 9 and 10 that students are introduced to some choice to allow them to pursue areas of interest, or areas in which they have a particular talent. Whilst there is some choice, there is still the foundation of common core subjects.

Of the areas of discipline-based learning, students study English, Mathematics, History, Geography, Science, Languages Other Than English (LOTE), Health and Physical Education, Self and Society, and Sport as their core subjects. Students should have a balance of areas of study within their choice of elective units. This ensures a breadth of education and the greatest range of choice for subjects in Years 11 and 12. Students will be expected to complete a formal examination in their elective and core subjects, with the exceptions of CUE, Health and Physical Education, Self and Society, and Sport.

In Year 10, the elective program expands to include a greater range of humanities and arts subjects, as well as incorporating Sports Science and access to a range of VCE units. Languages also become elective subjects in Year 10. More information regarding the details of the Year 10 program can be found on the [College website](#).

Years 9 and 10 provide a foundation for students to make an informed choice about their subjects in Years 11 and 12 and their choice of program: the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE).

The IBDP is a two-year program in which students take six subjects over two years. These subjects must include a modern language, a science, and a humanities subject, along with Mathematics and English.



# Introduction – Continued

In the VCE program, students choose six subjects in Year 11, with the view to reducing one subject in Year 12, equalling 22 semester-long units over two years. Each unit is assessed using a variety of assessment tasks and many of the Year 9 and 10 electives provide a foundation for later VCE studies, and students should bear this in mind when planning courses.

If you require information at this stage about courses available in Years 11 and 12, please contact me or view the course guides on the [College website](#).

Subject	Equivalent 80 minute sessions per fortnight
English	6
Mathematics	6
Science	6
Geography/History	5
Languages Other Than English	5
Health and Physical Education	2
Sport	2
Sport Skills	1
CUE Program	1
Self and Society	1

## Core subjects

The following subjects are compulsory for all students:

### Year 9

- CUE Program
- English
- Geography
- Health and Physical Education
- History
- Languages Other Than English
  - French
  - Chinese
  - Spanish
- Mathematics
- Science
- Self and Society
- Sport

# Introduction – Continued

## Year 10

- Commerce\*
- English
- Health and Physical Education
- History or Geography\*
- Mathematics
- Science
- Sport

*\*One semester only*

## Electives

### Year 9

Students choose two elective subject units from the following:

- Agriculture
- Animation and Photography
- Art
- Big History
- Citizen Scientist
- Drama - Acting for the Screen
- Drama - West End to Broadway
- Entrepreneurship
- Ethics
- Food Science
- Globalisation
- Journalism – A Nose for the News
- Literature
- Music – Performance
- Music – Recording and Composing
- Sport Science
- STEM - Design, Build and Program a Robot
- Textiles
- The Digital World
- Visual Communication Design

# Introduction – Continued

## Year 10

Students choose four elective units from the following:

- Ancient Greece – Gods, Heroes and Ruins
- Art
- Computer Projects (Applied Computing)
- Contemporary Manufacturing (Systems Engineering)
- Drama – The Performance Project
- Food Science
- Future Technologies (Applied Computing)
- Geography of Conflict
- Health – What the Health?
- History – The Banality of Evil
- Journalism – A Nose for the News
- Languages Other Than English (two unit sequence)
  - Chinese
  - Chinese Second Language Advanced
  - French
  - Spanish
- Linguistics – The Science of Language
- Literature
- Media
- Microbiology and Forensic Science
- Music - Performance and Composition
- Outdoor and Environmental Studies
- Sport Science
- Textile Art
- The Music of Film and Media
- Visual Communication Design

# Introduction – Continued

## Year 11 units

VCE Units 1 and 2 subjects are taken as a two-unit sequence. [Click here](#) to see the Year 10 Course Guide 2025 on the College website, for a list of Unit 1 and 2 subjects available in Year 10.

## Choosing an elective program

Students should look at Years 9 and 10 as a two-year program, and plan their elective choices accordingly. Students will not be locked into Year 10 choices at this stage; however, it is worthwhile to plan for a two-year program rather than a series of one-off electives. Students will make choices for Year 10 in Term 3 of Year 9.

In considering their elective choices, students should identify their strengths and weaknesses, their areas of interest, and areas which might provide prerequisites for further studies. Having identified these, students should speak with their parents and teachers for advice.

Students must choose two semester-length elective units for Year 9, which will be studied over the course of the year. While every attempt will be made to provide for the choices made by the students, the number of classes and class sizes may require a second or third preference to be taken. Electives will only run if we receive sufficient interest.

Students will be notified where an elective they have selected will not run, and an alternative subject can be selected.

Students are encouraged to read the Web Preference Access Guide and follow its instructions when completing the online selection. Please also follow the instructions for submission by the due date. Elective choices will be confirmed prior to the commencement of 2025 transition classes.

Susanne Haake

**Director of Academic Development**

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# Community, Urban and Environment Program

## Core subject

The Community, Urban and Environment (CUE) experiential learning program, takes students on an inquiry-based journey both on and off campus. The three domains – Community Service, Urban Exploration and Environmental Sustainability – immerse our young people in issues such as trade and economics, multiculturalism, immigration, social welfare, conservation, ecotourism, and sustainable living.

In Term 4 of Year 9, students participate in a 'Big Experience', which will broaden elements of the CUE program and apply them to different cultural experiences within Australia.

Throughout the year, students spend time off campus engaging in all three domains. They also have one timetabled period a fortnight, allocated for reflection and extension of their learning.

## Objectives

The CUE program aims to:

- Engage students in positive learning and social experiences beyond the classroom
- Provoke inquiry into real world issues, focusing on their impact on individuals, local communities and the global community
- Encourage students to become more sustainable decision makers and people of action
- Instill in each student a positive attitude toward self, the community and their world
- Develop in students greater independence and the life skills and qualities required to become independent learners and workers, including the ability to:
  - Act responsibly in a variety of settings
  - Communicate with others
  - Show initiative in managing problems and new situations
  - Negotiate with others for successful outcomes
  - Plan and organise their time to get work done
  - Adapt to changing circumstances
  - Evaluate their own performance and reflect on change and personal growth
  - Effectively make decisions in a variety of situations
  - Think creatively to solve problems
  - Work effectively with others
  - Effectively use appropriate technology, including information and communications technology



# Community, Urban and Environment Program – Continued

## Core subject

### Content

**Community Service:** After nominating their preferences, students will be allocated a community service organisation, and each fortnight will participate in the organisation's programs to understand how it serves the community. Students will be responsible for travelling to and from their placement to further develop their independence. The placements currently offered by the College include nursing homes, organisations catering for disabilities, community based organisations, early learning centres and primary schools.

