



Year 9 & 10 Curriculum Handbook 2024



Beaumaris
Secondary
College

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Understanding the Middle Years Program

We learn purposefully by cultivating curiosity, being reflective and making real-world connections.

The Year 9 and 10 curriculum at Beaumaris Secondary College is organised into core learning areas and specialisms (otherwise known as electives). This overview is designed to introduce students and parents to the programs and pathways for the senior years of secondary education. The college will work with students and parents to plan educational pathways and career options.

Students receive course counselling and guidance from their GOAL Mentors, but decisions should be a joint responsibility between the student, parent/s and the school. It is strongly recommended that parents take the time to discuss course direction and long-term goals with their child.

Beaumaris Secondary College provides students with comprehensive individual pathways that are linked to the F-10 Victorian Curriculum and Assessment Authority VCE Study Designs. The curriculum sets out what every student should learn during their years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The following subjects are **compulsory** and must be studied in **each semester** in both Years 9 and 10:

- > Communicate & Relate (English)
- > Mathematics
- > Innovate (Year 9) or Beyond (Year 10)
- > GOAL.

In addition, students must study **at least one** specialism from **each** of the following learning areas in both Years 9 and 10:

- > BEST (Science)
- > Create - The Arts
- > Healthy Lifestyles
- > Technologies
- > Our World.

Students also have the opportunity to study specialisms from the following learning areas if they wish:

- > Languages (year-long specialism)
- > Mathematics.

Students should consider all the specialisms offered and select courses that will give them a breath of experience and allow them to identify their academic strengths and interests.



Senior Pathways Overview

Victorian Certificate of Education (VCE)

VCE Studies in Year 10

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.

For most students, the VCE is completed over two years.

Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. Students can study Units 1 and 2 of a study as stand-alone units. However, they must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study between 20 and 24 units (five or six studies) in Years 11 and 12.

Students who are currently achieving at or above the expected standard are eligible to be considered for a Unit 1 & 2 VCE subject in Year 10.

2024 Unit 1 & 2 offerings available to Year 10 students

- > Applied Computing
- > Art Making and Exhibiting
- > Australian & Global Politics
- > Biology
- > Business Management
- > Economics
- > Food Studies
- > Geography
- > Health & Human Development
- > History – Modern
- > Languages – French
- > Languages – Japanese
- > Legal Studies
- > Media
- > Music
- > Outdoor & Environmental Studies
- > Philosophy
- > Physical Education
- > Product & Design Technology
- > Psychology
- > Systems Engineering
- > Theatre Studies
- > Visual Communication & Design

Please see the Senior Curriculum Handbook for detailed subject information.

VCE Pathways

General Curriculum (ATAR stream)

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce. Upon successfully completing this pathway, students will be eligible to receive an ATAR (Australian Tertiary Admissions Ranking).

Subjects

- > VCE English Study (four options)
- > VCE Maths Study (Year 11)
- > VCE Study
- > VCE Study
- > VCE Study
- > VCE Study (this may include a VET subject)

Future Pathways

- > University entrance
- > TAFE studies
- > Apprenticeship
- > Traineeship
- > Employment

Vocational Major (Applied Learning)

The VCE Vocational Major is a 2-year applied learning program within the VCE. Students will develop academic and work-related skills, knowledge and confidence. It will prepare students for work and further education and training.

Upon successfully completing this pathway, students will graduate with the Victorian Certificate of Education, with the additional words 'Vocational Major'.

Subjects

- > VCE Literacy
- > VCE Numeracy
- > VCE Personal Development Skills
- > VCE Work Related Skills
- > VET – Vocational Education & Training
- > Structured Workplace Learning

Future Pathways

- > TAFE studies
- > Apprenticeship
- > Traineeship
- > Employment
- > University Entry (alternate pathway)

BSC Careers Website

Beaumaris Secondary College has a school Careers website which students will use throughout their secondary school education. You can access the site at: <https://www.beaumarissccareers.com/>

This site has a student portal where they can access resources such as their Career Action Plan, e-Portfolio, Skills and Abilities Evaluation and Career Investigator. Students also use the site to develop their resume and cover letter. The site contains information regarding pathways for VCE Studies and opportunities beyond school.



My Career Insights

My Career Insights is a program for all Year 9 students in government secondary schools. My Career Insights is designed to help students discover, develop and drive their career planning. The program will give students the opportunity to learn more about their strengths and abilities, while exploring potential career options and giving them the confidence to start taking control of their future.

As part of the program, students will participate in Morrisby online which consists of a series of short assessments and questionnaires that measure verbal, numerical, abstract and spatial aptitudes. The Morrisby online tool is designed to help students discover more about their values, preferences, skills and strengths.

Once students have completed the Morrisby assessment, they will engage in a one-on-one careers counselling session with an independent Careers Counsellor. During this session, the Careers Counsellor will discuss the Morrisby profile and provide personal insights to help open a variety of possible career pathways. A discussion will be held to help them set realistic goals which will give students the confidence to make informed choices and decisions around their future schooling and career journey.

Beaumaris Secondary College

Important Information Senior School Post School Options Workplace Learning For Parents For Students Login

Beaumaris Secondary College Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the VCE, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.

[Book an Appointment](#)

The Good Universities Guide
Find Careers, Courses and Scholarships
Sort through more than 450 job descriptions to find ones that appeal to you.

Career Targets
Explore careers related to school subjects you enjoy. Start by choosing a subject below.

Calendar
Events for the next 14 days:



Year 9 & 10 Specialism Overview

Students will study six specialisms per semester (3 x 75 minutes per week), inclusive of Communicate & Relate and Mathematics. In addition, students will study one session of GOAL and Innovate (Year 9) or Beyond (Year 10) per week. Students must study a specialism from each learning area in both Years 9 and 10 (Languages are optional).

YEAR 9	YEAR 10
CORE	CORE
<p>Communicate & Relate</p> <p><i>Students must select one specialism each semester.</i></p>	<p>Communicate & Relate</p> <p><i>Students must select one specialism each semester.</i></p>
<p>Mathematics</p> <p><i>All students will study mathematics as a year-long learning area. They can also choose to study one mathematics specialism per year.</i></p>	<p>Mathematics</p> <p><i>All students will study mathematics as a year-long learning area. They can also choose to study one mathematics specialism per year.</i></p>
Innovate	Beyond
GOAL	GOAL
LEARNING AREAS Combined Year 9 & 10 Learning Teams	
BEST	
Technologies	
Create - The Arts	
Our World <i>Students must study a minimum of one History and one Geography across Years 9 and 10.</i>	
Healthy Lifestyles	
Languages (Optional) <i>Year-long specialism.</i>	



Choosing a Pathway

Year 9 Sample Students

Student A (Year 9)		Student B (Year 9)		Student C (Year 9)	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Innovate	Innovate	Innovate	Innovate	Innovate	Innovate
GOAL	GOAL	GOAL	GOAL	GOAL	GOAL
BEST	Technologies	Languages	Languages	BEST	BEST
Healthy Lifestyles: Sports Enhancement	Healthy Lifestyles: Sports Enhancement	BEST	Our World	Healthy Lifestyles	Technologies: Coding
Create - The Arts	Create - The Arts	Create - The Arts	Create - The Arts	Create - The Arts	Technologies
Our World	Mathematics Specialism	Technologies	Healthy Lifestyles	Our World	Healthy Lifestyles

