

ST Columba's
COLLEGE



YEAR 9
PATHWAYS
HANDBOOK
2019



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Year 9 Curriculum

The Year 9 curriculum at St Columba's College is structured around the Victorian Curriculum. Our Year 9 program is designed so that each student experiences:

- Discipline based learning areas in line with the Victorian Curriculum
- A strong focus on developing the full range of interdisciplinary, physical, personal and social knowledge skills and behaviours that enable them to take initiative, to manage elements of their learning, and make responsible decisions

COURSE STRUCTURE

The Year 9 program is structured so that students experience a broad range of disciplines. They are required to study the prescribed number of semester length units across all learning areas, but are also able to make some choices of their own. In addition to this, all students participate in a Careers development program called Future Directions.

COMPULSORY UNITS

- Religious Education (2 units)
- English (2 units)
- Mathematics (2 units)
- Future Directions (2 units)
- Science (2 units)
- Health and Physical Education (2 units)
- Italian, French or Japanese (2 units)
- History (1 unit)
- Digital Technologies (1 unit)
- The Arts (1 unit) – select from list of offerings.

ELECTIVE UNITS

Students may choose five other units of their choice, but no more than three units in total from The Arts.

The Arts

The Dinner Party
A Riot of Colour!
Get it Together!
Beauty and the Beast
Pocket Producer
Reality Check
Dance
Drama
Music
Designer Life

The Humanities & Social Sciences

Geography
Markets & Citizenship

Technology

Codename – BOT Squad
Tinker, Design & Create

SUBJECT SELECTION PROCESS

Student Assembly:

Thursday 23 August 2018

Subject Choices Submitted Online By:

Friday 7 September 2018

Religious Education

In a renewed approach to the teaching of Religious Education, students in Year 9 are entering development of learning that integrates five key content areas: Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament and Morality and Justice.

In Semester One, students undertake a study of scripture, investigating the breadth and nature of the scriptures, the variety of literary styles and the objectives of their writers, the types of writing contained in the Old and New Testaments, and the distinctions between literal and figurative language. Students reflect constantly on their learning and make contemporary, relevant links to their own lives in the 21st Century. In the second unit, students undertake a study of redemption and hope, focussing especially on the nature of good and evil in the world, examples of justice and injustice in the local and wider society, and exploring the values and attitudes promoted by scripture and Church documents. Linked to this, is an examination and participation in the Sacrament of Reconciliation. Students look at two sacraments: the sacrament of reconciliation and the anointing of the sick. Both sacraments are studied as key parts of the Church's ministry of healing in the world.

In Semester Two, students look at the life of Mary as the first disciple of the Church, posing questions about her and seeking answers through research, scripture, art, film and writing. We then move into a study of prophecy and the prophetic voice throughout history. Examining the voices of Old Testament Prophets to incite change and justice, students then move into a close study of the contemporary prophetic voice. Prophecy is explored as an expression of advocacy for social justice, radical protest against poverty, racism, exploitation and the ill-treatment of the poor. Students are challenged to consider the role of prophecy in the modern Church and in their own lives. Finally, students look at the changes in and the history of the Catholic Church in Australia, noting the arrival of Christianity in Australia, the impact of Christianity on Indigenous peoples, the impact of key individuals like Mary MacKillop, and how the Catholic faith has changed in the light of the Second Vatican Council in the 1960s. Students interview someone who has lived through certain chapters of this history and reflect on their own experience of the Catholic Church and personal faith journey.

Classes will have the opportunity to reflect on their personal faith journeys in prayer services, and class liturgy connected to their learning.

English

The English curriculum aims to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- The capacity to discuss and analyse texts and language critically
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning
- The ability to access and use resources, from dictionaries and libraries to word processors and the internet

In line with the Victorian Curriculum, the English course covers the core components of Language, Literature and Literacy and is assessed in three dimensions:

- Speaking and Listening
- Reading and Viewing
- Writing

In the Year 9 English course, students develop a folio of writing pieces in a variety of styles, focusing on the awareness of the need to vary language for different purposes and audiences. They study print and non-print text, completing both creative and analytical responses. Speaking and Listening tasks include both formal and informal presentations.