**Urban Exploration:** This domain requires students to reflect upon and investigate what makes a city: how it looks, how it feels, how it acts and how it interacts. Students negotiate transport, look into our social welfare system, multicultural nature and economic drivers, focusing on the development of the City of Melbourne. Public transport will be the main mode of travel and it is expected that students will become competent users of Melbourne's public transport system.

**Environmental Sustainability:** Whilst investigating the global issue of sustainability, this domain takes a local focus on the themes of protection and conservation, consumption and waste management, and human impact and action in order to change behaviours and attitudes towards the environment. Students further explore key concepts during the Extended Environmental Experience (Year 9 camp). This will be facilitated by the Outdoor Education Department along the Great Southwest Walk in Term 3.

### Learning and teaching methods

For the Community and Urban domains, CUE experience days are held once a fortnight, timetabled on a rotating basis. These days involve the student being off campus for the whole day, working in small groups or independently. Field days for the Environmental Sustainability domain are completed during timetabled CUE periods. Preparing for, reflecting on, and extending CUE experiences are important aspects of the program and form the academic components for teaching and learning.

### Assessment

Mentors complete a variety of formative and summative assessments, involving observation and discussions with the students, along with participation and involvement in the CUE Experience Days, as well as domain-related reflection and extension tasks. There is no semester examination for CUE.

# English

## Core subject

### Aims

Year 9 English aims to develop students' ability to use the conventions of written English, write in a variety of styles, listen carefully and speak clearly and coherently, read fluently and with perception, and respond perceptively to different literary and non-print genres, including popular culture.

### Content

Texts form the basis of study in English. In 2025, the following texts will be studied:

- *Our Faces, Our Places*: This unit focuses on Australian and Asian literature, including a selection of poetry and short stories
- *Persepolis 1* by Marjane Satrapi
- *Animal Farm* by George Orwell
- *Romeo and Juliet* by William Shakespeare
- *English Skills Builder Book 2* will be used throughout the year to improve skills in grammar, spelling, punctuation and vocabulary

### Teaching and learning methods

- **Speaking:** Class discussions, group work, individual talks, reading aloud, debating and 'Ted Talks'
- **Writing:** Formal essay techniques, writing within a time limit in test conditions and close analysis of key passages
- **Reading:** Students are encouraged to read widely in addition to the set texts, to develop a love and appreciation of literature
- **Listening:** Activities designed to encourage and enhance courteous and effective listening skills are used throughout the year

### Assessment

- Written tasks, including analytical and creative responses
- Oral work
- Semester 1 examination

# Geography

## Core subject

Year 9 Geography focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help make and change places and their environments. This subject examines the interconnection between people and places through the products people buy and the effects of their production on the places where they are made. Students examine different biomes and the issue of food security globally. Distinctive aspects of interconnection are also investigated using studies drawn from Australia and across the world.

## Content

### **Geography of Interconnection – How do we connect with places?**

Students analyse the interconnections between people, places and environments. They identify and explain how these interconnections influence people and change places and environments. Students explore topics such as trade, foreign aid, and fair trade both at a national and international level.

### **Biomes and Food Security**

Students will investigate the distribution and characteristics of biomes including climates, soils, vegetation and productivity. Environmental, economic and technological factors that influence crop yields in Australia and across the world will also be discussed. The interconnection between food production and land and water degradation will be covered, including the challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

### **Geographical Inquiry and Skills**

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

## Assessment

- Tests
- Research
- Assignments
- Case studies
- Semester 1 examination

# Health and Physical Education

Core subject

## Aims

The curriculum provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities. Students also reflect upon and develop solutions to engage youth in physical activity.

## Content

Each term, a health concept is explored in two to three lessons, with the remaining Health and Physical Education (HPE) lessons devoted to practical PE classes. Students participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

## Health content

Health concepts explored in the following units:

- Screen time and media
- Youth health issues
- First aid principles

## Physical Education content

Practical participation in the following units:

- First Nations games
- Invasion games (SEPEP)
- Net/wall games
- International games

## Sport skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycles, and an ACS game or training every Thursday.

# Health and Physical Education – Continued

Core subject

## Teaching and learning methods

In Health, a variety of teaching and learning methods will be employed, including small group discussions, practical work, web-based media, research projects and educational games.

In Physical Education, teachers adopt a 'games sense' teaching approach, which engages students in a variety of minor and modified games. This is the optimal teaching environment to develop skill execution, tactical awareness and games play principles.

## Assessment

Assessment and reporting are based on a variety of assessment rubrics, including:

- Screen time and media quiz
- First aid quiz
- Game Sense (Invasion, Net/Wall and Striking/Fielding Games)
- International games

There is no semester examination for Health and Physical Education.

# History

## Core subject

This course aims to provide students with a broad understanding of the period 1750 - 1918. This era saw industrialisation and rapid change in the way people lived, worked and thought. It was a time of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I – the ‘war to end all wars’.

Students begin with an overview of the period 1750 - 1918 so that they can appreciate the context of the core units to be investigated. Next, they look at the Industrial Revolution and its impact on the lives of people in the 18th and 19th centuries. Specifically, students will look at the ways in which the movement of people was affected. The three topics of slaves, convicts and migrants will provide the context for this area of study.

Imperial rivalry, originating partly from the Industrial Revolution, culminated in World War I, and students study a range of aspects of this conflict. They investigate the causes of the war and the reasons for Australia’s involvement; the places where Australians fought, including Gallipoli and the Western Front; the impact of the war on Australia; and the way the war is commemorated in the modern era.

## Assessment

Assessment for this subject will be based on the following:

- Classwork and home learning
- Source analyses
- Research projects
- Essays
- Semester 1 examination



# Languages Other Than English

Core subject

## Why study a language?

The broadest aim of language learning is to develop a love and appreciation for the importance of language and cultural studies. This is critical in a culturally diverse nation like Australia. It is also a great asset for a generation of young people who will almost certainly travel or work abroad throughout their lives. Language studies promote increased interest in, understanding of and respect for people from diverse backgrounds. Students' horizons are broadened through their introduction to a wider environment and an understanding of different language communities. When travelling, they can interact with local people in a meaningful way. Their understanding of other communities is enhanced by their cultural and linguistic knowledge.

