Copies of the other handbooks (Years 7, 8, 10 and Senior) are available from the school on request.

All learning areas will use the national and state curriculum (AusVELS). AusVELS brings a range of inter-related skills into the curriculum of each learning area, aiming to integrate students’ learning with skills like personal development, communication, thinking and ICT use.

In Years 7 and 8 our students follow a prescribed two-year program incorporating core academic subjects and a comprehensive exposure to specialist practical areas. In Year 9, a core and elective system operates as listed below. The design of this program provides studies in core academic areas and also allows students to choose semester-length elective units most suited to their ability, interests and aspirations. In Year 10 there is also a core and elective program, designed to allow students to access fast-tracking VCE subjects. Our widely-respected VCE program through our VET, VCAL and VCE streams offers Year 11 and 12 students a breadth of academic and vocational studies.

THE YEAR 9 PROGRAM

In EACH semester, a student will study a core consisting of

- English,
- Mathematics,
- Science,
- Humanities,
- Health and Physical Education.
- Information Technology

NOTE: Students continuing LOTE in Year 9 will choose Indonesian as an elective. Students in the Enhanced and Accelerated program must choose Indonesian, and continue LOTE study in Year 10.

In EACH semester, a student will choose three elective units, selected from the following Learning Areas

- The Arts
- Technology
- Health and Physical Education
- LOTE
- Humanities

Subject Fees: Some electives have an additional fee for materials and consumables. Other subjects may also at times charge a small fee for additional items or activities.
At Year 9 the following selection rules relating to **core and elective units** must be followed:

1. **MATHEMATICS** - All students study Mathematics and will be allocated to units depending on their ability and requirement for Mathematics in their future education. Students will receive advice regarding the units most suitable for their needs in future Maths study.

2. **ARTS AND TECHNOLOGY** - All students should select **at least one unit** from each of these learning areas over the year.

3. **HEALTH and PE** – All students are allocated to core studies in Health and PE. Students must not select more than **TWO** electives from this learning area.

4. **LOTE (Indonesian)** - All students are encouraged to study LOTE. Students enrolled in the Enhanced and Accelerated Class MUST study LOTE. However, for the remainder of students this is not compulsory in Year 9. If LOTE is selected, both units must be selected (semester 1 and 2), and students are still required to do at least one unit from **either** Arts or Technology.

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**CORE STUDIES.**

**CORE ENGLISH UNITS**

**Year 9 ENGLISH 1 & 2 (Semester 1 & Semester 2)**

These units are **compulsory for all year 9 students.**

Learning outcomes to be demonstrated:

This course is based on the AusVELS curriculum. Students will produce a body of work which demonstrates ability to:

- Convey meaning (spoken and written) with accuracy and appropriate use of conventions
- Write in a variety of styles for different purposes and audiences
- Develop research, analytical and critical skills in order to respond verbally and in writing to events and issues portrayed in the media
- Respond verbally and in writing to literary texts, eg. a novel, short stories, plays, films, poetry.

**Work Requirements:**

- Writing Tasks
- Reading Tasks
- Speaking and Listening Tasks

**Assessment:**

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

**CORE MATHEMATICS UNITS**

All students will study Maths at Year 9 level and then in Year 10. This will keep options open to study any of the VCE Mathematics units at a higher level, or provide background for VCAL Numeracy.

Students will be placed in Maths units in Years 9 & 10 **PRIMARILY** on teacher recommendations, based on judgments of student performance in on-demand testing and teacher assessments against AusVELS.
PATHWAYS TO VCE MATHEMATICS

To prepare for the following VCE Mathematics units you must have completed:

Year 11: Required Middle School units.
MATHS METHODS 1 & 2 Upper-level Maths at Years 9 and 10 is essential.
GENERAL MATHS 1 & 2 Mid-level Maths at Years 9 and 10 is recommended.