Future Directions

Year 9 Future Directions is a career based program which aims to provide students with the ability to understand and manage influences relating to career planning and lifelong learning. Students develop skills, knowledge and capabilities to make effective career decisions and apply their learning to achieve educational and career aspirations.

A key component of the Future Directions program is the Mock Interview Program. Students participate in a number of activities to develop employability skills in preparation for the program. The Mock Interview Program is a compulsory component of the curriculum and is held over three nights with a panel of external interviewers from the College community.

The Future Directions program provides students with the opportunity to explore their growing interest in their future to further investigate career pathways. This subject helps students create a connection with the modern world of work preparing them for future choices.

Students are challenged to respond creatively to the career development process. A number of career related resources are introduced with the program. Computer based programs such as; MyCareerMatch, Myfuture and the VTAC websites are explored to provide students with an understanding on how to use the resources effectively within their career development journey.

The Future Directions Seminar days provide students with a range of opportunities to explore their growing interest in future pathways in an engaging and often practical setting. This is achieved by experiencing a number of TAFE taster programs, university life and the opportunity to create a connection with the modern world of work to prepare students for future choices. The program is assessed against the Victorian Curriculum Personal and Social capability achievement standards.

SELF-AWARENESS AND MANAGEMENT

Students understand themselves and the influences on them, build their experiences and achievements and develop their capabilities.

Students will demonstrate self-development through the following learning outcomes:

- Understand how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals
- Explore methods to enhance interpersonal and group communication skills including skills for a successful work interview

CAREER EXPLORATION

Students locate, investigate and consider opportunities in learning and future work options.

Students will demonstrate career exploration through the following learning outcomes:

- Understand how past, present and future academic performance may impact upon the selection of future programs and courses
- Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work

CAREER MANAGEMENT

Students make and adjust Career Action Plans and manage their life choices, changes and transitions.

Students will demonstrate career management through the following learning outcomes:

- Use career information resources to locate information on occupational and industry trends, education and training trends, and social and economic trends
- Understand the importance of developing flexible and adaptable short-term Career Action Plans within the career building process
- Examine how personal goals can be satisfied through a combination of work, community, social and family roles

Health & Physical Education

In Year 9, Health and Physical Education are combined and taught as one subject. Students have four lessons of Health/PE each cycle throughout the year. The following topics are covered:

MOVEMENT AND PHYSICAL ACTIVITY

FITNESS

The Fitness topic involves both practical and theoretical work. Students have the opportunity to evaluate their personal fitness levels and determine areas of strength and weakness. The students gain an understanding of basic training principles and participate in a variety of activities designed to improve aspects of their own fitness.

BALL SKILLS

Students participate in Volleyball, Australian Rules and European Football. This allows them to develop catching, passing and kicking skills. Students also develop critical literacy skills and learn to work effectively in teams.

IMPLEMENT SPORTS

Students will gain access to activities which promote movement in the community. They will participate in a four week Squash unit designed to increase their hand-eye coordination and aerobic fitness levels. They will also develop similar skills through their participation in badminton.

SELF DEFENCE

Students will be educated in real life response training and practical street survival tips. This five week unit is designed to increase their balance, coordination, reflexes and spatial awareness. Students will punch, elbow, kick, move, weave and get out of grabs and holds in a completely safe environment.

HEALTH KNOWLEDGE AND PROMOTION

DRUG EDUCATION

Students explore the dangers of illicit drug use and their effects on users. Students begin to explore harm minimisation strategies and participate in a variety of classroom discussions and debates aimed at increasing their awareness and understanding of drug related issues.

RESUSCITATION

Students are instructed in resuscitation techniques and how to appropriately apply first aid to a casualty.

SEXUALITY

During this topic students learn about the physical, mental, social and emotional changes that occur at puberty. They develop an understanding of the reproductive systems and the process of menstruation, conception and methods of family planning. They explore and discuss the Gospel values and decision making processes and skills. Students have the opportunity to wear a pregnancy belly and reflect on how pregnancy would affect their dreams and goals at this stage of their life.

