



VICTORY
Lutheran College



2019
YEAR 9
CURRICULUM
HANDBOOK



Welcome

A MESSAGE FROM THE PRINCIPAL

Year 9 at Victory Lutheran College is an important year for our students as they begin to transition into their own personalised learning journey. Until now, our students have been given a range of subject offerings through Year 7 and 8 to support them exploring a wider curriculum with a number of 'snapshot' experiences. This is purposeful as we support students making informed decisions, as they enter Year 9, about their educational pathways based on their own passions and skills.

Year 9 is an integral stepping stone in each child's education. It is a year where unique programs are experienced as part of the extracurricular program and a time when student engagement is at the forefront of the teaching and learning process. Students are encouraged to explore new subjects, new experiences, new challenges and new programs that they may not have in the past. As a Victory Year 9 student, they are required to start developing pathways that will lead them into their Victorian Certificate of Education (VCE) program and their post-secondary pathways, be it tertiary studies, apprenticeships or the work force.

This Handbook, along with the College's Information Sessions, allow our 2019 Year 9 students and parents/guardians to gather the information necessary to start making informed decisions about the future.

In Year 9, students have choices to make about some of the subjects they will study. These decisions need to be thought about in detail and with seriousness, with consideration and thought for Years 10, 11 and 12.

As you move through the subject selection process I encourage you to talk with each other, our teaching staff, Careers Coordinator and our Head of Secondary to gain their advice and wisdom. Learning has and will continue to be most effective when there are open and clear channels of communication between the College and home. As we strive to maintain this partnership I encourage you to do likewise and join us on this, the next journey in your child's education.

Mr John Thompson
Principal

July 2018

Contents

Welcome - A Message from the Principal	2	YEAR 9 SUBJECT OUTLINES	
CURRICULUM OVERVIEW		Core Subjects	9
Electives and Subject Selection	4	Mathematics	10
Home Learning	5	English	11
Key Dates	5	Humanities	12
Contacts	5	History	12
Content	6	Geography	12
		Science	13
THE RITE JOURNEY		Electives	
Mentoring	7	2D/3D Art	14
Christian Studies	7	Design Tech: Timber	14
Health & Physical Education	7	Digital Technology	15
Time Allocation	7	Drama	15
A Letter to Families	8	Food Technology	16
		Forensic Science	16
		Media Arts	17
		Music	17
		Indonesian	18
		Outdoor Education	18
		STEAM	19



Curriculum Overview

ELECTIVES AND SUBJECT SELECTION

All Year 9 students undertake the core subjects of 'The Rite Journey' (Christian Studies, Health & PE), English, Humanities (a semester each of History and Geography), Mathematics and Science. In addition, students are able to choose four semester-based elective subjects (two for each semester). Electives in Year 9 consist of three lessons a week, per elective.

Student electives will be selected from the table opposite. The decision to run an elective class will depend on student numbers and staff availability.

Year 9 Electives are generally organised into single-semester units. Students will undertake four electives over the course of the year.

It is important to note that electives chosen in Year 9 have no bearing whatsoever on future pathways for students. They simply provide new opportunities to engage in areas of their interest.

It is vital that when choosing electives, that students ensure they are in preferential order. In other words, that the elective they would like to do most, is their number 1 preference, their next preferred elective is number 2 and so on.

Students will also be asked to nominate at least two reserve preferences. In the event that a class is full or does not run, or there is a class with another preference, students will automatically be allocated to one of these reserve subjects.

YEAR 9 ELECTIVES
Language: Indonesian
Forensic Science
STEAM
Outdoor Education
Music
Drama
2D/3D Art
Media Arts
Food Technology
Digital Technology
Design Technology - Timber

SELECTING SUBJECTS ONLINE

Each student is required to submit their subject preference online via the website below:

www.selectmysubjects.com.au

Login detail for the subject selection website will be emailed to students in July.

Return a printed and signed receipt to the Administration Office by Wednesday 1st August 2018.

Failure to submit preferences by the due date may result in the student's preferences not being considered in the make-up of subject offerings.

HOME LEARNING

By Year 9, students should be starting to develop strong time management and organisational skills. A strong independent work ethic is essential in Years 10-12, so it is vital that Year 9 sets the standard of expectation for this. Students should on average complete between 1 and 1.5 hours of not just homework (learning) but of revision and study on at least four nights per week.

Parents/Guardians are asked to set boundaries that assist and encourage students to do this. Without this discipline, the jump to work requirements and expectations of the VCE (which students commence in Year 10) can be too great for some students to adequately adapt to.