Year 10 Sample Students

Student D (Year 10)		Student E (Year 10)		Student F (Year 10)	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate	Communicate & Relate
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Beyond	Beyond	Beyond	Beyond	Beyond	Beyond
GOAL	GOAL	GOAL	GOAL	GOAL	GOAL
BEST	Technologies	Languages	Languages	BEST	BEST
VCE Unit 1&2 Outdoor and Environmental Studies	VCE Unit 1&2 Outdoor and Environmental Studies	Create - The Arts	Our World	Healthy Lifestyles: Sports Enhancement	Healthy Lifestyles: Sports Enhancement
Create - The Arts	Healthy Lifestyles	VCE Unit 1&2 Biology	VCE Unit 1&2 Biology	Create - The Arts	Technologies
Our World	Mathematics: Calculus	Technologies	Healthy Lifestyles	Our World	Mathematics: Calculus





Communicate & Relate

Year 9 Communicate & Relate

Year 9 students must study one Communicate & Relate specialism in both Semester 1 and Semester 2.

Be an Author

In Be an Author, students will engage in an extensive creative writing program where they are able to plan, draft, edit and publish their unique creative work. They will receive feedback from their peers, share ideas and write collaboratively. Students will have almost complete autonomy in form and genre of their writing. Some key areas of study are; creative approaches to gaining inspiration, drafting and editing procedures, cohesion and coherence. This specialism gives students a taste of what it means to be a writer, including professional non-fiction writing. Their work will culminate in a folio of various refined writing pieces to be kept and enjoyed.

Cultural Lens

In Cultural Lens, students explore the culturally diverse groups that form Australia's multicultural landscape. They read and view a variety of texts exploring the experiences of Indigenous Australians, refugees and migrants, Australians with a disability and the LGBTQIA+ community. They select a group of interest and investigate the representation of the cultural group through an analysis and response to a current news article. Using their knowledge and understanding of Australia's culturally diverse population, students consider the representation of these groups in fictional texts, such as novels, films, and television shows. Students explore the consequences of a lack of diversity in these texts and the ultimate benefits of presenting diverse characters to audiences. After watching the film 'Australia', students explore the representation of various Australian identities.

Film as Text

In Film as Text, students learn to identify and describe key aspects of a film and understand how film techniques are used to create meaning. Students learn to analyse and explain how aspects of a visual text combine to create a story, develop characters, and communicate ideas. Students learn how to read a film by viewing 'Remember the Titans' and discuss the story, characters, ideas, and themes communicated in the film in an analytical text response. Students use film analysis techniques to analyse a film of their own choice and how it helps us to understand and constructively relate to the world. Students present their analysis as a video essay or speech.



Games as Text

In Games as Text, students examine how games that are successful have a compelling narrative. Students will also read and analyse a variety of texts that explore, analyse and respond to the values, emotions and central messages found in games. Students will use t Joseph Campbell's 'The Hero's Journey' structure also known as the monomyth to explore narrative in games and compare this to other genres of narrative. Some areas of study include; Creative Writing: To explore the ways in which games function as creative works. They unpack the 'Hero's Journey' to understand key components of great adventure stories - both digital and written. Within the PBL, students have a choice in their creative outlet for an interactive story. Critical and ethical thinking as students need to examine decisions made during games. Persuasive Writing: writing persuasively on the value of video games. There might be some opportunities to play some games in this specialism, however at its core, this subject is an English based unit with reading, writing, speaking and listening. Games are the texts and they replace your traditional English texts of novels, poetry and films.

Good and Evil

In Good and Evil, students learn to think clearly about the Philosophy of Ethics (what is morally right and wrong). They will be introduced to the fundamentals of philosophical argument and learn the major categories of philosophical argument and learn the major categories of ethical thinking. They will investigate a wide range of ethical dilemmas surrounding when (if ever) it's ok to kill other people, animal welfare, love, refugees, the environment, and much more. Students will create their own ethical dilemmas and use them to poll and collect data on the ethical viewpoints and reasoning of their peers. They will also investigate and hypothesise about how and why our ethical convictions change when these dilemmas are modified. By the end of the unit, students will broaden their minds and sharpen their skills in understanding, expressing, and evaluating the major ethical concerns of our time.

Greatest Novels of All Time

In Greatest Novels of all Time, students explore what makes a novel a classic text by examining the historical and cultural context of novels. Students will investigate how texts are open to multiple interpretations, including the author's intent and the impact of language on the reader. Students will be given the opportunity to unpack the text in closer detail, to support their creative and analytical writing, as well as presenting persuasive speeches relating to the text.



Year 10 students must study one Communicate & Relate specialism in both Semester 1 and Semester 2.

Don't Stop the Music

In Don't Stop the Music, students learn how poetry and lyrics can be used to develop social, moral and ethical perspectives on issues that are relevant to audiences and contexts. They examine stylistic features, text structures and language features in poetry and lyrics and consider how these elements combine. Students also consider the effect of tone, mood, rhythm and rhyme, and symbolism in poetry. Students also consider how persuasive techniques used by poets and songwriters such as alliteration, colloquial language, emotive language, metaphor and simile are used. In their first PBL, students will write a comparative essay analysing the figurative language and poetic techniques in two songs and how they represent the theme of youth. Students will learn about what goes into writing a song and how lyricists use persuasive techniques to persuade their listener. Students will look at protest music throughout history and what makes an effective protest song. In their second PBL, students will analyse an existing protest song, and write, produce and record their own protest songs. Students will implement persuasive techniques into their writing and receive feedback from their peers in the editing process of writing their songs.

Heritage to Hip-Hop

In Heritage to Hip-Hop, students explore how Australian youth's needs and issues are represented in modern Australia. Through the power of a range of text, short stories, poetry, hip hop, social media and the ability to communicate digitally, young people have got more power than ever but are they being heard by those making decisions. In this unit, students will have the opportunity to investigate and explore how their unique and diverse needs are met in the community they live in.

Hopes and Horrors of Humanity

In Hopes and Horrors of Humanity, students learn how language has contributed to some of humankind's greatest horrors, and also how it has also been used by people to find hope in times of horror. They will analyse the use of persuasive language in Nazi propaganda, smoking and fossil fuel advertising campaigns, and speeches made in support of the White Australia Policy. They will learn how to structure a formal argument analysis. Students will then read personal accounts written by people who have found hope in the face of extreme adversity, such as Loung Ung, Eddie Jaku, Anne Frank, Turia Pitt and Emma Carey. They will learn how authors make their stories engaging, and then use these stories as inspiration for their own creative writing.

Novel into Film

In Novel into Film, students learn how individuals, such as audiences, writers and film makers, can interpret a written text for a visual medium. Throughout the unit, students will also consider how context impacts the adaptation of a written text into a visual medium. They will consider the impact of the temporal, social and geographical setting on the adaptation of short stories and novels. They will compare written texts with the visual text, presenting their understanding in an analytical essay. In addition, students will interpret texts creatively, crafting their own written adaptation of a film text.





Mathematics

Year 9 students must study Core Maths in both Semester 1 and Semester 2.