## Practical considerations for studying a language

Students may also consider the following:

- The International Baccalaureate Diploma Programme (IBDP) requires students to study a foreign language
- In recognition of the challenges inherent in language learning, students who study a language at Year 12 receive a bonus in their Australian Tertiary Admission Rank (ATAR)
- Employers respect the perseverance required to study a language
- The ability to speak a foreign language can be a great advantage in a range of employment situations, as well as being a requirement for certain jobs
- Learning a language other than English enhances your knowledge of English grammar

## Prerequisites

To undertake studies in a particular language at Year 9, students will require a background in that language at Years 7 and 8. Students will be expected to complete all work requirements including assignments, the workbook and homework exercises.

## Aims

The primary aim of language learning in Year 9 is to provide students with opportunities to further develop their listening, speaking, reading and writing skills. We aim to provide all students with a challenging curriculum, which will give them a sense of achievement upon completion as well as a solid foundation for continued language studies. This will keep their options open for VCE or IBDP studies.

# Languages Other Than English – Continued

## Core subject

Some of the specific aims in terms of language learning include developing:

- An understanding of different text types for different purposes and audiences
- A variety of writing styles for different purposes and audiences
- A thorough understanding of the grammatical underpinnings of the language
- Communication skills specific to each language
- Information and computer technology skills to assist in language acquisition and communication
- Study techniques for language tests and examinations
- Independent learning strategies, such as wider reading, dictionary use and editing skills

## Content

Reading, writing, speaking and listening skills are developed by an examination of language in context. Some of the communicative situations in which students will develop their knowledge and application of grammar, are listed below:

**French Mainstream:** Students study the topics of time, tourism, leisure activities, school, future projects and plans with friends and family. Grammatical constructions including present tense, immediate future, negatives and possession. Students learn how to ask various types of questions and make plans with friends and family, direct object pronouns, present perfect, comparative adjectives, the future tense, among others. There is also a study of francophone communities. Students also participate in the Alliance Française Poetry Competition.

**French Advanced:** Talking about media and movies, describing and recounting past events and actions, talking about their fictional holiday in a French-speaking country, future plans and living a healthy lifestyle.

**Chinese Mainstream:** Students will explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in Semester 1 on a detailed tour of China, highlighting the cities of Beijing, Shanghai and Xian. Semester 2 will focus on plans for the future, hopes and aspirations, and modern Chinese life. The major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

**Chinese Advanced:** Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in Semester 1 on describing appearance and shopping in a variety of forums. Semester 2 will focus on a travel to China, visiting a Chinese family's home and modern Chinese life. The major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

# Languages Other Than English – Continued

## Core subject

**Spanish Mainstream:** The skills of listening, reading, writing and speaking are developed while exploring health and wellbeing, food, legends, the environment, technology and Spanish in the world. Grammatical concepts covered include gender and number agreement, word order, the past tenses of commonly used verbs, commands, connectors, present progressive and the subjunctive, the future tense, and the conditional tense.

**Spanish Advanced:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: Friendships and family relationships, talking about past experiences, writing short stories, travel to Spanish speaking countries, healthy lifestyles, food, menus, environmental issues, leisure, feelings and expressing ideas in the future tense.

## Learning and teaching methods

Students will:

- View videos to learn about the culture of each language and to practise the language
- Listen to songs and poetry to provide enjoyment and to reinforce the language
- Learn to use the language in creative ways by preparing scenarios, surveys, descriptions, brochures or posters
- Work in groups to practise speaking and writing skills and to further cooperative learning
- Use computers to practise language skills through games and in the preparation of written work
- Perform role plays and individual presentations to foster confidence in speaking
- Be encouraged to further their language skills independently, finding opportunities to use the language such as watching TV programs, reading magazines, and conversing with speakers of the language

## Assessment

- Regular tests to monitor student progress
- Semester 1 examination

# Mathematics

## Core subject

### Aims

Mathematics provides students with access to important mathematical ideas, knowledge and skills. The curriculum also provides students with the basis on which further study and research in mathematics and applications in many other fields are built.

The aims of a mathematics education is to ensure students:

- Can apply knowledge and skills by learning and practising mathematical algorithms, routines and techniques and use them to find solutions to standard problems
- Are confident, creative users of mathematics, able to investigate, represent and interpret situations
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and the ability to reason, pose and solve problems
- Use technology effectively and appropriately to produce results that support learning mathematics and its application in different contexts

### Structure

In Year 9 there are three mathematics groups that take into account the different experiences, abilities and learning needs of students:

- The Mainstream group study the standard Year 9 mathematics course
- The Foundation group caters for students requiring additional support. This group studies a modified version of the Year 9 mainstream course.
- The Enrichment group covers the same topics as the Year 9 Mainstream group, but in greater depth with an emphasis on problem solving, as well as some additional extension topics

Students will be allocated to a group as determined by the Mathematics Faculty, based on learning behaviours and performance in Year 8 Mathematics.

At the end of Year 9, an accelerated group will be chosen for Year 10. This group will study VCE Mathematical Methods Units 1 and 2 in Year 10.

# Mathematics – Continued

Core subject

## Content

The content for Year 9 mathematics is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. The Year 9 standard course includes an introduction to trigonometry, further algebraic techniques and quadratic theory.

## Teaching and learning methods

In Mathematics, students expand and organise their thinking in more formal ways by becoming involved in processes such as critical and creative thinking, and problem solving in addition to formal, explicit teaching of skills. The ability to explain their reasoning and the correct use of a formal academic language takes on more importance in Year 9. Technology is also incorporated where appropriate.

## Assessment

- Graded assessment tasks, that could include topic tests and problem solving tasks
- Semester 1 examination

# Science

## Core subject

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community and helps them to make informed decisions about scientific issues, careers and further study.

The Science curriculum at St Leonard's College helps and encourages students to:

- Develop knowledge and skills central to biological, chemical, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences

## Content

This course has been designed according to the philosophy that it is the responsibility of every individual to have an awareness and understanding of the scientific developments happening around them. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the critical and creative thinking skills of students.

Areas of study include:

- Scientific data
- Body systems - detecting and responding
- Chemistry
- Physics – waves, sound, light, heat and electricity
- Ecology
- Immunology



# Science – Continued

Core subject

## Teaching and learning methods

The variety of classroom teaching activities include research and practical tasks, such as:

- Group and individual assignments
- Computer simulations and data-logging
- Guest speakers and excursions
- Comprehension, discussion, interpretation and analysis of data, articles and other information
- Self and class tests and examinations

## Assessment

- A range of tests, experiments, investigations, oral presentations and projects
- Collecting and using information through observation, measurement, experimenting, interpreting, problem solving and evaluating
- Semester 1 examination

# Self and Society

## Core subject

### Aims

Self and Society is a subject which enables students to think critically and rationally, to consider alternative perspectives from the world we are a part of, and to consider themselves and their responses to the questions and concepts we explore.