Year 9 CORE MATHS 1 & 2 (Semester 1 & Semester 2)

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
Revision of basic skills in whole number, algebra, calculator skills and decimals will occur throughout the year. Understanding of Percentages and applications, Expansion in Algebra, Geometry, Measurement, Probability, Surds, Pythagoras Theorem, Trigonometry, Linear Equations and Graphs, Statistics and Probability, Factorisation in Algebra and Quadratics

Work Requirements:
• Complete set exercises.
• Maintain a workbook containing notes and exercises.
• Complete all assessment tasks.

Assessment:
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE SCIENCE UNITS

Year 9 CORE SCIENCE 1 & 2 (Semester 1 & Semester 2)

In first semester, students extend their knowledge about atoms and the structure and properties of matter. They study light, astronomy forces, motion and forensics. During second semester, students study a unit that is called Dynamic Earth. This includes studies in geological structure, plate tectonics, oceans and ecology. They will consider how energy and matter cycle through ecosystems and investigate the importance of our oceans to the continued maintenance of life on our planet.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
• Produce a well-organised and complete record of topics studied
• Demonstrate active and responsible participation in practical activities
• Demonstrate scientific knowledge and understanding under test conditions
• Competently complete a range of homework tasks and/or assignments

Assessment:
Based on the extent to which appropriate learning outcomes have been demonstrated.
CORE HUMANITIES UNITS (SOSE)

The Core Humanities units cover the domains of History, Geography, Civics and Citizenship and Economy and Society with the following learning outcomes appropriate to the AusVELS curriculum covered over the two years:

**Year 9 CORE SOSE 1 & 2 (Semester 1 & Semester 2)**

Topics may include:

**History 1788 – 1901:**
- Aboriginal and European relationships, past and present
- First Fleet
- Settlement
- Gold Rush
- Convicts
- Federation

**Geography**
- Coastlines and/or Water Resources
- Plate tectonics and volcanos

**Economy & Society**
- Factors that affect the Australian economy, resources and their distribution,

**Civics and Citizenship**
- Government in Australia and active citizenship

**Work Requirements:**
- Complete set exercises.
- Maintain a workbook containing notes and exercises.
- Complete all assessment tasks.

**Assessment:**
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE PHYSICAL EDUCATION / HEALTH UNITS

**Year 9 CORE PHYSICAL EDUCATION / HEALTH 1 & 2  (Semester 1 & Semester 2)**

These units are compulsory for all Year 9 & 10 students. Students undertake physical education for two periods each week and Health Education for one period each week. A variety of sports and activities will be offered each semester in Physical Education. Health Education will focus on a range of issues including drug education, sexuality, decision making and community health.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Perform at a proficient skill level in practical classes
- Recognise the changing nature of relationships
- Describe community health resources available to individuals and groups in society

**Work Requirements:**
1. Participate in 80% of practical classes
2. Improved skill development
3. Classwork and assignments

**Assessment:**
To be based on attendance, participation, classwork, assignments and attitude.
CORE INFORMATION TECHNOLOGY

Year 9 CORE INFORMATION TECHNOLOGY 1 & 2 (Semester 1 and Semester 2)

- This unit aim at developing the ICT skills of each student to the level where they gain the background needed to complete tasks which may occur as part of their coursework throughout the final years of schooling. These skills include word processing, spreadsheets and graphing, data management, visual thinking tools, presentation softwares and the manipulation of graphic, audio or video data.

Work Requirements: maintaining a complete digital portfolio, including all class tasks and assignments.

Assessment: based on the completion of work requirements and the extent to which skills have been demonstrated, including assessment against the relevant aspects of the AusVELS ICT domain.

ELECTIVE UNITS.

Students will be asked to select SIX elective units they wish to study over the year (THREE units in Semester 1 and THREE units in Semester 2).

Remember to follow the selection rules listed earlier in this Handbook when making your selections (page 2).

Remember: CHOOSE WHAT IS BEST FOR YOU, NOT WHAT YOUR FRIENDS ARE CHOOSING!

The following is a summary of Year 9 electives which MAY run in 2015, depending on student numbers and staffing.