MENTAL HEALTH AND WELLNESS

The Mental Health and Wellness topic looks at issues surrounding mental health and young people. Students will explore the concepts of body image, gender stereotypes, resilient behaviours, appropriate emotional responses, support networks, self-help strategies and positive health practices.

Humanities & Social Sciences

All students in Year 9 study the History unit.

HISTORY

Year 9 History focuses on the period 1750 to 1945 and the significant changes in the way people lived, worked and thought. Students will learn about the significant events, people and groups during this fascinating period in Australian history. Students will also gain important analytical and research skills through the study of following three topics:

INDUSTRIAL REVOLUTION

Students will investigate the causes that led to the Industrial Revolution and the factors that influenced the industrialisation of Britain and Australia. This study will examine the effects of the industrial ages, differing perspectives of the global population towards industrialisation, and the changes of the industrial revolution made to the familial life.

AUSTRALIA AND ASIA

In this unit, students will investigate the history of Australia and/or an Asian society in the period of 1750 to 1918. Key social, cultural, economic and political features of society will be examined. Students will also examine the impact of European settlement on Aboriginal and Torres Strait Islander peoples. Throughout this unit of study, significant events, movements of people, living conditions, political and legal changes as well as ideas, beliefs and values will be discussed and analysed.

AUSTRALIA AT WAR - WORLD WAR I

This unit will focus on key aspects of World War I, including the causes, major battles and technology used during war. Students will also learn about the extraordinary conditions experienced by soldiers and the legacy of the Great War in Australia including the ANZAC legend.

ELECTIVES

The following may be chosen as electives:

MARKETS AND CITIZENSHIP

Students will also gain important analytical and research skills through the study of the following two topics in this elective:

THE ECONOMY AND YOU

Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.

POLITICS AND YOU

Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

GEOGRAPHY

Geography is the study of the earth and its features and of the distribution of life on the earth, including human life and the effects of human activity. In Geography, students will be given the opportunity to develop an understanding of how natural processes and human environments change over time. They will explore two topics including:

BIOMES AND FOOD SECURITY

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

GEOGRAPHIES OF INTERCONNECTIONS

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Languages

All students must continue with a language for the year (two units).

In Year 9, language students will continue to develop their listening, speaking, reading and writing skills. Students are expected to understand and use a wider vocabulary and more complex language structures.

FRENCH

Topics covered include: food and drink, sport, describing people, asking for and giving directions and travelling. The main grammatical focus is verbs and more complex sentence structures.

Students will study more complex grammatical structures such as the partitive, comparative adjectives, irregular verbs and prepositions. Students will have the opportunity to further their language skills in French and will learn about the customs and traditions of French speaking countries.

Assessment Tasks include: role-plays, reading and listening comprehension tests, guided writing tasks and vocabulary tests. Students will use ICT tools to support their learning of French.

ITALIAN

Topics covered include: Types of housing; clothing and fashion; festivals and health and fitness.

Students will be introduced to more complex grammatical structures such as modal verbs, possessive adjectives, the perfect tense, the past tense and irregular verbs, articulated prepositions and adjectives.

Assessment Tasks include: writing tasks, role-plays, reading and listening comprehension tasks and unit tests.

JAPANESE

Students will have the opportunity to further their language skills in Japanese and will learn more about customs and traditions in Japan.

Topics covered include: anime and manga, housing, weather, food and shopping. Students will be introduced to vocabulary and sentence structures related to these topics. They will also consolidate learning the katakana script and be introduced to selected kanji characters.

Assessment Tasks include: role-plays, listening, reading and writing activities, vocabulary and unit tests. A variety of ICT learning tools will be introduced to support the learning of Japanese.

Mathematics

In Year 9 Mathematics, all students will study mainstream Mathematics however, some students will have the opportunity to study a specialist course offered in order to cater for all students' ability and interest levels.