KEY DATES

MONDAY 23RD JULY 2018

Senior School Subject Information Evening for Years 9-11 2019, starting at 6.30pm in Luther Hall.

Online subject selections open.

WEDNESDAY 1ST AUGUST 2018

Subject selection forms and signed receipt due at the Administration Office by 9.00am.

CONTACTS

General Enquiries	02 6057 5859
Head of Secondary	Tim Hartwich
Director of Teaching & Learning	Kathryn McAuliffe
Year 9 Team Leader	Kareena Musgrave
Careers / VET Coordinator	Janine Hallahan
English Coordinator	Sonya Barras
Mathematics Coordinator	Mark Solari
Humanities Coordinator	Joel Klemke
Science Coordinator	Michael Leverett
Christian Studies Coordinator	Paul Kinning
Visual Arts	Kathryn McAuliffe
Health/PE	Tim Hartwich
Music	Andrew Baker
Senior Sport	Sarah Rae



The Rite Journey

The Rite Journey incorporates the subjects of Christian Studies, Health and Physical Education and is aligned with the Australian Curriculum. It is a unique educational programme designed to support the development of self-aware, vital, responsible and resilient young adults.

The course is divided into stages and each stage during the year includes a ceremony or celebration that leads the students to acknowledge their personal journey towards adulthood. These events are carefully crafted experiences that are individualised to best suit the particular needs, resources and geography of our College.

Throughout the year, students seek to gain points in personal and group challenges in order to officially graduate The Rite Journey course. Students completing additional challenges can graduate with Honours.

Students will be asked, with parent's advice, to seek a mentor for the year and work on a project that can be presented at the end of the year.



CONTENT

TERM ONE – RELATIONSHIP WITH SELF

Students will participate in 'Challenge Week' and on the Friday evening parents/guardians and mentors will be invited to join the students in their first ceremony, "The Departure Ceremony", to officially begin The Rite Journey.

Elements of Personal and Social Capabilities (Australian Curriculum): Recognise personal qualities and achievements, appreciate diverse perspectives, develop reflective practice.

TERM TWO – RELATIONSHIP WITH OTHERS

The last week of Term 2 is 'Service Week' where students lead and organise various service activities in the community.

Elements of Personal and Social Capabilities (Australian Curriculum): Contribute to civil society, appreciate diverse perspectives, develop leadership skills.

TERM THREE – RELATIONSHIP WITH SPIRIT

At the end of the term students will attend 'The Journey' which is the Year 9 camp, involving outdoor pursuit challenges and a 'Solo Experience' which is to draw on individual life skills.

Elements of Personal and Social Capabilities (Australian Curriculum): Develop self-discipline and set goals, develop leadership skills, make decisions.

TERM FOUR – RELATIONSHIP WITH THE WORLD

Parents/Guardians and mentors will be invited to the evening Graduation Ceremony with the opportunity for students and mentors to present their projects.

Elements of Personal and Social Capabilities (Australian Curriculum): Communicate effectively, develop reflective practice.



More information about the Rite Journey is covered in the The Rite Journey Overview handbook, which is available on the College website and Student Cafe.

> [The Rite Journey Overview](#)

MENTORING

As part of The Rite Journey, students are encouraged to adopt an adult mentor during the year. Please see the letter overleaf regarding this.

CHRISTIAN STUDIES

Our LEA Christian Studies curriculum outcomes are integrated into The Rite Journey. Throughout the course, students will be encouraged to:

- Analyse Christian beliefs about the responsibilities of living in relationship with God, self and others
- Reflect on the concept of Christian vocation and its significance for self and others
- Explore and reflect on the nature of God – Father, Son and Holy Spirit – as creator and sustainer of each individual and all things
- Apply Christian beliefs about the intrinsic value of human life within varying contexts.

HEALTH & PHYSICAL EDUCATION

Content and outcomes from the Australian 'Health & Physical Education' Curriculum has been interwoven into The Rite Journey. Focus areas from the HPE curriculum tailored to and addressed in Year 9 include:

- Mental health and wellbeing
- Relationships and sexuality
- Challenge and adventure activities
- Games and sports

TIME ALLOCATION

Students have a minimum of 10 lessons for The Rite Journey every fortnight. Of these, at least 4 will be movement/practical-based. It should be noted that participation in practical lessons is compulsory to satisfy the requirements of the curriculum.



A Letter to Families

Dear Parents/Guardians and Carers,

I'd like to offer you a warm welcome to The Rite Journey, the innovative year-long program being offered by your child's school.