The Arts  PHOTOGRAPHY  
The Arts  VISUAL COMMUNICATION (GRAPHICS)  
The Arts  SCULPTING  
The Arts  ART  
Health/PE  SKILLS AND DRILLS  
Health/PE  OUTDOOR EDUCATION  
Humanities  MONEY MANAGEMENT  
LOTE  INDONESIAN 1 & 2  
Technology  AUTOMOTIVE  
Technology  HOME ECONOMICS  
Technology  SHEETMETAL  
Technology  ENGINEERING  
Technology  WOODWORK 1 & 2  
Technology  TEXTILES
THE ARTS LEARNING AREA

In the Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultures. They learn to be imaginative, explore alternative solutions, develop, practice and refine techniques, share opinions and extend the limits of the Arts. The following Arts Strands are offered at Year 9: Graphic Communication, Photography and Visual Arts

- Students intending to take specific VCE units in the Arts should take note of the pathways through the relevant Year 9 and Year 10 unit sequences to their chosen VCE units.
- Students wishing to gain a broad experience in the Arts should consider units from all areas of the Arts.
- Students should note that a number of The Arts units charge a levy to help cover the costs of materials associated with the completion of the work requirements.

PHOTOGRAPHY

This course gives a basic overview of photography.

Learning outcomes to be developed, appropriate to the AusVELS curriculum:
- Use of a Digital Camera
- Specialist computer software skills, learning how to use Adobe Photoshop
- Manipulate digital images, using a variety of methods and techniques.

Work Requirements:
- Submit a range of photographs based on selected themes.
- Complete set theory work based on photographic skills and techniques.

Assessment Based On: Presentation of a folio of work plus work book and theory assignments.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

VISUAL COMMUNICATION

This unit is designed to enhance the development of the student’s awareness of visual communication using two and three-dimensional drawings.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Symbol awareness and design, mapping, diagrams and charts, graphs, illustrations, introductory technical and architectural drawings and use of computer-aided drawing.

Work Requirements:
- Satisfactory completion of given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment:
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

SCULPTING

Sculpture is one of the broadest artistic classifications, ranging from the earliest clay models and stone carving to the newest mixed media or kinetic works. Work will be done individually and in groups.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Exploration of a wide range of media
- Creation of abstract and realist designs.

Work Requirements:
- Maintaining a visual diary of designs for topics
- Completing a number of written responses
- Completing fully three sculptural models

Assessment Based On:
- Satisfactory completion of work requirements.
- Quality of work and design processes
- Organisation and focus ability
ART

Students will explore organic form, shape and symbolism through exercises and topics using a variety of media both 2D and 3D.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- The development of pattern, harmony, discord, colour and depth through natural form.
- Composition, Balance and Individuality

Work Requirements:
- Maintain a visual diary
- Complete worksheets on artists / studio practices
- One written piece on artist/s
- Complete a minimum of 3 design briefs with associated developmental work covering different studio practices

Assessment Based On:
- Quality of finished work and design processes
- Organisation and focus ability
- Completion of the work requirements

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food, nutrition, health, safety, human development and human relations. The whole concept is of a person’s well being.

Study in this area leads to two strands at VCE, Physical Education and Outdoor Education or Human Development in Society (HDS).
These subjects are suggested for those wishing to undertake further studies in the Physical Education, Nursing, Health and Caring Professions.

SKILLS AND DRILLS

Each sport is unique in the way it is played, however most sports have a lot in common. This unit explores a variety of sports and will develop a framework of rules, drills, skills and strategies which can be applied to most sports.

Learning outcomes will be demonstrated appropriate to the AusVELS curriculum.

Work requirements:
- Active participation in 80% of classes
- Level of skill development
- Attitude and approach

Assessment: Based on skill work, attitude, participation level and rate.