The aim of this course is to explore the complex notion of 'a good life' from a range of perspectives. Students will be encouraged to:

- Reflect on their own understanding of what it means to lead a good life, by considering philosophical questions such as:
  - What does it mean to be good?
  - Will fulfillment come from money?
  - Will following the path of God result in a good life?
  - Should we place emphasis on instrumental or intrinsic values?
- Examine and evaluate different perspectives towards these philosophical questions. These perspectives include consumerism, utilitarianism, Aristotle's Virtue Theory, Buddhism, Christianity, Islam and humanism.

### Content

Throughout each cycle, a different perspective towards a good life will be explored. Students will evaluate the worldview in relation to their own criteria for a good life and consider the benefits and drawbacks of following this viewpoint.

Students are challenged to carefully consider the concepts of value and goodness, and will build their own criteria of a good life based on what is important to them.

**Consumerism:** Students will investigate the consumerist approach to living a good life. This will include exploring the different global measurements of happiness, arguments from philosophers such as Peter Singer, and recent research regarding the Hedonic Treadmill and the Adaptation Principle.

**Hedonism and Utilitarianism:** Students will explore what is meant by hedonism through discussing Jeremy Bentham's Hedonic Calculus and John Stuart Mill's notion of higher and lower pleasures.

# Self and Society – Continued

## Core subject

**Virtue Theory:** Students will investigate Aristotle’s notion of Eudaimonia and virtue. Philosophical questions will be discussed, such as ‘what does it mean to be virtuous’? Do we all want to be good people?

**Buddhism, Christianity and Islam:** Students will investigate the different religious perspectives towards a good life by drawing upon traditional and modern interpretations of different teachings and considering the viewpoint of different individuals.

**Humanism:** Students will address the contemporary debate regarding whether or not religion is the source of morality, by discussing the Humanist view towards a good life.

## Assessment

- Quiz
- Socratic Method
- Podcast

There is no semester examination for Self and Society.

# Sport

## Core subject

St Leonard's College participates in the Association of Coeducational Schools (ACS) for sport and participation is compulsory for students in Years 7 to 11 (optional cocurricular Year 12).

Year 8 and 9 ACS Sport is played every Thursday afternoon. There are two seasons of sport – Summer and Winter. The Summer season is in Terms 1 and 4 and the Winter season is Terms 2 and 3.

Students are required to play or train every Thursday afternoon throughout the year. If a sport is oversubscribed, trials may be conducted at the start of the season to determine who makes the final team/s. Students who miss out on their preferred sport will be given another option for that season.

## Match times

Games start at 2.30pm and finish by 4.00pm. The exception is cricket, which starts at 2.00pm and finishes at 4.30pm. Students return to school by 4.30pm for home games and 5.30pm for away games (cricket is 5.00pm for home games and 6.00pm for away games). On training days, students finish at 3.35pm.

The main aims and outcomes of the Sports program include:

- Developing the student's skills, knowledge of sport, fitness and teamwork
- Students learning to work together with their coach and teammates, and becoming a reliable and valuable member of a team
- Students developing a lifelong love of participation in sport, whereby they continue playing and being physically active after they leave the College. The sports available for Year 8 and 9 students are listed below:

Summer		Winter	
Girls	Boys	Girls	Boys
Soccer	Basketball	Basketball	Football
Softball	Cricket	Football	Mixed Badminton
Tennis	Hockey	Hockey	Soccer
Volleyball	Softball	Mixed Badminton	Tennis
	Table Tennis	Netball	Volleyball
		Table Tennis	

Students also participate in House Sport (Swimming, Athletics and Cross Country) and have the opportunity to be selected to represent the College in the ACS Swimming, Athletics and Cross Country Carnivals.

If you require more information, please contact Tony Kiers, Head of Sport, by phone on 9909 9469 or via email at [Tony.Kiers@stleonards.vic.edu.au](mailto:Tony.Kiers@stleonards.vic.edu.au).

# Agriculture

## Elective

Have you ever wanted to grow your own food, compost your waste, or better understand the interconnectedness of the natural world? Then Year 9 Agriculture is for you! Our class will mostly take place outside in our 'living laboratory', using our hands and senses to investigate the following topics:

### **Growing food**

We will explore the requirements of food plants, how to raise seedlings and propagate plants, and how to maximise food production through companion planting.

### **Cycles**

This unit investigates the cyclical nature of food growing. We consider which foods grow best in which season and how we can harness heat to enhance availability of summer crops. Additionally, we look at recycling food waste to improve the nutrient content of the soil and hijack the water cycle, to minimise water use for maximum productivity.

### **Biodiversity**

Did you know pollinators, such as bees, are responsible for one out of every three mouthfuls of food that we eat? When pollinator numbers drop, so does food production. We will look at how to enhance biodiversity in our gardens and surrounds in order to attract helpful fauna and how to use natural deterrents for common pests.

## **Assessment**

- A term-long project of designing a garden
  - Selecting a site that students have regular access to (for example backyard, nature strip or community garden)
  - Design a garden for this space by applying skills and knowledge from class, such as soil composition, requirements of different plants and water conservation
- Semester 1 examination

# Animation and Photography

## Animation Styles, Digital Photography and Digital Imaging

### Elective

#### Let's get animated!

This program is based on creating animations – 2D Animation or Stop Motion - by focusing on the production processes, from pre-production concept development to post-production. It creates an opportunity for students to learn and apply animation principles in selected animation styles, text and photo manipulation, sound, special effects, understanding file formats and file management.

#### Snap to it!

The course is designed to provide students with photographic skills, to learn how to take creative control and get the most out of the DSLR camera.

Understanding camera functions – aperture, shutter speed, focal length and white balance will expand student's creative control and open up new possibilities for their images. Students explore composition and lighting to understand how to greatly improve their ability to capture their best photographs. Students develop skills in contemporary photographic production processes, and they will have the opportunity to expand their knowledge of photographic techniques and studio lighting to develop skills and ideas to foster creativity with the camera.

In addition, students will learn digital imaging software such as Adobe Photoshop and Lightroom, to create effective ways to manipulate photographs to create visual effects. These specialist software programs are relevant to current industry practices and students will present a portfolio based on a range of themes developed throughout the semester.