We encourage all students to undertake the most appropriate course. An Accelerated Mathematics course will be offered as an elective subject which will run in Semester 2. Students who join the Accelerated course will therefore be studying two Mathematics subjects in Semester Two.

There may need to be movement between groups during the year. Students, their parents, teacher and the Domain Leader would be involved in such a decision.

MAINSTREAM MATHEMATICS

Students will study a Year 9 course, in accordance to Victorian Curriculum, which will further develop their knowledge and skills in the following content strands: Number and Algebra, Measurement and Geometry, Statistics and Probability, enabling the student to go onto study Year 10 Mathematics.

Students will automatically be placed into this course, upon completion of the Year 8 Mathematics course.

ELECTIVE

The following subject can be chosen as an elective:

ACCELERATED MATHEMATICS

Students will study a course that is designed to extend and challenge their knowledge and skills in Mathematics.

The course is designed to give students the opportunity to learn and develop more sophisticated problem-solving techniques, incorporating parts of the Year 10 course required to study VCE Mathematical Methods Units 1 and 2. The course also integrates the use of CAS calculators.

Students choosing this elective should have attained an academic excellence (test averages of 85% and above), history of excellent study habits in previous Mathematics classes and a positive attitude towards Mathematics and meeting challenges.

This elective will run alongside the mainstream Year 9 curriculum, thus students will be studying two Mathematics subjects simultaneously in Semester Two.

POSSIBLE OPTIONS FOR MATHEMATICS STUDENTS 2018-2021

Year 9 (2019)	Accelerated	Mainstream	
Year 10 (2020)	VCE Units 1&2 Mathematical Methods	General Mathematics Preparation or Mathematical Methods Preparation	VCE Foundation Mathematics Units 1 and 2
Year 11 (2021)	VCE Specialist Mathematics Units 1 and 2 (Compulsory) VCE Further Mathematics Units 1 and 2 (Optional)	VCE General Mathematics Units 1 and 2 VCE Mathematical Methods Units 1 and 2	<i>*VCAL Numeracy</i>
Year 12 (2021)	VCE Mathematical Methods Units 3 and 4 VCE Specialist Mathematics Units 3 and 4	VCE Further Mathematics Units 3 and 4 VCE Mathematical Methods Units 3 and 4	<i>*VCAL Numeracy</i>

Science

The Year 9 Science course aims to give all students a broad experience of all of the branches of Science: Biology, Chemistry, Physics and Earth Science. The course is designed to be relevant and meaningful to adolescent girls. The importance of scientific methodology is emphasised and students are encouraged to develop their curiosity, collaboration skills and spirit of inquiry.

The topics that will be covered in Year 9 Science will be:

ENERGY

Students will explore energy transfer through different mediums and through this learn how this can be explained using wave and particle models. They will explore the areas of sound and light and investigate how the theory is necessary for many everyday human activities such as hearing and the invention of the cochlear implant. Students will specifically look at communication and the movement from analogue to digital quantities. This has implications for the way in which communication will continue to evolve in terms of wireless technology.

BONDING WITH CHEMISTRY

Students will recognise that all substances consist of atoms, which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. Students will examine the structure of an atom and the forces between protons, neutrons and electrons. Students will study the Law of Constant Proportions as well as the Law of Conservation of Mass. Isotopes and isotopic notation and the three types of radiation will be investigated. The radioactive decay of substances and their subsequent effects on humans will also be researched. Students will develop their own indicators using natural plant extracts and use these to determine the pH of everyday substances.

THE DYNAMIC EARTH

In this topic, students will focus on developing their knowledge and skills in their understanding of the nature of the Earth's ever-changing structure. Volcanoes and earthquakes can cause quick changes, but most of the changes to the Earth's surface happen slowly. Students will gain an understanding of plate tectonics and the consequences relating to the different types of plate boundaries and their impact on the formation of mountain ranges and volcanoes and on the occurrence of earthquakes and tsunamis.