Year 9 Core Maths

Semester 1

In Core Maths, students consolidate their understanding of percentages, decimals, and fractions. They analyse two-step experiments in probability, both with and without replacement using tree diagrams, and they calculate relative frequencies to estimate probabilities. Students investigate the difference between simple and compound interest and apply the simple and compound interest formulas to various real-life scenarios when investing and borrowing. They use the balance method for solving linear equations and showcase their understanding on a project that introduces inequalities.

Semester 2

In Core Maths, students collect data and display their findings using stem-and-leaf plots and histograms. They compare data displays using mean, median, and range, and describe numerical data sets in terms of location (centre) and spread. Students learn to expand and factorise algebraic expressions and they analyse linear graphs to build on their understanding of linear relationships. Students apply trigonometric ratios to determine the height of various objects in the school grounds.

Students may choose to study 'An Introduction to Differential Calculus' (Year 9 only) as an additional Mathematics specialism.

Introduction to Differential Calculus

In An Introduction to Differential Calculus, students use their understanding of gradient and algebra, along with their graphing skills, to explore the fundamentals of calculus. They consolidate their knowledge of linear functions before investigating, in significant detail, quadratic and cubic functions.

They learn to sketch them, paying particularly close attention to their basic shape and the location of their axial intercepts. Lastly, and arguably most significantly, they learn how to determine the steepness of these functions at any point, using calculus techniques. As part of this learning, they acquire the skill to use limits.



Year 10 Mathematics Options

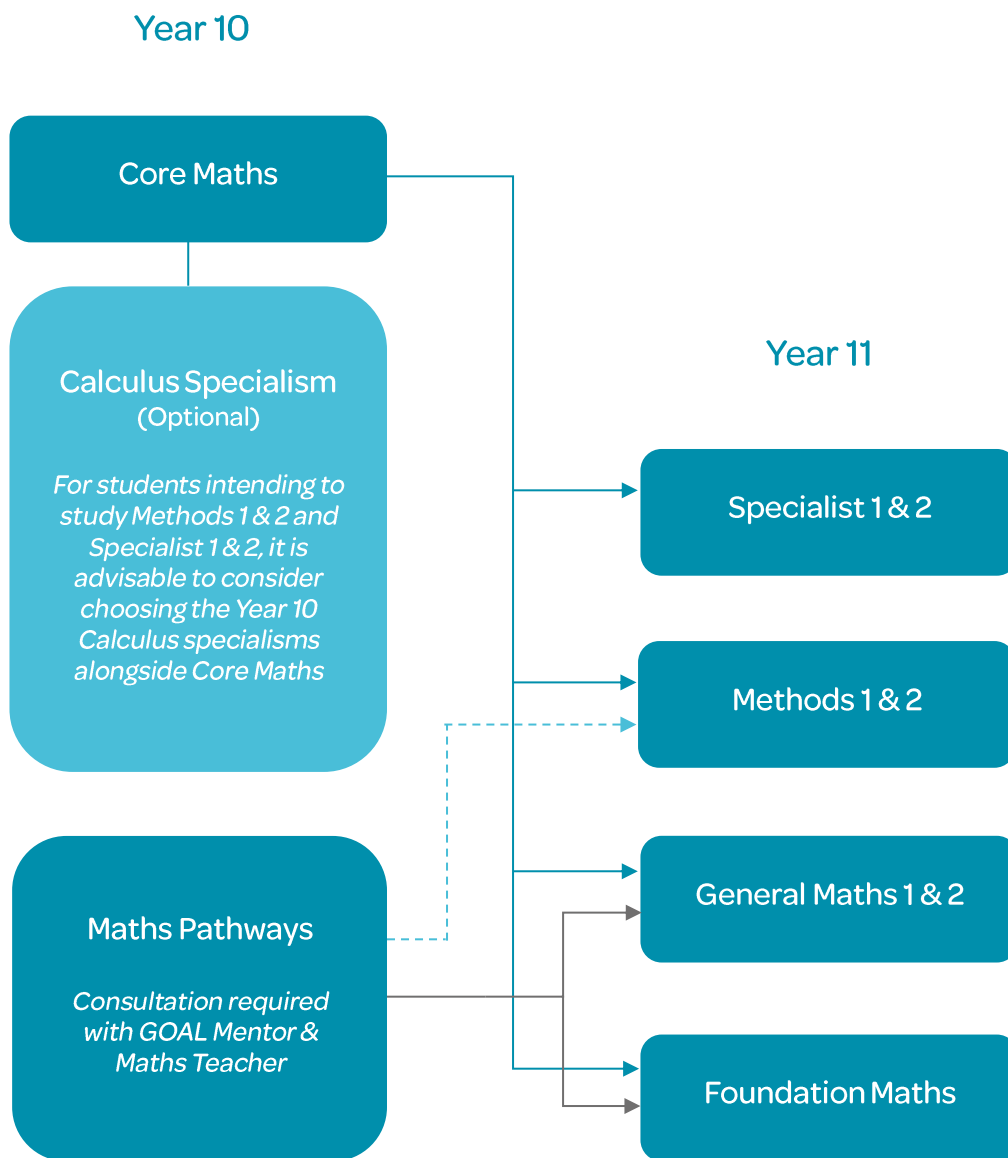
In Year 10, students must choose one of the following two options for Mathematics:

- > Year 10 Core Maths (2 semesters)
- > Year 10 Maths Pathways (2 semesters)

It is expected that the majority of students will undertake Year 10 Core Maths. Those wishing to explore the option of studying Year 10 Maths Pathways instead, will be required to discuss the possibility with both their GOAL mentor and their current Maths teacher. Students and their families should be aware that Maths Pathways will exclude the more complex algebraic concepts taught in Core Maths. The diagram below illustrates the consequences of each option in terms of VCE Mathematics.

In addition to Core Maths, students who are interested in studying Specialist and Methods in Year 11 are encouraged to consider choosing the following specialism (see page 14):

- > Introduction to Integral Calculus (1 semester) - *Differential Calculus is a prerequisite.*



----- This path is not recommended. It would require a bridging course in Algebra.

Year 10 Core Maths

All Year 10 students will study either Core Maths or Maths Pathways (*Maths Pathways requires teacher recommendation*).

Semester 1

In Core Maths, students calculate summary statistics and analyse data using graphical representations such as box plots and scatter plots. They calculate the total surface area and volume of prisms, cylinders, cones, pyramids and spheres, as well as composite solids. Students simplify algebraic expressions involving surds and they also apply the index laws to simplify expressions. Finally, they improve their linear relations skills through simultaneous equations to solve various problems both algebraically and graphically.

Semester 2

In Core Maths, students apply the trigonometric ratios to solve worded problems involving angles of elevation and depression and true bearings. They solve simultaneous linear equations using the algebraic methods of substitution and elimination. Students revise the basic principles of probability and apply these to questions involving Venn diagrams, two-way tables, two-step experiments and tree diagrams. They consolidate skills related to expanding and factorising expressions and they use both the null factor law and the quadratic formula to solve quadratic equations. Lastly, they graph quadratic equations and learn about key features of parabolas.

Year 10 Maths Pathways

Semester 1

In Maths Pathways, students calculate the perimeter and area of simple and composite shapes, the circumference of circles, and the volume and total surface area of prisms, pyramids, cylinders, and composite solids, as well as explore ratios. Students calculate summary statistics like the mean, median, mode, and range of data sets and analyse data from various graphical representations, including dot plots, stem-and-leaf plots, column graphs, histograms, box plots. Students investigate the IQR and describe the skewness and correlation of a range of graphs.