#### Software and equipment

- Adobe Creative Suite – Photoshop, Lightroom, Bridge
- Stop Motion Studio or Digital Animation Software
- iMac desktop computers
- Studio lighting
- DSLR cameras



# Animation and Photography

## Animation Styles, Digital Photography and Digital Imaging – Continued

Elective

### Pathways

This elective provides a pathway to further studies. Potential careers in Animation: animators, motion graphics designers, character designers, pre-production artists, 3D visualisers and modelers, visual effects artists, web designers, art directors, digital artists, media communications and creative digital media. Potential careers in Photography: fashion, advertising, architecture, documentary, photojournalism, editorial, publishing, photo editing, post-production, exhibition practice, curating, and teaching design and media applications.

### Assessment

Assessment is based on developing and producing a folio of digital works:

- **Animation** - Production and post-production
- **Photography** - Photographic folio and Digital Imaging
- Semester 1 examination

# Art

## Elective

### Finding The Artist In You

This course focuses on building awareness of how and why artists, craftspeople and designers realise their ideas through different representations, practices, processes and viewpoints. Emphasis is on the development of personal ideas in the context of conceptual and creative problem-solving. Complementing their production of a folio of 2D and 3D works, students will learn to identify and explain how artists and audiences interpret artworks. This will involve research and analysis of the characteristics and qualities of various materials and techniques across a range of artistic styles, practices and cultural viewpoints.

### Content

With Biomorphism as the thematic focus, students will explore connections in ecosystems and the celebration of the beauty of the natural world. In this context, students will be encouraged to develop a personal style in their art making practices.

### Visual diary

Students will develop skills in recording their creative process through the presentation of research, inspiration, illustrations and analysis. The combination of these will support the development of ideas and concepts and independent approaches to the production of original artworks. Students will annotate their personal experiences using subject specific language, through the exploration and manipulation of materials and techniques.

The course is comprised of two units: 2D and 3D studies. Assessment criteria will be provided for each unit and will be combined into an overall grade at the end of the semester, in response to the key stages of the creative process:

- Research and exploration
- Development and experimentation
- Refinement and resolution
- Reflection and evaluation

This subject provides skills and experiences that will be beneficial for senior studies in Year 10 Art, VCE Art Creative Practice, Visual Communication Design, Media and IBDP Visual Arts.

### Assessment

- Folio
- Final artworks
- Artist studies
- Semester 1 examination

# Big History

## Elective

This elective explores how our universe and world has evolved from incredible simplicity to ever-increasing complexity. Ask the big questions about our universe, planet, life and humanity. Developed by Macquarie University and adapted for students in Year 10, Big History tells the story of the universe from the Big Bang to our complex modern societies by drawing on insights from disciplines such as astronomy, physics, archaeology, history and economics.

In this course, students cultivate their sense of perspective and demonstrate links between disciplines to help make sense of the big picture of the history of the universe. The course consists of a number of units, structured around key questions:

- The Big Bang: *How and why do individuals change their minds?*
- The Stars Light Up/New Chemical Elements: *How can looking at the same information from different perspectives pave the way for progress?*
- Earth and the Solar System: *How and why do theories become generally accepted?*
- Life: *How are we still evolving?*
- Collective Learning: *What makes humans different from other species?*
- Agriculture and Civilisation: *Was farming an improvement over foraging?*
- Expansion and Interconnection: *What are the positive and negative effects of interconnection?*
- The Future: *What's the next threshold?*

This elective is designed to develop students' critical thinking, critical literacy and problem solving skills enabling them to be innovative global citizens. Resources for each unit focus on:

- Inquiry, analysis and argument
- Problem-based learning activities
- Connection of critical thought with reading and writing skills

## Assessment

- Research investigations
- Analysis tasks
- Class debates
- Essays
- Semester 1 examination

# Citizen Scientist

## Exploring New Ideas: What do YOU want to investigate?

### Elective

Citizen Science is a shared framework by laboratories and schools from around the world, where the doors are opened wide to any citizen to do their own scientific experiments. Successful citizen scientists have discovered new bugs from their backyard, named bacteria species found in their belly button, and alerted authorities to increasing microplastics in waterways. If you have a question/s you want answered, but don't have the tools or skills to do it on your own, citizen science is there to provide a pathway and support.

### Aims

In this course, students have the opportunity to go on a journey of self-directed discovery. From a broad range of options such as monitoring the health of Port Phillip Bay, investigating insect behaviour, or carrying out rubbish audits, students will have the freedom to explore their own interests and questions within the realm of scientific inquiry. Students delve into the scientific method, from forming their own thought-provoking questions to designing and executing their very own experiments. Imagine the thrill of uncovering new knowledge and perhaps even contributing to scientific understanding in a meaningful way. This scaffolded experience empowers students to take ownership of their learning and embrace the exhilarating process of scientific exploration.

### Skills

Students will choose investigation types (field work, lab experiments) and consider reliability, risk and ethics. Using appropriate equipment, including digital technologies for systematic and accurate data collection and recording, students will apply scientific concepts to draw conclusions consistent with evidence, and evaluate conclusions by identifying uncertain sources, alternative explanations, and methods to enhance data quality.

### Assessments

- Background research projects
- Scaffolded practical reports with data analysis
- Excursion/real world experience
- Journal publication
- Semester 1 examination

# Drama – Acting for the Screen

## Elective

Ever wanted to learn the art of film acting? This exciting elective will teach you just that, plus lots more!

Australia has a long history of producing notable actors for film and television. Many of them began their training in high school and university before transitioning to celluloid. The art of acting for the screen is contrastingly different than acting for the stage. In this course, you will learn the nuances of the face, voice and body language that are picked up by the camera. Students will study actors in film and television and analyse famous examples of actor's renowned for their characters on screen.

Workshops with actors working in the industry, and an excursion to see actors at work, will make this elective real world and hands on! Students will also learn how to engage an actor's agent and develop a showreel to demonstrate their acting abilities.

## Aims

The aims of this course are to introduce students to a distinct style of acting, different from previous Drama classes, with a focus on practical and hands-on learning in film and television. Students will analyse and evaluate the work of professional actors in these mediums to develop a deeper understanding of film acting versus theatre acting. The course also aims to build skills in collaboration, confidence and creativity, while teaching the art of acting and directing for the camera, auditioning for the camera, and creating a showreel to secure work in the film and television industry.