REGULATION AND COORDINATION

During this topic, students will gain a greater understanding of how communication systems are invaluable for the survival of living things. We will look at how living things respond to their changing environment by studying the nervous system and the endocrine system and the role of the stimulus response model. Students will learn to develop scientific methodology to describe the activity of the nervous system and hormones in regulating and coordinating growth and development in animals.

STEM

OBJECTIVES OF STEM EDUCATION

Knowledge, understanding and skills

Students will develop:

- Inquiry and project based learning skills appropriate to STEM practice
- Knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering
- Knowledge and understanding of STEM principles and processes
- Skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods
- Skills in communicating and critically evaluating
- Problem solving skills in a range of STEM contexts

ELECTIVE

The following subject can be chosen as an elective:

TINKER, DESIGN AND CREATE

In this unit, students will develop STEM literacy with digital technologies and challenge based approaches. They will focus on problem solving and reasoning in order to design and engineer a solution to a problem. They will undertake a group based project using the maker space, 3D printers and the laser cutter and work to create just about anything.

Technology

All students in Year 9 will complete the Information Technology Unit.

DIGITAL TECHNOLOGIES

In 2019, all Year 9 students will complete a semester of Digital Technologies. In Digital Technologies students will analyse problems and develop and evaluate digital solutions; develop techniques for acquiring, storing and validating quantitative and qualitative data from a primary source; and create and share information in a range of formats in order to develop their 21st century skills. They will learn to do this in a safe and ethical manner. Students will also develop their computational and algorithmic thinking skills by creating algorithms using pseudocode. Students will also learn various programming languages (coding) to purpose-design digital solutions to solve a specific problem.

ELECTIVE

The following subject can be chosen as an elective:

CODENAME - BOT SQUAD

In this unit students will gain experiences in coding, robotics and Game App building. They will explore the basics of coding using an Apple coding language and by coding puzzles in a game. They will then use their coding skills to build and code robots. They will also develop a prototype of their own game that can be played on a smartphone.

The Arts – Performing

All students must do at least one unit of The Arts.

DANCE

Working with the RoboCup program, students will complete the following learning activities:

- Devise original choreography
- Program robots to perform choreography
- Rehearse and present choreography with the robots
- Evaluate their own choreography and performance and that of others

Creativity, dance and technology are intertwined as students devise dance movements and program a robot to perform them. Students explore and express ideas by conducting experiments in movement and style in order to develop an original dance composition.

After creating the choreography and programming the robot, students develop their dance practices as they rehearse and present their dance work in concert simultaneously with the robots. They develop and refine their own skills through practice and learn to use movement motifs, choreographic devices and form.

Students analyse and evaluate their own and others' choreography and performance both as they work on and refine their work and at the conclusion of the project.

In addition to this program, students will also undertake dance workshops and present learnt group works. Allowing them to further develop their performance skills and dance technique.

Students will undertake Dance technique and performance. They will execute a range of body actions through the safe use of physical skills and develop their dance technique through regular and systematic training, focusing on personal and learnt movement.

DRAMA

Non-naturalism to Realism and back again. From Shakespeare to Stanislavski to Epic Theatre students explore a gamete of unprecedented dramatic experience and theatrical styles.

Students explore the performance style of Realism as well as ritual and storytelling and contemporary Non-Naturalistic performance styles. For example: Elizabethan Theatre and Epic Theatre.

Play-making techniques, research, storytelling and character development will lead to ensemble and duologue performances.

Students will also attend a professional workshop experience or a production (where available) as selected by the teacher to support the stylistic or thematic explorations being undertaken in class.

Skills developed across the semester include:

- Creative and imaginative thinking
- Understanding of ways in which cultural and historical contexts shape playwrights, performance texts and performances
- Use and refinement of expressive skills, dramatic elements and non-naturalistic performance styles through improvisation and rehearsal
- Problem solving techniques

These skills are assessed through involvement in class workshops and a selection of Assessment Tasks such as:

- Class performance activities
- Duologue – Naturalistic Performance of a script
- Written analyses of your own and a professional performance
- Non-Naturalistic Ensemble
- Drama Workbook

MUSIC

In this subject students develop their practical, compositional, analytical and theoretical skills, through the study of a range of musical styles and cultures.