Semester 2

In Maths Pathways, students study the principles of probability, including complementary, dependent, and independent events, two-way tables, Venn diagrams, and tree diagrams. Students are introduced to and apply their knowledge of financial mathematics, performing simple interest calculations, learning about credit cards and tax, as well as how to determine best value deals in the context of phones, cars, and other products. Students also learn the basics of data entry, formatting, graphing, comparison, and calculations on Microsoft Excel.

Students may choose to study 'An Introduction to Integral Calculus' (Year 10 only) as an additional Mathematics specialism.

Introduction to Integral Calculus

In An Introduction to Integral Calculus, students develop their algebra skills with simultaneous equations, using substitution and elimination techniques to solve sets of linear and quadratic equations. They also use their knowledge of algebraic techniques to express functions in a form conducive to sketching graphs. For example,

students use the "completing the square" method to convert quadratic polynomials to turning point form, and algebraic long division to factorise cubic expressions. Emphasis is placed on working with domain restricted non-linear functions and investigating geometry-based strategies for finding the area under graphed functions between two terminals. Students compare these strategies with integral calculus techniques.



GOAL Program

All students must study GOAL in both Semester 1 and Semester 2.

The purpose of GOAL (Gratitude, Organisation, Aspirations & Leadership) is to develop authentic and positive relationships between students, staff and parents. Students explore issues related to their wellbeing, including mental health awareness and respectful relationships. In Year 9 and 10, the focus is on making connections, building relationships with community services in order to make a difference in their local community.





BEST (Science)

Students must study at least one specialism from the BEST learning area in both Years 9 and 10.

Be a Vet

In Be a Vet, students develop an understanding of the skills and knowledge required to be a Veterinary Scientist. Students will learn about animal nutrition, health and disease. They explore concepts of animal welfare & ethical treatment of animals, as well as genetics, breeding and inheritance. They develop skills in management, care and husbandry of domestic, agricultural and wildlife species. This includes a practical component where students attend a farm to learn how to handle and assess the health of animals such as horses, goats, sheep and rabbits that includes weighing, dentistry, clipping and drenching.



Cooking with Chemistry

In Cooking with Chemistry, students explore the chemistry of food through scientific investigation and practical activities. They develop an understanding of the chemical properties of food and different chemical reactions that take place when cooking. They will learn to write word equations representing chemical reactions and also balanced chemical equations. Students explore acidic and alkaline foods and use indicators to test the pH of common household kitchen items. Students will learn the different types of reactions that acids can undergo and explore different methods to test the acidity of a substance. Students will explore the different factors which can affect the rate of a reaction. They will learn about different types of reactions and identify the signs that a chemical reaction has taken place. Throughout this unit, students develop their scientific inquiry skills by conducting experiments, collecting data and analysing results.



CSI: Crime Scene Investigation

In CSI, students explore the history of forensic science and the key roles of forensic scientists. Biological and psychological concepts relating to the development of a psychopath are investigated, including DNA, genetics, the brain, nervous system and environmental risk factors. Students develop a psychological inventory to identify who amongst us may be psychopaths. Through the lens of a forensic scientist students explore a variety of forensic techniques to solve a mystery case. Students will apply this theory and undertake a variety of practical tasks, including chromatography, toxicology, drug analysis and blood typing.



DNA to Dinosaurs

In DNA to Dinosaurs, students explore the topics of DNA, Biotechnology, Inheritance and Evolution. Students learn about the structure of DNA and its role in inheritance. They use case studies to investigate Mendelian Inheritance where they observed the development of live embryos in Zebra Fish. Students investigate the processes for manipulating DNA where they performed experiments separating DNA samples using Gel Electrophoresis. Students also investigated the ethics of biotechnology. Students use case studies to investigate and model natural selection as a process of evolution to help them understand organisms that have existed in the past. They investigate evidence for evolution with a focus on fossil discoveries from Beaumaris Bay.

Driving the Future

In Driving the Future, students use electric vehicles and self-driving cars as a case study for exploring areas of physics including electricity and motion and climate physics. They explore the forces affecting objects gathering data to analyse everyday motion using measurements of distance, time, velocity and acceleration. They look at different types of electrical circuits and their components, focusing on electric motors and electricity generation. Students are then introduced to the link between our Energy choices and a changing climate. They conduct inquiries into the sustainability, technology and ethical impact of Self driving cars and into busting of climate change myths.



Green Chemistry

In Green Chemistry, students learn how to make a different kind of Chemistry that is better for the Planet they will explore the building blocks of matter, the fundamental nature of how atoms interact with each other to form a wide range of compounds that have an amazing range of uses. This link between structure and properties is explored through a range of different chemical reactions that occur every day in their bodies, homes and our natural environment. They learn to use word and symbol equations to represent these reactions and investigate real-life factors that may impact the rate of these reactions. They conduct inquiries into important reactions and are challenged to think how to make them better for themselves and the planet.



Survival Skills

In Survival Skills, students discover the relationship between the sciences and the world around them. They develop a range of real-world survival skills, appreciating how their understanding of science was been applied to safely and reliably manipulate the world around them. This unit challenges students to be resourceful and creative in designing tools for survival, using a knowledge of physics to guide them. Students compare a range of food-harvesting tools in different cultures, analysing how intercultural relationships throughout history may had influenced the development of tools. They develop an understanding of Newton's laws of motion, and analysed force, velocity, acceleration and momentum based on real-world data. Students learn about the atom and the chemistry of molecular bonding. Students develop an understanding of chemical formulas, naming conventions, enthalpy, rates of reaction, and how atoms interact to form new compounds. Students work both independently and collaboratively to form solutions to problems, by implementing risk assessments and hazard avoidance strategies, providing valuable feedback to others and designing strategies to achieve team goals.



Marine Sanctuary

In Marine Sanctuary students explore the environment at Rickett's Point Marine Sanctuary as a case study for understanding the dynamics of ecosystems. Using a focus on local marine species students develop an understanding of the internal systems of multicellular organisms and their adaptations for survival. Students use this knowledge to develop a deeper understanding of the interrelationships between species and factors that affect populations in an ecosystem. Students conduct population sampling to explore the distribution of species on the intertidal reef. They also study natural changes and the effects of human impacts on the environment at Ricketts Point.



The Big Bang

In The Big Bang, students investigate how the Big Bang theory can be used to explain the origin of the Universe. They explore how the Universe contains astronomical objects such as galaxies, stars, solar systems and black holes. They learn about the structure of atoms, the behaviour of light, and the nature of radioactivity. They are introduced to Quantum Physics which is the study of the behaviour of matter and energy at the molecular, nuclear and even smaller levels. They learn about numerous scientific ideas such as String Theory, Schrodinger's Cat, Hawking Radiation, and Einstein's Theory of Relativity. Students demonstrate their knowledge by investigating the concepts of energy and energy efficiency, and by creating a device used to show how the Doppler Effect and Redshift are used to support the Big Bang theory. This course is recommended for those who may wish to study VCE Physics in the future.





Create – The Arts

Students must study at least one specialism from the Create - The Arts learning area i.e., Create Visual (Visual Arts, Visual Communication or Media Arts) OR Create Performance (Music Dance or Drama) in both Years 9 and 10.