## Pathways

This elective may benefit students contemplating a career in the performing arts – whether that be film, television, acting, directing, producing, writing, etc. It may also engage aspiring leaders or students wanting to improve their communication skills. It leads well into performing arts subjects in Year 10 and Drama and/or Theatre Studies in the VCE/IBDP.

## Assessment

- As an actor – a monologue to camera
- As a director – the application of direction to an actor on camera
- Analysis of acting in film and television
- Class notes kept in an online or physical folio
- Semester 1 examination

# Drama – West End to Broadway

## Elective

Do you have an interest in musical theatre? Then West End to Broadway is the elective for you. Do what you love and get assessed for it!

This is a highly practical course that will look at the beginnings of musical theatre and then explore the genre through a series of practical workshops and performances. Students can choose to get involved in dance, choreography, acting, singing and design (costume, make-up, lighting, sound, set design and props).

In this fun and interactive class, students explore the historical contexts of musical theatre and learn about its structure. Performing famous scenes, choreography tasks, singing and design. Students can choose to focus on performance or design. Possible activities may include interpreting famous acting scenes, choreographing and singing musical numbers from Broadway and West End productions.

## Aims

The aims of this course are to understand how a musical is structured and how to apply these skills to create your own show. You will develop your knowledge of various aspects, including the history of musical theatre, the structure of a musical, and the steps and styles required to choreograph for musical theatre. Additionally, you will learn about the acting styles specific to musical theatre, the design aspects involved, and the different song types and their structures.

By the end of the course, you will be able to use your acquired knowledge to create and pitch an idea for a new musical. You will also be able to apply acting conventions in the style of musical theatre, incorporate musical theatre conventions into choreography tasks, and apply these conventions to singing tasks. Additionally, you will be able to recognise the conventions of musical theatre.

## Pathways

This elective may benefit students contemplating a career that involves strong communication skills as well as careers in the Arts. It will be great for aspiring leaders or students wanting to improve their communication skills. It also leads well into any performing arts subjects in Year 10 and Drama/Theatre Studies in the VCE or IBDP.

## Assessment

- Small performance tasks including acting, singing, dance or design
- Pitch an idea for a new musical (this assessment is part performance and part oral)
- A folio will also document the process and evaluate the work
- Semester 1 examination

# Entrepreneurship

## Elective

The world is changing at an unprecedented pace. Automation, globalisation and more flexible working arrangements are rapidly reshaping our economy and work. By 2030 every single job across the economy is going to look different. In this future, our young people are predicted to have an average of 17 different jobs over 5 careers in their lifetime.

To ensure young people are prepared for this future, there is an urgent need for early intervention in school, to equip them with the enterprise skills and career management capabilities needed to thrive in the New Work Order. While there are examples of this being done well in the education system already, Australia needs to do more to ensure all young people have the opportunity to build these important skills.

## Aims

The aim of this elective is to focus on the key transferable skills that employers seek most. These skills can also be called 'enterprise skills'.

Entrepreneurship will provide a meaningful setting for students to develop and use critical and creative thinking, teamwork, problem-solving, presentation, communication, financial capability and entrepreneurship skills.

Students will create, launch and operate a social enterprise (business that trades to intentionally tackle social problems, improve communities, provide people with access to employment and training, or help the environment).

## Assessment

- Design, create and manage a social enterprise
- Business pitch presentations
- Podcast evaluation
- Semester 1 examination

# Ethics

## Elective

### Aims

This elective is a bridge between Self and Society and the Ethics Olympiad program that is offered to Middle School students in Semester 2. Ethics is an enrichment program to extend those with a critical mind and those who are interested in issues on a global and societal level.

The course aims to develop an understanding of, and capacity to engage in, ethical reasoning. In addition to an appreciation for the value of religious, ethical and philosophical discussions. Students will be encouraged to:

- Read widely and independently
- Engage respectfully and thoughtfully with different philosophical and ethical perspectives and to explore personal responses to the topics under review
- Evaluate and critically assess ethical and philosophical arguments

### Content

This course aims to develop students' capacity to generate thoughtful, well-reasoned and well-supported responses to the following big conceptual questions:

- What is the difference between an ethical and unethical action?
- Are there objective moral truths, or is morality relative to social/cultural context?
- Which frameworks are the most effective in deciding how to act?
- When does life begin?
- How should we treat refugees?
- Is science and technology helpful or harmful to humanity?
- Who should make the rules around climate change?
- Do we have a responsibility to act on the knowledge we have?



# Ethics – Continued

## Elective

Students develop their capacity to respond to these big questions by applying a range of ethical, philosophical and theological perspectives to the following contemporary debates:

- Duty based ethics vs consequentialism
- Theist ethical frameworks vs atheist ethical frameworks
- Pro-life vs pro-choice responses to abortion
- Animal rights
- Immigration and treatment of refugees
- Treatment of minority groups in Australia
- Free-speech vs restriction of hate-speech
- Artificial Intelligence and the use of technology
- Climate change: a divided world

## Assessment

- Class discussions
- Debates
- Essays
- Research investigation
- Semester 1 examination

# Food Science

Elective

## Course outline

This elective investigates food from Australia and around the world. It aims to promote healthy food choices through the development of food knowledge, understanding and skills in line with the principles of the Australian Guide to Healthy Eating.

Topics covered in this elective unit include:

- Practical food skills and knowledge, including food preparation, time management, safe use of equipment and appliances, and food hygiene
- International flavours and cuisines – traditional ingredients and food preparation methods from around the world
- How immigration has impacted on food availability in Australia
- Making healthy food choices – food selection models and reading food labels

Students undertake a variety of practical tasks that serve to reinforce the knowledge gained throughout the course, whilst developing the practical food preparation skills required for cooking a range of cuisines.

The study of Food Science in Year 9 provides an excellent foundation for future studies in both Health and Human Development and Food Studies.

## Assessment

- Production – organisation, practical application, time management
- Research tasks
- Designing meals based on specifications
- Semester 1 examination

# Globalisation

## Elective

This elective will explore the topics of democracy and globalisation. It provides an opportunity for students who are interested in international issues and current affairs, to deepen their understanding of how the global political system operates.

## Democracy

Students will examine the key features of democracy and how elections are run in Australia and around the world. They will investigate a range of international case studies, to consider how democracy has been challenged and the importance in separation of powers.

Students will also explore the Australian government's roles and responsibilities at a global level, the role of the United Nations and Australia's involvement in overseas peacekeeping. Students will also participate in a Mock UN Security Council, where they will be allocated specific roles and be required to resolve an international crisis.