Through the study of film music, students explore and express ideas, using the elements of music and music technology to create an original film soundtrack.

During the topic on World Music, students evaluate the use of elements of music and defining characteristics from different musical styles and use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Through the study of Blues music, students apply knowledge of the elements of music and style to compose, rehearse and perform their music in an ensemble context.

Students also work continuously during the semester to develop their aural and theory skills.

Please note that students taking this subject are encouraged to have private instrumental lessons in order to be able to complete many of the tasks and activities in this subject.

The Arts – Visual

All students must do at least one unit of The Arts.

In Year 9, students may select from a wide range of Visual Arts classes. Each class is based on a specific conceptual framework designed to promote thinking through art. Students will gain drawing/design skills, practical skills in a range of media, and the ability to analyse the visual qualities and interpret the meanings and messages of artworks. They will learn to discuss their own creative ideas and those of their classmates, and will reflect on their working methods through written annotations and group discussions. Students will be expected to work in a safe, respectful and cooperative manner in the art studios.

THE DINNER PARTY

In this elective, students will explore concepts associated with ceramic design and produce both functional and decorative pieces made from clay. Students will learn a range of hand building and surface treatment techniques. They will study the work of ceramic artists from different cultures and discuss issues involving the relationship of form and function. They will gain an understanding of design methods and learn how to analyse a ceramic piece using its conceptual, formal and technical features. Students will also learn how to reflect on their own creative art ideas and respond to the ideas of others.

A RIOT OF COLOUR!

In this elective, students will experiment with the expressive power of line and colour. They will investigate a range of both formal and informal colour relationships and explore how colour can communicate feelings and emotions. They will produce artworks using drawing, printmaking and painting media. Students will study a variety of modern art movements such as Post-Impressionism, Fauvism and Expressionism to learn more about how these artists approached the use of colour. They will gain an understanding of design methods and learn how to analyse a painting using its conceptual, formal and technical features. Students will also learn how to reflect on their own art ideas and respond to the ideas of others.

GET IT TOGETHER!

In this elective, students will work both individually and collaboratively to create experimental mixed-media artworks, which may be exhibited in the school community. They will work with a range of sculptural materials depending on the nature of their project. Students will develop their own designs and work in teams to make decisions about their final piece. They will study a range of artists who create sculptural artworks and discuss issues associated with public art. Students will gain an understanding of design methods and learn how to analyse a sculptural work using its conceptual, formal and technical features. They will also learn how to reflect on their own creative art ideas and respond to the ideas of others.

BEAUTY AND THE BEAST

This elective introduces students to the safe and creative use of a sewing machine. Basic garment construction techniques such as pinning, cutting and sewing will be taught and students will make a pair of boxer shorts to demonstrate these skills. They will also learn how to use machine embroidery as a form of decoration. Students will discuss issues relating to the representation of women in the media. Students will learn how to analyse a textile work using formal techniques and also reflect on their own creative art ideas and respond to the ideas of others.

POCKET PRODUSER

You probably have a smart phone or iPod Touch that you use on a daily basis for consuming media, but did you know you can use it to produce your own media products? The *Pocket Producer* class will have you making your own media products using hand-held devices, merging the gap between the producer and the consumer (user).

You will learn about the media production process, techniques of filming and editing, how to engage an audience and how to share your media products with the world. You will also look at the impact that hand-held devices have on society and the media industry.

REALITY CHECK

In this elective, students will investigate realism in art. They will learn to represent the world around them using a range of media, including drawing, painting, printmaking and/or photography. They will be introduced to concepts such as perspective, tonal rendering, pinhole photography and other devices for achieving a sense of reality. Students will be inspired by artistic styles, both contemporary and historical. They will learn to analyse and interpret realistic artworks and discuss art issues, such as the role and function of art in society. Students will also learn how to reflect on their own creative art ideas and respond to the ideas of others.