Create Visual > Visual Arts

Art and Soul

In Art and Soul students will learn the foundations involved with creating artworks. Students will learn how to gather inspiration, and how to identify and create a range of artworks. Students will investigate a range of artists, their practice, and use this as inspiration to experiment with, and apply materials and techniques to their own artworks. Students will also develop their knowledge and skills with the Art Elements and Art Principles and apply these to create their own artworks. Throughout the unit, students will also learn to analyse how ideas and viewpoints are expressed in artworks.



ART-iculate

In ART-iculate students learn to engage with the stages of the artistic process in the realization of artworks.

Students investigate a range of artists, their practice, and use this as inspiration to experiment with, and apply materials and techniques to their own artworks. Throughout the unit, students also learn to analyse how ideas and viewpoints are expressed in artworks and viewed by audiences, as well as presenting their own artworks.



Life Through the Lens

In Life Through the Lens, students learn to engage with the stages of the artistic process in the realisation of artworks. Students investigate a range of photographic artists, their practice, and use this as inspiration to create their own artworks. Students also learn about the camera, its technical capabilities and compositional tools to use in their own photographs. Throughout the unit, students also learn to analyse how ideas and viewpoints are expressed in artworks and viewed by audiences, as well as presenting their own artworks.

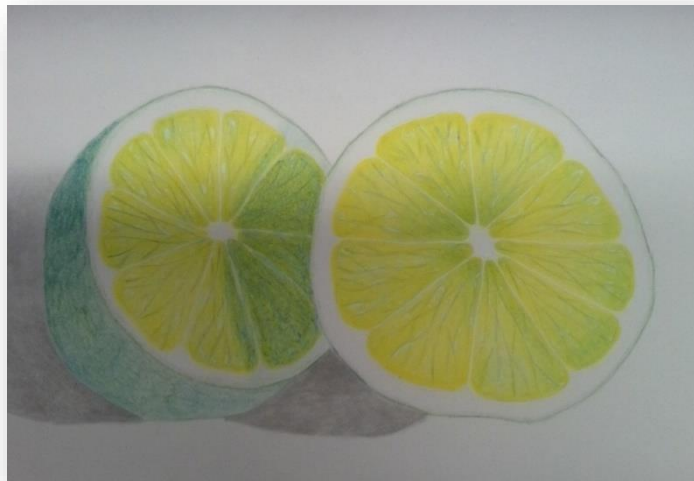
Snapshot

In Snapshot, students explore the elements of art, compositional tools and learn how to use a Digital SLR camera and digital editing software. They follow the art process to research, develop ideas and present photographic artworks in response to a chosen theme, demonstrating their photographic and editing skills. Students develop their understanding of Media codes and conventions, exploring how creators use these to communicate meaning before applying this knowledge to their own creative process to produce an advertisement for an event.



The HeART of it

In the HeART of it, students learn the foundations involved with creating artworks. Students learn how to gather inspiration, and how to identify and create a range of colours. Students investigate a range of artists, their practice, and use this as inspiration to experiment with, and apply materials and techniques to their own artworks. Students also develop their knowledge and skills with the Art Elements and Art Principles and apply these to create their own artworks. Throughout the unit, students also learn to analyse how ideas and viewpoints are expressed in artworks.



Create Visual > Visual Communication

Architecture

Exploring architecture as the art and science of building, students will undertake two design projects in this specialism: A residential house design using manual drawing skills, and a retail architecture design focusing on digital documentation techniques. They develop their own architectural expression whilst accommodating their client's needs and wants, learning to navigate the various design factors at play. They formulate a brief and apply the design process, acquiring technical drawing skills, while developing their understanding of construction and sustainability. Moving through the 20th century ideologies behind Modernism, Postmodernism and Deconstructivism, and developing an understanding of design elements and principles, design analysis, and retail design, they discover the relationships between society and the architecture it creates.

Design & Culture

In Design and Culture, students develop key skills and knowledge associated with architectural, communication and industrial design. Students learn technical drawing skills, develop their understanding of terminology associated with Visual Communication Design through visual analysis and annotations, and follow the design process to create their own visual communications.



Create Visual > Media Arts

Be a Film-maker

In Be a Film-maker, students learn how directors convey themes by analysing stylistic choices. These include use of shot sizes and angles, lighting, sound, editing and effects. Using this knowledge they then produce a video essay on one or two feature films. The following term they use the skills and knowledge gained from the prior term to produce a short fictional film.



Create Performance > Dance

Dance in our Time

Students will learn Jazz Funk Hip Hop (JFH), Musical Theatre and/or contemporary dance technique (e.g. turnout and parallel, isolations, technical exercises, travelling sequences, turns, jumps and repertoire); how to analyse the aesthetic qualities of dance performance (e.g. Musicality, style, projection and communication of intent); understand the elements of dance (time, space, energy/dynamics), the compositional processes and choreographic devices; and the personal, historical and cultural contexts of the role of dance in contemporary

society. Throughout the unit, students will complete two PBLs. In the first PBL, students will research and analyse the works of a choreographer. Students will then choreograph a dance piece inspired by and in the style of their chosen choreographer. In the second PBL, students will develop an understanding of choreographic devices and choreographic intent. Students will create dance films with a clear choreographic intent and using a variety of choreographic devices in their chosen style.

Create Performance > Drama

Drama

In Drama, students learn about the different production roles within Theatre, including lighting and sound design, directing, producing, costume and makeup design, set and prop design, and acting. Within this unit, students analyse a live theatre production, as well as choose from a shortlist of plays to produce and perform for an audience themselves.



Create Performance > Music

Becoming a Performer

Students will practise, rehearse and perform music (solo OR ensemble) to develop a unique repertoire for performance that is well-suited to the individual. Students will develop technical, expressive and interpretive skills to perform music with stylistic understanding. They will learn performance technique: stagecraft, mental preparation, practice routine, performance stamina and musical fitness. Students will perform a programme of music (accompanied) and perform in a concert.

Making the Musician

In Making the Musician, students learn how to play an instrument and analyse music. Students learn how to read music, learn about key musical theory concepts, compositional techniques and how to apply this to their own original music composition. Students use notation software to develop and experiment with their musical ideas throughout their compositional process. Students learn how to play the keyboard and guitar using effective practice techniques, as well as developing their music analysis and listening skills by looking at the music elements of Duration and Pitch in detail.

Music Studio

In Music Studio students use music technology/Digital Audio and musical notation software via their learning devices to re-create an existing music track (PBL 1) and compose an original music track in their own choice of genre (PBL 2). Students learn different approaches to composing music, programming midi tracks, recording audio and mixing tracks. Students experiment and explore, using a variety of digital instruments and samples, to create new combinations of sounds as they develop skills in musical expression and musicianship. Original music tracks are produced to a professional standard and included on a 'Music Studio Compilation Album'. Students learn how to develop a personal viewpoint on musical ethics including sampling laws and consider implications connected to the rise of electronic music and the decline of acoustic/live music due to the extensive availability of music in the digital age.





Healthy Lifestyles

Students must study at least one specialism from the Healthy Lifestyles learning area in both Years 9 and 10.