OUTDOOR EDUCATION

This unit involves learning basic skills in map work and orienteering, first aid and basic camp craft. The emphasis is mainly on hands-on activities including some trust activities, overnight camp procedures and physical activities in outdoor settings, leading to an overnight hike, and surfing at Ocean Grove.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Analyse immediate, short and long term consequences of behaviours that effect the environment
- Understand and apply all safety precautions in the outdoors

Work Requirements:
- Complete a class workbook.
- Attendance of 80%.
- Participate in an enthusiastic manner in class activities.
- Assignment work.

Assessment:
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: students will be expected to participate in a range of activities selected from surfing, scuba diving, rock climbing, bushwalking, camping, orienteering, canoeing and snow skiing, there will be an overall cost that is expected to be met by their families.
The learning of another language takes students’ thinking beyond the confines of their own culture. It has the potential to challenge all students in new ways by causing them to reconsider what has become an accepted pattern of thought by the single use of the English language. The learning of another language promotes skill development in the areas of listening, speaking, reading and writing. This is achieved through the study of the structure and function of the language. The learning of another language can also assist students’ understanding of, and skills in, the use of their own mother language. Language learning skills are also social skills. The study of other languages makes it possible to view another culture through and within its own terms of reference. This results in improved understanding of our multicultural and multilingual world.

**INDONESIAN 1 (Semester 1) and INDONESIAN 2 (Semester 2)**

This course is offered to those students wishing to continue on with Indonesian having studied it at Year 8. It aims to extend the students knowledge of Indonesian in the areas of everyday conversation and culture and to help them develop greater confidence and competence in the skills of reading and writing. This will be based largely on the text as well as magazines, books, videos and other materials for research on cultural activities. These units along with Year 10 Indonesian are pre-requisites for students wishing to study VCE Indonesian.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Can gather and use information heard
- Can demonstrate understanding of a half page of text
- Can write two or three linked paragraphs
- Can convey in point form information gained through reading or listening.

**Work requirements:**
- Complete set exercises
- Maintain a workbook containing notes and exercises
- Complete all assessment tasks

**Assessment:**
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

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**HUMANITIES LEARNING AREA**

**MONEY MANAGEMENT**

This unit aims to introduce students to the basics of managing personal finances and is aimed at students who may shortly be starting casual employment. Topics covered include personal banking, the nature of bank transactions and interest, personal budgeting, lay-by arrangements, planning for major purchases. The unit also covers safety and security in online transactions.

**Work Requirements:**
- Satisfactory completion of given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

**Assessment:**
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.
TECHNOLOGY LEARNING AREA

Technology Studies is an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result.

Seymour College offers studies in SEVEN sub-areas of Technology: Automotive, Fitting and Machining, Home Economics, Information Technology, Needlework/Textiles, Sheetmetal and Woodwork.

SELECTION OF UNITS:
- There are no pre-requisites.
- Students can select units from one or more sub-areas; however, most students will follow a pathway in a selected sub-area through Years 9 and 10, to assist in the preparation for VCE or VET studies.

### Year 9 & 10

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<thead>
<tr>
<th>VET</th>
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<tbody>
<tr>
<td>Engineering</td>
<td>Engineering</td>
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<tr>
<td>Home Economics</td>
<td>VCE Design &amp;Technology Food</td>
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<tr>
<td>Needlework / Textiles</td>
<td>D&amp;T Textiles</td>
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<td>Sheetmetal</td>
<td>VCE Design &amp;Technology Metal</td>
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<tr>
<td>Woodwork</td>
<td>VCE Design &amp;Technology (Wood)</td>
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<td>Automotive</td>
<td>VET Automotive</td>
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**PLEASE NOTE:** Most of the units in the Technology Studies have some costs involved with them. The costs vary because of the nature and amount of materials students use.