DESIGNER LIFE

In this elective, students undertake a series of design exercises that will enable them to achieve innovative solutions across a variety of design areas. This includes graphic design, advertising and packaging. Students will be introduced to specific skills and media such as the use of typography and technical drawing, together with Adobe's CS6 Suite.

Students will study the work of a range of designers to gain inspiration and to understand how design is being used to influence our everyday lives. They will also learn how to reflect on their own design ideas and respond to the ideas of others.

SUBJECT PATHWAYS INTO VCE SUBJECTS

	YEAR 9	YEAR 10	YEAR 11 (1 and 2)	YEAR 12 (3 and 4)
ENGLISH	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> Core English Plus 	<ul style="list-style-type: none"> English Literature VCAL Literacy 	<ul style="list-style-type: none"> English Literature VCAL Literacy
HEALTH AND PHYSICAL EDUCATION	<ul style="list-style-type: none"> Health and PE 	<ul style="list-style-type: none"> Sports Coaching Leisure Community Health Essentials for life (nutrition and first aid) 	<ul style="list-style-type: none"> Physical Education VET Sport and Rec (Year 1) Health and Human Development 	<ul style="list-style-type: none"> Physical Education VET Sport and Rec (Year 2) Health and Human Development
HUMANITIES AND SOCIAL SCIENCES	<ul style="list-style-type: none"> History Geography Markets and Citizenship 	<ul style="list-style-type: none"> History Markets and Citizenship Geography 	<ul style="list-style-type: none"> History – 20th Century Accounting Business Management Economics Legal Studies Geography Units 1 and 2 	<ul style="list-style-type: none"> History Revolutions Accounting Business Management Economics Legal Studies Australian and Global politics
MATHEMATICS (please see the Year 10 and VCE subject handbooks for further information)	<ul style="list-style-type: none"> Mainstream Mathematics Accelerated Mathematics 	<ul style="list-style-type: none"> Foundation Mathematics General Mathematics Preparation Mathematical Methods Preparation VCE Units 1 and 2 Mathematical Methods 	<ul style="list-style-type: none"> VCAL numeracy General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> VCAL numeracy Further Mathematics Mathematical Methods Specialist Mathematics
RELIGIOUS EDUCATION	<ul style="list-style-type: none"> Religious Education 	<ul style="list-style-type: none"> Religious Education VCE Unit 1 Religion and Society (Sem 2) 	<ul style="list-style-type: none"> Texts and Traditions VCE Unit 2 Religion and Society 	Texts and Traditions
SCIENCE	<ul style="list-style-type: none"> Core Science 	<ul style="list-style-type: none"> Core Science (Sem 1) Core Science (Sem 2) Astrophysics Intro to Psychology 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology 	<ul style="list-style-type: none"> Biology Chemistry Physics Psychology
TECHNOLOGY	<ul style="list-style-type: none"> Digital Technologies Tinker, Design and Create Codename - BOT Squad 	<ul style="list-style-type: none"> STEM 		
THE ARTS – PERFORMING	<ul style="list-style-type: none"> Dance Drama Music 	<ul style="list-style-type: none"> Music VCE Music style and Composition (Unit 2) Dance Drama 	<ul style="list-style-type: none"> Music Performance Dance Theatre Studies Drama 	<ul style="list-style-type: none"> Music Investigation Dance Theatre Studies Drama
THE ARTS – VISUAL	<ul style="list-style-type: none"> The Dinner Party (Ceramics) A Riot of Colour Get It Together Beauty and The Beast (Textiles) Pocket Producer (Media) Reality Check Designer Life (Graphic Design) 	<ul style="list-style-type: none"> Corset Couture Make it Funky Unreal World Collage to Camera Modern Mona iDesign 	<ul style="list-style-type: none"> Studio Arts Textiles Studio Arts Studio Arts Photography Studio Arts Media 	<ul style="list-style-type: none"> Studio Arts Textiles Studio Arts Studio Arts Photography Media

Languages can be continued through VCE in the Language you have been studying at the College. Please check the individual subjects in the handbooks for further information.

COLLEGE CONTACTS

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