Beaumaris Sports Enhancement – Year 9 SEMESTER 1

In Beaumaris Sports Enhancement, students are exposed to elite sporting practices from sport specific coaching sessions where they can develop their skills, tactical knowledge and training techniques to improve their performance. They also learn and develop their fundamental movement patterns through a weekly conditioning program that has benefits for any sport they play. Furthermore, students learn the anatomy of the human body and how the musculoskeletal system works to produce movement. They also learn the structure and function of the cardiovascular and respiratory systems and how exercise impacts these systems.

SEMESTER 2

In Beaumaris Sports Enhancement, students are exposed to elite sporting practices from sport-specific coaching sessions where they develop their skills, tactical knowledge and training techniques to improve their performance. They also learn and develop their fundamental movement patterns through a weekly strength and conditioning program.

Furthermore, students will also learn the training principles and methods and apply these to create the training program to meet their personal fitness goals. Students also learn about recovery practices and their physiological benefits.

Beaumaris Sports Enhancement is a year-long specialism.

Beaumaris Sports Enhancement – Year 10 SEMESTER 1

In Beaumaris Sports Enhancement, students will students are exposed to elite sporting practices from sport specific coaching sessions where they develop their skills and tactical knowledge to improve their performance. They also learn and develop their fundamental movement patterns through a weekly strength and conditioning program. Furthermore, students will also learn about the qualities and attributes required to be a successful coach, before delivering a session to a group of primary school students. Students will then investigate their own biomechanical sporting technique and through comparisons with elite performers identify areas in which they can improve their current technique.

SEMESTER 2

In Beaumaris Sports Enhancement, students are exposed to elite sporting practices from sport specific coaching sessions where they develop their skills, tactical knowledge and training techniques to improve their performance. They also learn and develop their fundamental movement patterns through a weekly strength and conditioning program. Furthermore, students will also learn about the qualities and attributes required to be a successful coach, before delivering a session to a group of primary school students. Students also learn about energy systems, the fuel they require to function and how they work as a collective to create movement.

Changing the Status Quo

In Changing the Status Quo, students explore the health and wellbeing of Australians. They develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups within Australia. Students also investigate burden of disease across the global population. They will consider factors that contribute to similarities and differences in the health status and burden of disease, including access to safe water; sanitation; poverty and gender equality. Further to this, students also investigate the role of Aid and Non-Government organisations to then apply their skills, knowledge and understanding of how to change the status quo.

Fit for Life

In Fit for Life, students study the importance of participation in physical activity to promote optimal health and wellbeing. Students learn about the different types of physical activity that people can participate in at different stages over the lifespan. They research the Australian Physical Activity and Sedentary Guidelines and investigate the relationship between physical inactivity and sedentary behaviour. Students also analyse the sociocultural influences on physical activity levels and health behaviours across the lifespan. Further, students assess whether they are meeting the Australian Physical Activity & Sedentary Behaviour Guidelines and devise a physical activity plan aimed at improving physical activity levels and wellbeing amongst the class. They will devise a lesson collaboratively with their peers and deliver this to the class. After students have taught their lesson, they will reflect accordingly and make suggestions as to how to better their practice. Finally, students will investigate the fundamental basics of how to apply first aid in several common scenarios. As well as gain their CPR qualification through an external provider.

Game Set Match

In Game, Set, Match students will experience a variety of different games and sports, to develop their skills and understanding of space, effort, time, fair play, objects and people. Students will learn about strategies and tactics that can be implemented in a net/wall, target, striking and fielding and invasion games. Students will learn to transfer their understanding from one type of sport to another. Further students' study different styles of coaching and how coaches are able use their knowledge of athletes to coach at different levels of abilities and learning techniques as well as explore various behaviour management strategies and learn about the different qualities that make up a successful coach. Students will apply their knowledge of various games to develop and create training sessions of a unique game of their own innovation.



The Body Lab

In The Body Lab, students learn the way the human body responds to exercise by applying the concepts of training zones/heart rate and Newtons Laws. They apply the content in practical settings and follow this up through writing about their observations in a discussion. Students discuss how the body's three energy systems interplay to supply the body with energy for human movement. Students also learn about the different fitness components, training principles, and training methods. Students then apply this information by assessing a specific fitness component, setting a goal, researching, and designing a fitness plan they will participate in. To further enhance their fitness program students evaluate their fitness program as well as evaluate a peer's program and apply necessary changes.

The Great Outdoors

In The Great Outdoors, students learn about the different types of recreation, risk and the science behind weather systems to plan for a safe, fun and educational recreation experience. Students also evaluate the mental health benefits of outdoor recreation, the cultural influence of recreation and compare natural and built recreational experiences.

Furthermore, students research and design an intervention strategy to overcome an impact of recreation on the environment. They use this intervention to increase sustainability and promote positive interactions when participating in recreation activities. They also learn about the influences on our recreational interactions, how to participate in recreation activities with minimal impact and what technologies exists to reduce the impact of recreation on the environment.





Technologies

Students must study at least one specialism from the Technologies learning area in both Years 9 and 10.

Artisanship

In Artisanship, students understand the concept of artisanship by learning hands-on skills in the technology workshop, and by exploring the arguments for and against the use of manual production skills in the 21st Century. Beginning with research on the Industrial Revolution, the Luddites and the Arts and Crafts Movement, students learn how the conflict between man and machine in the past raises ethical questions and lessons for the direction of technology in the future. There is particular focus on societal wellbeing and environmental sustainability in the digital machine age. In order to develop their knowledge of technology in preparation for VCE and their future careers, students acquire skills in representing their ideas through manual technical drawing, with a specific focus on drawing from imagination, third-angle orthogonal drawing, and technical isometric drawing. In addition, students evaluate strategies and sources of support for making their product, while participating in online safety training in the use of power tools specific to their individual project, as well as in artisan skills and workshop safety protocols in general. They interpret their production plan to create a timber cutting list and demonstrate persistence, motivation, initiative and decision-making in applying the practical skills they acquire in the workshop on-site.

Coding 1

In Coding 1 students explore and are introduced into the world of object oriented programming languages such as Python, C# (C Sharp) and HTML. Students learn how to implement and create modular programs by applying selected algorithms. Once familiar with a language, students design, create and implement their own game.

Coding 2

The emphasis in Coding 2 is on encouraging experiential learning through learning by doing. Students will explore and analyse complex issues and problems to then create, apply and deploy differing software solutions. Students will follow the relationship between key ideas and technologies to create this solution.

Inventions and Discoveries

In Inventions and Discoveries, students are introduced to the Systems Engineering Process. Following this process, students focus on designing and producing solutions in response to challenges and situations. Working individually and in teams, they design and produce a mechanical system and an electrotechnological system. During this challenge, students develop their drawing and CAD (computer aided design) skills, understanding of mechanical systems such as gears, levers and pulleys, electrotechnological systems such as electronic components, transducers, and integrated circuits. Students also develop their knowledge and precision in the workshop to safely use hand tools, power tools, 3D printers, Laser Cutters and CNC machines.