## Globalisation

Students will be able to define 'globalisation' and explore its benefits for Australia. They will consider the social, economic and political consequences of globalisation. Students will investigate conflicts from around the world and some of the negative consequences of globalisation, including its impact on the cost of living, the environment, human rights and the potential exploitation of workers.

## International law

Students will also explore the Australian government's roles and responsibilities at a global level, the role of the United Nations and Australia's involvement in overseas peacekeeping. The course covers various international laws and treaties, and students will analyse cases where treaties have not been upheld, and the influence globalisation has had on upholding international treaties.

## Assessment

- News media folio
- Research projects
- Essays
- Class tests
- Semester 1 examination

# Journalism – A Nose for the News

Elective

## Do you have a nose for the news?

Are you an engaged citizen? Do you have a nose for the news? Do you feel the need to raise your voice? Are you interested in making people think? Are you interested in searching for the truth? Are you interested in writing about things that matter? If so, then this is the course for you.

In the post-truth era, where anyone can report on an event through the use of a smart phone, social media and the 26 letters of the alphabet, it has never been more important to understand the power of language to shape the views of the public, and the responsibility that comes with this power.

## What will you learn?

Students will explore how the impact of globalisation and digital media is transforming journalism as we know it.

Students will explore the role of ethics in reporting the news and in citizen journalism in particular. Students will also look at various ways to capture the news, using modern technologies and formats. Through a blend of theory and practice, students will learn the art of modern news gathering and production, in particular, how to write high quality print and digital news, and feature stories. Students will explore the art of news reportage, interview, feature story writing and opinion pieces. Students will have the opportunity to publish for the Student Publication Magazine and will be encouraged to submit their work to local newspapers.

## Assessment

- Producing a range of journalistic pieces, including straight news reports, feature stories, letters to the editor, editorials, columns, blogs and interviews
- A portfolio of a range of published pieces
- Meeting individual deadlines
- Semester 1 examination

# Literature

## Elective

The study of literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider them in light of their own understanding and life experience. Texts are valued for their use of language to recreate and interpret experiences imaginatively. Students study challenging and layered texts drawn from a range of genres such as poetry, drama, prose and film.

## Aims

The aims of the program are to develop an enjoyment of literature and to encourage students to read widely and independently. Additionally, the program seeks to foster an understanding of the variety of human experience and to cultivate a critical appreciation of our culture and the cultures of others, both past and present, as they are represented in literature. It also aims to extend students' understanding of the different ways in which literary texts are constructed, encouraging them to read closely and critically. Finally, the program aims to develop the skills and knowledge required for students to respond creatively to literature.

The Year 9 Literature classroom offers a supportive environment for the active exploration of the ideas raised in a variety of texts. Students will learn to share ideas through a range of activities, including discussions, as well as analytical and creative writing, including commentaries, short stories, script writing and poetry.

## Content

With texts forming the basis of study, some of the areas of learning include:

- The connection between the works of Charles Baudelaire and artwork from impressionists such as Renoir
- A range of pieces that explore the broader concept of "Conflict and Tragedy"
- An extensive collection of poetry, including poems by Wilfred Owen, as well as contemporary performance pieces
- The allegorical works of George Orwell
- The exploration of the concept of "Our Consciousness" through works such as Mark Haddon's *The Curious Incident of the Dog in the Night-time*

## Assessment

- Creative responses
- Passage analysis and analytical responses
- Refining oral communication skills through class discussions and oral presentations
- Semester 1 examination

# Music – Performance

Elective

## Aims

In this course, students develop and extend their performance, creative thinking and music language skills. They prepare, rehearse and perform as soloists and as a member of an ensemble. They develop and expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style and expression. They apply this knowledge as creators in response to a range of composition starting points and as critical listeners to formulate and present critical responses to music excerpts. Students also develop their ability to identify, recreate and notate music language concepts.

## Content

In this subject, students will:

- Perform regularly as a soloist and in an ensemble, and reflect on these performances
- Analyse and respond to music from various styles and traditions, using appropriate music language and terminology
- Compose music using the elements of music and compositional devices
- Use music language to identify, transcribe and notate music excerpts

## Assessment

- Solo performances
- Group performances
- Compositions
- Music language assessments
- Semester 1 music language examination

# Music – Recording and Composing

Elective

## Aims

In this course, students develop and extend their creative thinking, composition and problem-solving skills through a Project Based Learning model. They complete a range of workshops that focus on different approaches to composition and a range of music production techniques. Students explore how the elements of music and compositional devices are used to create unity and diversity within cohesive and effective music works. They apply this knowledge as they plan, implement and produce three polished and refined music products.

## Content

Students will:

- Listen and analyse the elements of music and compositional devices of music from a diverse range of styles and genres
- Complete workshops designed to develop compositional and music technology skills
- Plan, implement and produce music products using their music skills and strengths
- Use music technology to create, edit, refine and produce polished music products. Music technology applications include Sibelius, GarageBand and Logic Pro X.
- Document the creative process from the planning phase through to post-creation reflection

## Assessment

- Music technology workshop responses
- Three negotiated music products
- Semester 1 music technology examination

# Sport Science

Elective

## Aims

This elective is designed to promote health and exercise sciences and provide pathways for students to make decisions in future courses, study and employment in this area. It aims for students to:

- Develop an understanding and knowledge of how science contributes to sports performance
- Be exposed to best practice sport science methods
- Understand and question why we use certain testing and training methods.
- Understand what factors are essential for success in high performance sport, including key concepts from elite athlete programs
- Develop enthusiasm towards sport science, sport medicine and other allied health areas
- Develop an inquiry-based mind and use problem-based approaches
- Develop the ability to analyse data and apply this to sport performance

## Content

Sport Science will address the following broad topics:

- What is Sport Science and how does it contribute to sports performance?
- Future careers in allied health and sport
- How does STEM apply and link with sport science?
  - Science: structure and function of body systems, nutrition and energy systems, training methods and adaptations to exercise
  - Technology: how has technology contributed to sport performance?
  - Engineering: developing equipment for sport performance-enhancing or marketing
  - Mathematics: measuring and collecting data, analysing data and applying to sport



# Sport Science – Continued

Elective

## Units of work

1. Sports Psychology: research how motivation, concentration, mental imagery, arousal regulation, confidence and sleep impacts on performance.
2. Nutrition and Hydration Strategies: research macronutrients and identify food examples. Research the appropriate consumption amount for nutrition and hydration needs and understand how the timing of consumption impacts on performance and recovery.
3. Exercise Prescription: fitness components, energy systems and training for adaptation.
4. Technology and Engineering in Sport: investigate key technologies and how they contribute to performance, eg: GPS, heart rate monitors and gas analysis, and investigate how equipment has been developed to improve sport performance.