The Rite Journey has been created to complement your role as parents/guardians and carers in guiding your child into adulthood. Young people yearn to prove that they are adults. Most traditional cultures have a carefully crafted process guided by elders that provides this experience. In the absence of this, adolescents often take it upon themselves to create their own rites of passage, for example activities during schoolies' week.

As an experienced teacher and father of teenagers I have listened to many parents/guardians and colleagues despairing as to how to help their boys and girls through adolescence. There are significant challenges many young people face today: the dominance of media; changing nature of family structures; and pressures of work life all have a price.

Learning to be an adult male or female in any society typically involves guidance, mentoring and a great many conversations. However, in our society today we often see young people turning to peers, the media and the internet to source this knowledge and guidance. There has been a loss of human connection and nurturing as screens dominate adolescents' lives in our technologically saturated world. During The Rite Journey students will have numerous conversations about what it is to be a respectful and responsible man or woman in our society. We hope the discussions they have at school this year may also stimulate conversation at home.

Adolescents are best helped by community guidance and your school may encourage you to find a mentor for your child. Your child's mentor will serve as another adult role model of the same gender, and ideally an ongoing supportive and rewarding relationship can be formed.

A unique feature of The Rite Journey is the seven steps that form a contemporary Rite of Passage. The staff at your child's school have worked with me and The Rite Journey team to create a special, memorable series of events, aimed at honouring your child's transition into young adulthood. As parents/guardians and carers you will have the chance to be involved in some of these ceremonies. I wholeheartedly invite you to embrace this opportunity to celebrate and share this part of your child's journey.

Feedback from parents/guardians, carers and teachers from Australia and New Zealand has indicated that The Rite Journey has been a positive catalyst in transforming and supporting the transition into adulthood.

I trust that you and your child will find The Rite Journey a positive, rewarding and transformative process.

With warmth,

Andrew Lines
The Rite Journey

Dear Mum or Dad of a Teenager,

You may know that in both my books *Raising Boys* and *New Manhood*, I talk about how teenagers need to be actively taught how to be good adults, and that some kind of active process has to happen to get them across the line. That both definite teaching, and some kind of "rite of passage" helps to bring home to them the honour, and responsibility of becoming an adult and how special that is. That thinking about what kind of man or woman you want to be, can really help when they are put in difficult or risky situations, as all young people are.

Teenagers have all the great things you have given them while growing up, but something is needed to bring that together and say "you are now beginning adulthood". It has to be something solid, spread out over time, and involve teachers and parents/guardians working together to make it meaningful. There's a lot to learn about being an adult and making choices and being independent and not expecting mum and dad to look after you all your life.