Sustainable Food Solutions

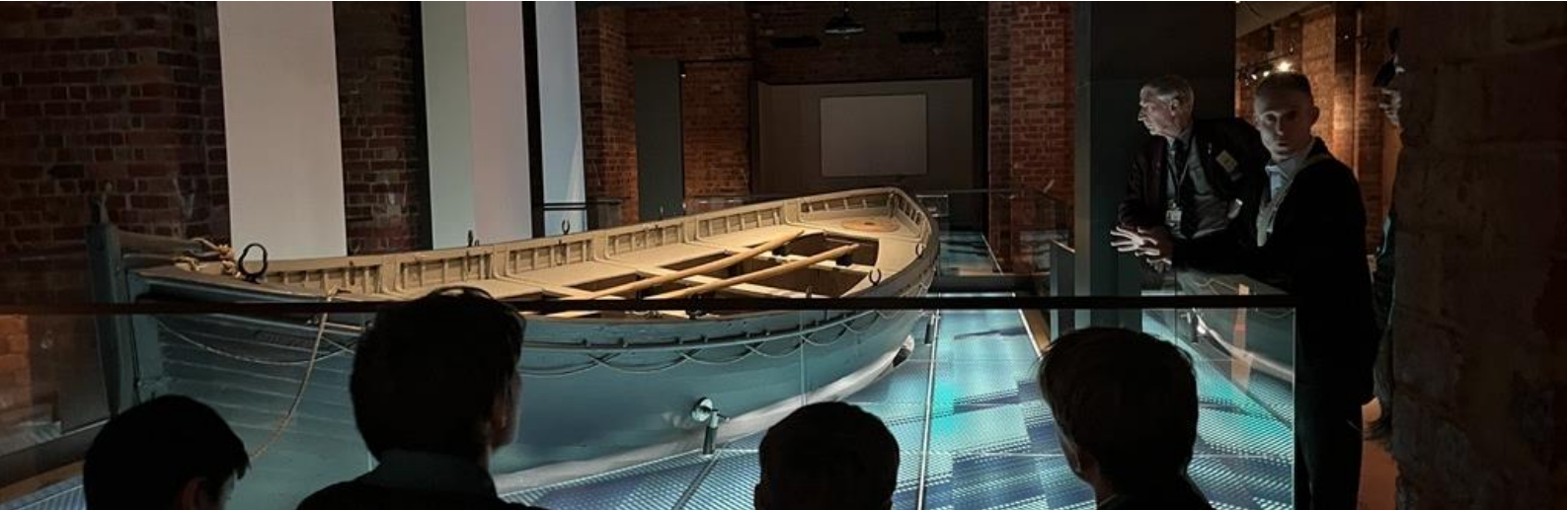
In Sustainable Food Solutions, students investigate, plan and produce a sustainable dish that targets an ethical issue while considering the environmental, social and economic pillars of sustainability. Students explore food insecurity in Australia and developing and war-torn countries. They investigate a range of direct and indirect strategies that address the issue of food insecurity in Australia.



You Are What You Eat

In You Are What You Eat, students learn about the relationship between diet and disease and prepare a range of healthy foods that contain therapeutic food to reduce disease. Students examine foods that decrease the risk of diet related disease and find supporting and disputing research of efficacy. Students investigate how food myths and fads have been challenged and community perspectives shifted.





Our World

Students must study at least one specialism from the Our World learning area in both Years 9 and 10 and a minimum of one History and one Geography across Years 9 and 10.

History

Children of the Revolution

The modern world began to emerge from the green and pleasant countryside in the mid-1700s, leaving industrial scars across the landscape that still shape our environments today. In this subject, students delve into the dark underbelly of the Industrial Revolution, uncovering the hidden tales of child labour and the extraordinary resilience of those who toiled in the face of adversity. They investigate the period of industrialisation and rapid change in the ways people lived, worked and thought. Students study the technological, socio-economic and cultural features of the Industrial Revolution and examine how disease and poverty ran rampant through the rapidly expanding industrial cities. They explore how new ideas changed the world in areas such as medicine, transport, industry, and crime prevention. They might even run into some familiar heroes and villains of history lurking in the shadows...

Events that Changed the World

In Events that Changed the World, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. By studying World War One, they analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past and evaluate the significance of events and analyse the developments from a range of perspectives. Students also complete an inquiry task on a significant event of their choosing, where they analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location,

beliefs and values, presenting their findings through a range of newspaper articles. They evaluate different historical interpretations and contested debates and construct and communicate an argument about the past using a range of reliable sources of evidence.

Horrible Histories

In Horrible Histories, students analyse how World War II started and explore the rise of the Nazi party and the human suffering and strength displayed during the time of the Holocaust. Students analysed significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. Students sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values.

Poverty & Power

In Poverty and Power, students explore different ways of measuring and mapping human wellbeing and development and examine how these can be applied to measure differences between places. Students investigate reasons and consequences for spatial variations in human wellbeing, issues affecting the development of places and their impact on human wellbeing in India and a country of their choice. They also assess the effectiveness of current initiatives in addressing the causes and consequences of human wellbeing issues by international and national government and non-government organisations in Australia and other countries. Students identify, analyse and explain significant spatial distributions and patterns, and identify and evaluate their implications over time and at different scales. Students analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Sustainable Development

Students learn about population growth and urban expansion. They explore the impacts of urban expansion on the environment on a local, regional and global scale. For their PBL they learn about megacities and create a case study on a mega city of their choice. Students learn about coastal change management and study the local coastal landscape by completing fieldwork excursions to local bayside beaches. They gather evidence and identify different coastal landforms caused by waves and erosion. They collaboratively design their own PBL and create an unique investigation question and gather data to inform their recommendations for coastal management over time. Students use digital technologies that include mapping and forecasting to contrast changes to our local environment with global examples.



Civics & Citizenship

The Future

In The Future, students research current world events and affairs to develop sufficient knowledge and skills to make an informed conjecture about the future of the world. Students explore the concept of a resilient democratic society through case studies including exploring Australia and a non-democratic state. They investigate challenges to and ways of sustaining a resilient democracy and cohesive community, through a robust judicial system and key values of a democratic nation and a global citizen.



Students also examine the factors that can impact the resilience of a democratic and the impacts of failing to maintain cohesion and identified both the benefits and consequences. Students use their understanding of democratic values and ideas to help Australia and other countries around the world. Students also discover how media reporting and economic decisions influence political choices and analyse how they impact living standards and the ability of citizens to become active and informed about their government.



Economics & Business

Money & Markets

In Money and Markets, students analyse the second-hand car market by considering the purchase of their first car and the responsibilities that come with being a car owner. They play the ASX sharemarket game to learn about investing in stocks and the importance of portfolio diversification. Students examine the housing market, firstly by looking at recent property sales and identifying a potential unit/apartment to buy, and then by investigating the factors to consider when selling a home. Lastly, students learn about Australia's progressive income tax system and its role in achieving greater equity in the distribution of income.



Languages

It is anticipated that students choosing French or Japanese have previous studies (in the same language) in the preceding year. Languages are year-long specialisms.

French – Year 9

SEMESTER 1

In French, students will revise and learn the basics in French so that they have a solid foundation for building on this knowledge over the course of the year. They will be covering information about introducing themselves, talking about who they are, their likes and dislikes. They will revise regular and irregular present tense verb structures. They will have significant practise in oral, aural, and written tasks. Students will learn simple adjectives and their agreements with nouns. They will also revise numbers 1-100 and be able to express their own age as well as ask others about their age and telephone number. Students will learn the vocabulary and grammar relating to French foods. They will learn to read and comprehend written and spoken French texts relating to consuming food and creating recipes. They will revise irregular present tense verbs and apply regular ER verbs in different situations. They will learn to compose and answer questions relating to their likes and dislikes of food.