## Assessment

- Topic test: sports psychology
- Quiz: nutrition and hydration strategies
- Training program design and evaluation: games and activity analysis
- Research assignment: technology and engineering
- Semester 1 examination

# STEM – Design, Build and Program a Robot

## Elective

This course integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, electronics and programming to build a working robot that addresses a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and hands-on construction. Students will address topics and challenges in the following areas:

- Plan and design: What is it? What must it be able to do? Which design features will it incorporate?
- Modelling and refinement: Making a prototype. Testing the prototype and comparing the results to intended outputs, then making changes. Refining ideas and constructing a fully functional final product.

Creative students with an interest in design, construction and programming will enjoy this course. Many new occupations and career paths require STEM skills. Accordingly, this course offers students excellent preparation for studying VCE Systems Engineering, and life beyond.

The classes extensively employ project-based learning which offers a different way of working, compared to other subjects. It is highly rewarding to manage a project from start to finish, as well as preparing students.

## Assessment

- Project record: background research, specifying requirements, design process, testing and evaluation
- Final model – how well the product works to solve the problem
- Semester 1 examination

# Textiles

## Elective

The conceptual focus of this course explores 'Sustainable Textiles Practices'. It aims to develop students' abilities to design and make products using textile materials and processes, with consideration of the broader impact of their choices on society and the environment. Students will gain experience in operating sewing equipment to produce quality products or crafts, using both new and upcycled materials. Students will develop literacy skills through instructional writing and the preparation of individual investigation proposals. This course follows on from Year 8 Textiles, but is also accessible for new students.

## Folio presentations

Students will present their research, experimentation and development of products in a digital folio for Textiles, using Keynote or PowerPoint presentations. In this digital folio, they will document and reflect on key knowledge and skills as well as personal experience.

Students will investigate common textile fibres, their properties and characteristics in order to select and appropriately use materials in their design and production tasks. They will explore issues relating to fast fashion and report on the environmental impact of textile products with the aim of then identifying strategies to address these issues.

Students are also required to maintain written and photographic records of their practical assessment tasks, including research, design and construction activities. These should include directions explaining the design intentions, technical processes and advice based on their own experiences. These tasks form a significant part of the ongoing home learning expectations.

This subject provides skills and experiences that will be beneficial for senior studies in Year 10 Textiles and Art, IBDP Visual Arts, VCE Art Creative Practice and Visual Communication Design.

## Assessment

- Textiles, fibres and sustainability
- Original bag design, using recycled materials
- Independent investigation in textiles design
- Semester 1 examination

# The Digital World

## Elective

This subject is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games, and using data to create digital products. The aim of the subject is for students to become accustomed to the coding environment and to take industry-relatable steps in software development. Additionally, they will learn to properly use data to create customised infographics and other internet products.

The course covers the following software types:

- Object orientated coding language (Python)
- 3D visual product (Unity)
- Microsoft Excel
- Adobe

The Problem Solving Methodology is the industry standard and used in VCE studies. Its application is relevant to those who wish to take their Digital Technologies studies further into Year 10 and beyond. Course requirements will comprise of teacher-directed classes and a set of self-paced exercises designed to progressively develop skills and computerisation thinking. While all students will be expected to reach a prescribed level of competency, the nature of the course enables students to develop at their own pace and provides scope for extension for more able and diligent learners.

This course is also suitable for students with little or no exposure to the applications listed above.

## Projects

- Python: Loop and Array based games
- Unity: 3D visual product
- Internet media production

## Pathways

The Digital World elective provides a pathway to further studies in areas such as computer science, software development, digital graphics and data analytics.

## Assessment

- Level of skills acquired in each software application
- Student's ability to apply those skills in a problem-solving situation
- Folio and classwork
- Skills tests
- Quality of major projects
- Semester 1 examination

# Visual Communication Design

Elective

## Learning focus

Designers create and communicate through visual means to influence everyday life for individuals, communities, and societies. This course aims to provide students with an insight into the significance and function of design in society. It develops a student's critical eye for design and analysis, confidence in their aesthetic judgement and the ability to respond appropriately to the specifications of a design brief. Design thinking and research skills, and the development and refinement of a range of ideas in response to design criteria, are integral parts of this course.

Through practical work, the course focuses on developing student creativity and their growing appreciation of human needs and sustainability. Ideas are explored through the language of drawing, observation and a variety of technical drawing approaches.

## Folio

Students develop a folio of artworks that explore:

- The elements and principles of design
- The language of design through the investigation and analysis of the work of designers in related fields
- Type and imagery on popular products
- Products and presentations for the client or community
- Technical drawings: observation drawing, one and two point perspective, and planometric drawing
- Adobe Illustrator and Photoshop to refine and deliver the final design and communications

## Visual diary

This is an essential part of the course, as it involves documenting all practical processes, ideas and design exercises. There will be continuous assessment of each folio piece, with emphasis on the design process: discover, define, design and deliver.

# Visual Communication Design – Continued

Elective

## Technology

Computer generated designs are integral to this course. Students learn to scan, digitally manipulate and print images to cater for their design tasks. This introduces them to technology that will be explored further in their folio productions in VCE Visual Communication Design, Units 1-4.

This area of study leads to practical and academic career opportunities including advertising, animation, architecture, interior design, game design, product design, visual communications and fashion. It also connects strongly to the ever-increasing field of interactive design, which focuses on the interaction between humans and products, such as app and website design.

## Assessment

- Drawing and rendering folio
- Object design folio
- Environmental design folio
- Semester 1 examination

# Year 9 Course Guide

## Contacts

### Commerce

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STEM – Design, Build and Program a Robot  
The Digital World

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Drama – Acting for the Screen  
Drama – West End to Broadway

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Journalism – A Nose for the News  
Literature

### Health, Sport and Exercise Science

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Health and Physical Education  
Sport  
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### Humanities

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Ethics  
Geography  
Globalisation  
History  
Self and Society

### Languages

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Chinese  
French  
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### Mathematics

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Mathematics

# Year 9 Course Guide

## Contacts – Continued

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### Science

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Agriculture

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Science

### Visual Arts

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Animation and Photography

Art

Textiles

Visual Communication Design





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