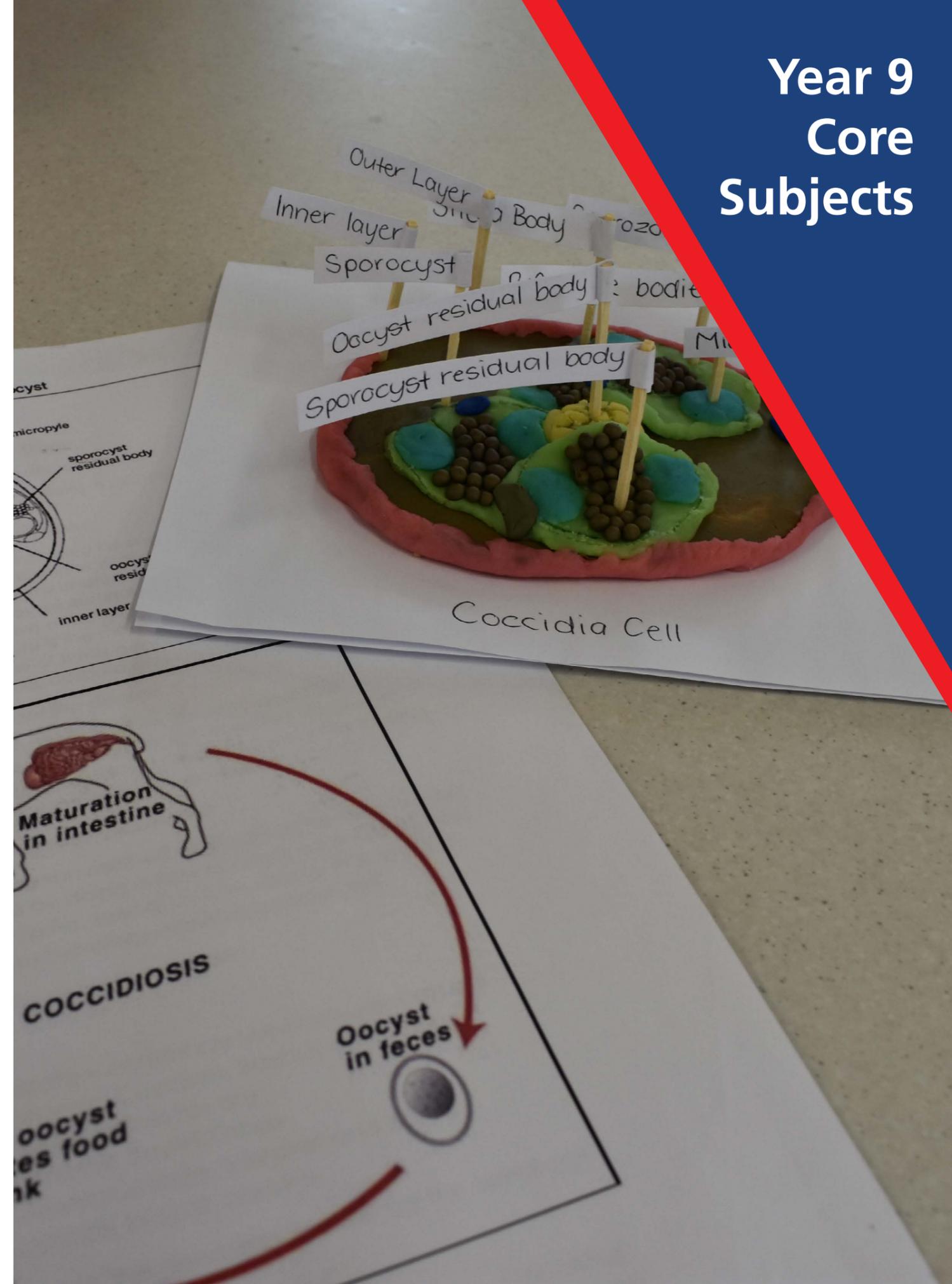
We read in the papers every day about young people who haven't learned to value themselves, or other people, and messed up in some way, which can harm or even end their lives. They've been given adult freedoms without adult instruction. With boys especially, they sometimes simply remain boys in adult bodies, not a pretty sight.

The Rite Journey process is designed to help the shift to being grown up. It's well thought out, respectful, enjoyable, and has a special sense of awe about life, that kids respond really well to. Young people crave meaning and rituals in their life, and as a society we haven't provided this very well in the past. I recommend you check out any information sessions, ask questions, and get involved in this extra benefit that your school is offering.

Sincerely,

Steve Biddulph
Psychologist and Author

the rite journey



Mathematics

The Year 9 Mathematics course aims to develop students' understanding of mathematical concepts and processes, enabling them to pose, explore and solve problems in the areas of: Number & Algebra, Measurement & Geometry, and Statistics & Probability.

Within these areas, students will specifically gain the following skills:

NUMBER AND ALGEBRA

- Apply the index laws using integer indices to variables and numbers, express numbers in scientific notation and solve problems involving very small and very large numbers, and check the order of magnitude of calculations.
- Solve problems involving simple interest.
- Use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology.
- Sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

MEASUREMENT AND GEOMETRY

- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.
- Relate three-dimensional objects to two-dimensional representations.
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras' theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

STATISTICS AND PROBABILITY

- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types.
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology.
- Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.
- Calculate relative frequencies to estimate probabilities.
- List outcomes for two-step experiments and assign probabilities for those outcomes and related events.

WORKING MATHEMATICALLY WITH ICT

Students will use technology tools such as graphic calculators, spreadsheets and other software programs to assist in the creating of mathematical models to investigate and solve problems set in a wide range of contexts within Mathematics.

HOME LEARNING AND ASSESSMENT

Homework and assessment consists of a range of tasks aimed at reinforcing the students' in-class learning. Homework tasks include keeping up with scheduled class work, consolidating the concepts by revising and applying skills, preparing and maintaining a bound reference to use as a guide in tests, exams and written assignments. This is to encourage exploration and furthering of mathematics knowledge and skills.

Additionally, Mathletics is a purpose-built online maths resource to provide students with the study tools and maths curriculum activities they need to control their own learning. It provides a wide range of curriculum support resources covering the entire Australian Curriculum. Students receive clear and intuitive feedback on their progress, allowing them to track and drive their own learning. Curriculum content is supported by interactive resources and video tutorials to both support and extend the learning and provides excellent resources for exam preparation and revision.