SEMESTER 2

In French, students will learn the vocabulary and grammar relating to sport, leisure and daily activities. They will learn to read and comprehend written and spoken French texts relating to participating in sports, activities and their daily routings. They will revise irregular present tense verbs - faire, aller, etre, avoir and apply regular ER, IR, RE verbs in different situations. They will learn to compose and answer questions relating their daily activities. Students will learn the vocabulary and grammar to help them prepare for a virtual trip to France. They will learn to read and comprehend written and spoken French texts relating to French regions, travel and daily routines. They will revise irregular present tense verbs- faire, aller, etre, avoir and apply regular ER, IR, RE verbs in different situations.



French – Year 10

SEMESTER 1

In French, students will learn to ask for a give directions in French. They will learn the names of shops and places in a town. They will also study food, and eating habits to assist them with ordering food in France. They will learn to talk about their likes and dislikes and food which they find healthy to eat. Students will learn how to write a French article, and as part of their PBL, students will write a French email to a friend detailing birthday plans, food, and directions to get to their birthday. Students will learn vocabulary relating to the media such as about newspapers, journalists, and tv. They will learn to analyse and interpret French newspaper articles relating to French issues in the media. They will also learn to talk about their own media preferences; how much they use computers, social media, watch television or play video games.

SEMESTER 2

In French, students will learn vocabulary relating to celebrities and heroes. They will learn to analyse and interpret French articles relating to French icons. They will also learn reading comprehension techniques. Students will learn vocabulary relating to the environment and their wellbeing. They will create a video about the actions they take to help the environment. They will also analyse articles about wellbeing, and write extended personal responses to those articles.

Japanese – Year 9

SEMESTER 1

In Japanese, students learn to talk about their favourite food and drink along with what they eat and drink. They also learn to order food at a restaurant as well as ask and give prices. Students explore the differences between food in Japan and Australia and discover various Japanese dishes and the importance of the presentation of Japanese food. They also learn to how to conjugate verbs and use time and place to communicate when and where they may do different activities and learn to interact with others in Japanese to communicate and socialise through conversations which include telling the time, inviting others and planning outings. Students also explore about Japanese school life.

SEMESTER 2

In Japanese, students learn to discuss past events, talk about an activity they did for the first time and ask and say how old you were a significant event happened. They read and write texts in hiragana and katakana, with some kanji and understand and use Okurigana and Furigana. They also understand and use the past tense of adjectives and learn about some festivals in Japan. Students also learn how to say give and receive and explain how they celebrate on special occasions. They compare how people celebrate festivals in Japan and Australia and discover what people can find and buy in Japanese festivals. Students read and write kanji related to these topics and learn grammar systems which will help develop richer communication skills.



Japanese – Year 10

SEMESTER 1

In Japanese, students explore popular travel destination in Japan and learn to ask and say how long it takes to travel from one place to another and means of transportation. Students read and write kanji related to these topics and learn grammar systems. They also learn some writing skills such as how to plan their writing and understand the rules of Genkouyoushi (Japanese manuscript paper) and write letters the Japanese teachers. Students discuss what they are good at and like to do, what they want to do in the future and give reasons for their chosen career and talk about part-time job and how they spend their money. They understand how to use the potential forms to describe their skills. They discover similarities and differences in part-time jobs and the aspirations of Australian and Japanese teenagers, learn about people who work overseas.

SEMESTER 2

In Japanese, students discuss what they are good at and like to do, what they want to do in the future and give reasons for their chosen career and talk about part-time job and how they spend their money. They understand how to use the potential forms to describe their skills. They discover similarities and differences in part-time jobs and the aspirations of Australian and Japanese teenagers, learn about people who work overseas. Students also describe their neighbourhood, ask for and give directions and discover what it is like to live in rural and urban Japan. They understand the use of particles and prepositions and say where things and people are.



Year 9 & 10 Specialism Links to VCE Courses

Students will choose from a range of specialisms in Year 9 and 10. These are not prerequisites for the VCE studies listed. They are specialisms that provide an introduction and the foundational knowledge in learning areas.

Specialism	VCE Study Links
Communicate & Relate	
Be an Author	English, Literature
Cultural Lens	English, English Language, Literature
Don't Stop the Music	English, English Language, Literature
Film as Text	English, Literature
Games as Text	English, Literature
Good and Evil	English, Philosophy, Politics
Greatest Novels of All Time	English, Literature
Heritage to Hip-Hop	English, English Language, Literature
Hopes and Horrors of Humanity	English, English Language, Literature
Novel into Film	English, Literature
Maths	
Introduction to Differential Calculus	Maths Methods, Specialist and Algorithmics
Introduction to Integral Calculus	Maths Methods, Specialist and Algorithmics
Innovate	
Innovate	Extended Investigation (Unit 3 & 4)
BEST	
Be a Vet	Biology
Cooking with Chemistry	Chemistry
CSI: Crime Scene Investigation	Biology, Psychology
DNA to Dinosaurs	Biology, Chemistry
Driving the Future	Physics, Chemistry, Environmental Science
Green Chemistry	Chemistry
Marine Sanctuary	Biology, Environmental Science
Survival Skills	Chemistry, Physics
The Big Bang	Physics

Create Visual > Visual Arts	
Art and Soul	Art Making and Exhibiting
ART-iculate	Art Making and Exhibiting
Life Through the Lens	Art Making and Exhibiting, Media
Snapshot	Art Making and Exhibiting, Media
The HeART of It	Art Making and Exhibiting
Create Visual > Visual Communication	
Architecture	Visual Communication Design, Product Design & Technology
Design & Culture	Visual Communication Design, Product Design & Technology
Create Visual > Media Arts	
Be a Film Maker	Media
Create Performance > Dance	
Dance in our Time	Dance
Create Performance > Drama	
Drama	Drama, Theatre Studies
Create Performance > Music	
Becoming a Performer	Music Performance, Music Industry
Making the Musician	Music Performance, Music Industry
Music Studio	Music Performance, Music Industry
Healthy Lifestyles	
Beaumaris Sports Enhancement	Physical Education
Changing the Status Quo	Health and Human Development
Fit for Life	Physical Education, Health and Human Development
Game Set Match	Physical Education
The Body Lab	Physical Education
The Great Outdoors	Outdoor and Environmental Studies, Environmental Science
Technologies	
Artisanship	Product Design and Technology
Coding1&2	Systems Engineering, Algorithmics, Applied Computing
Inventions and Discoveries	Systems Engineering, Algorithmics, Applied Computing

Sustainable Food Solutions	Food Studies, Geography, Health and Human Development
You Are What You Eat	Food Studies, Health and Human Development
Languages	
French	French
Japanese	Japanese
Our World > History	
Children of the Revolution	History
Events that Changed the World	History
Horrible Histories	History, Australian and Global Politics
Our World > Geography	
Poverty & Power	History, Australian and Global Politics
Sustainable Development	Geography
Our World > Civics & Citizenship	
The Future	Economics, Legal Studies, Philosophy and Australian and Global Politics
Our World > Economics & Business	
Money & Markets	Economics, Legal Studies and Business Management