### AUTOMOTIVE

This unit would be suitable for all students who wish to gain a greater understanding of or develop their own Automotive/Mechanical systems, e.g. small petrol motors, as well as investigating systems used in today's society, eg. mechanical control methods.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Investigation
- Design
- Production
- Evaluation

**Assessment:**
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

**Note:** Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

**Assessment:**
Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

**Note:** Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.
HOME ECONOMICS (FOOD TECHNOLOGY)

This unit will, through design principles, show students how to plan and produce foods for a variety of occasions.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:

- Acquire thorough knowledge of a particular staple food
- Plan, prepare and produce food items in a limited time and to a satisfactory standard have due regard to food handling regulations.

Work Requirements:

- INVESTIGATION – complete a study of a staple food from beginning to end product.
- DESIGN – Prepare detailed proposals for making products using complex equipment
- PRODUCTION – Produce family meals for life cycle stages
- EVALUATION – evaluate and analyse the processes used. Make recommendations for product modification to suit a variety of health conditions.

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

SHEETMETAL

This unit introduces students to methods of joining and forming light metals. Students will use these construction techniques to make projects using both set plans and templates. Projects are chosen to develop a range of skills and knowledge. Students are instructed in the safe use of all tools and equipment in the workshop.

*Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.*

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:

- Investigation
- Design
- Production
- Evaluation

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

- Awareness and implementation of healthy and responsible safe working practices.

*Note: The cost of student projects is calculated prior to their commencement.*

ENGINEERING

This elective unit provides for the use of a range of tolls and standing equipment, where students will learn a range of skills and techniques in the design and finish of a range of projects. They will assess the suitability of materials used, learn appropriate safety and precision in equipment use; students are instructed in the safe use of all tools and equipment in the workshop.

*Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.*

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:

- Investigation
- Design
- Production
- Evaluation

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

- Awareness and implementation of healthy and responsible safe working practices.

*Note: The cost of student projects is calculated prior to their commencement.*
WOODWORK 1 and 2

At this level the course provides for the use of a wider range of tools and equipment with students being encouraged to take greater interest in the design and finish of a project of their choice. They will determine and select suitable timbers, use appropriate techniques and equipment to make the project with precision and safety and then assess the suitability of their finished project. Projects that could be made: stools, planters, ornaments, toys, gadgets, carved bowls or plaques, small storage cabinets or boxes and items turned on the wood lathe.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
• INVESTIGATING - the development of emerging materials and processes to meet project designs.
• DESIGNING - plan and select appropriate materials.
• PRODUCING - use appropriate tools to complete projects to specific standards of safety and precision.
• EVALUATING - prepare a report that assesses the product for function, aesthetics and intended use.

Assessment based on:
• Demonstrated skill and knowledge via investigation, problem solving, design and productive task.
• Correct use and care of tools and equipment
• Awareness and implementation of healthy and responsible safe working practices.

Note: The cost of student projects is calculated prior to their commencement.

TEXTILES

Students will develop fabric decoration skills such as patchwork, applique and embroidery, on articles selected from teddies, toys, cushions or quilts. Students may also prefer to design and make clothes. After negotiating with the teacher, they will prepare designs, select suitable fabrics, and make the articles. Emphasis will be placed on the development of design and decorative skills, to produce articles that give students a sense of achievement. This is a great subject to further skills already acquired in Year 8.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
• INVESTIGATING the most suitable methods and fabrics to be used the production of articles.
• DESIGNING through the use of drawing, skills and processes used to make the articles.
• PRODUCING the articles
• EVALUATING the processes used.

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

LIBRARY RESOURCES

The Library should be a crucial part of any student’s education. With this in mind, our school library offers the following support for our 7-10 students:

• Independent research. Students can borrow laptops for school - related research
• Access to newspaper indexing service
• Comfortable work areas, for both small groups and individual study
• Venue for study nights after school
• Daily newspapers and a two year collection of the three major Vic. papers.
• Automated catalogue
• Photocopying (10c a copy) and printing facilities
• Extensive fiction collection
• Recreational magazines
• Variety of games for recreational use at recess and lunchtime
• Occasional lunchtime activities
• Focused displays
• Bi-weekly study sessions at lunchtime
• Assistance with fiction selection and information requests
• Bookweek celebrations