Science

DESCRIPTION

In Year 9 Science, students continue to gain an awareness and an appreciation of the dynamic and changing world in which they live. They develop skills that enable them to investigate, research, create and explain the processes that occur around them. They also become scientifically literate citizens who are able to debate scientific theories and technologies, as well as make informed decisions.

All these skills are taught over the four major science disciplines: Biology, Chemistry, Physics and Earth and Space. Each term, students focus on one of the four disciplines.

CONTENT

Chemistry focuses on reactions that occur in our everyday world, including combustion and acid/base reactions.

Biology focuses on the coordination and regulatory functions within plants and animals and how they assist them to survive in their environment.

Earth and Space uses the theory of plate tectonics to explain global patterns of geological activity and continental movement.

Physics relates the behaviours of light, such as reflection, refraction, absorption and polarisation, to uses in technology.

PATHWAYS

Year 10 Science (Core) and any Science elective offered at Victory.

English

The English course is designed to engage and challenge students through the close study of a variety of more demanding literature and film texts. The reading, writing, listening and speaking skills nurtured within the programs of the junior years are further developed and the exploration of a suitable range of content is another incremental step in the effective preparation of our students for future years. The course develops literary and language skills in the areas of Text Response, Writing, Speaking and Listening, and Issues Analysis and Response. The curriculum at these years reflects the different strands of Australian Curriculum.

TEXTS

The course includes the study of short stories, novel and film, Shakespearian text and a variety of poetry. Students develop an understanding of writing for purpose, audience and context and gather insights into themes, characterisation and genre. The exploration of text includes investigation of electronic modalities such as blogs and websites.

WRITING

Students compose text for a range of purposes and audiences. Students develop their ability to respond analytically and creatively to a variety of stimuli.

SPEAKING AND LISTENING

Students have the opportunity to complete oral presentations each semester. They extend their skills by speaking and listening in a range of contexts. They participate in role plays, discussion and present reasoned arguments in structured debates.

ISSUES ANALYSIS AND RESPONSE

Students are introduced to the requisite metalanguage for effective analysis of text. Their ability to manipulate language, sentence structure and punctuation for audience and purpose is further developed. An awareness of the importance of drafting and proofreading is promoted in the crafting of accurate and refined text.

ICT SKILLS

Students are required to use internet research and develop competencies in word processing and PowerPoint presentations.

ASSESSMENT

Analytical text response, oral presentations, creative text response and examinations.

Humanities

The Year 9 Humanities course consists of indepth studies developed from the Australian Curriculum domains of History, Geography and Economics/Civics. The domain of Economics/Civics has been integrated into both History and Geography to provide a cohesive study of the three core subjects.

HISTORY

MOVEMENT OF PEOPLES (1750-1901)

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (social, cultural and economic).

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (social, cultural and economic).

The short and long-term impacts of the movement of peoples during this period - particularly on Indigenous Australians (social, cultural and economic).

AUSTRALIA AND ASIA (1750-1918)

The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism.

The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time.

WORLD WAR I (1914-1918)

Students investigate key aspects of World War I and the Australian experience, including the nature and significance of the war in the world and Australian history.

ASSESSMENT

Assessment for Humanities is an ongoing process and consists of a variety of projects and assignments across the year. These assessments may include; source analysis tasks, historical essay writing, geographical report writing, fieldwork, multimodal tasks, research tasks (historical and geographical) and presentations. Students will also complete semester exams.

GEOGRAPHY

BIOMES (PLACES) AND FOOD SECURITY

Through a geographical inquiry students investigate a range of biomes (places) selected from the following— aquatic, forest, grassland, desert and tundra. They will study how their geographical characteristics have been modified for food production and how these changes have affected the environment and how this will affect future food security.

GEOGRAPHIES OF INTERCONNECTIONS

Through fieldwork inquiry students investigate the interconnections between people and places through such things as trade, tourism, transport, sport, culture and communications. Students will study the social, economic and environmental changes that can develop as a result of these interconnections.



2D/3D Art

DESCRIPTION

Year 9 Art encourages students to expand upon design skills and experience both two dimensional and three dimensional art forms. Throughout the course, students explore various materials, tools and techniques in imaginative ways. They document their creative thought processes in visual diaries, recording, interpreting and evaluating art works from a variety of artistic and design sources.

Students experience a broad range of studio forms such as drawing, painting, printmaking, mixed media, collage, ceramics and sculpture. Throughout the course, students explore and develop ideas from design briefs, accessing and integrating a wide range of materials, applying design elements and principles, to problem solve and achieve design solutions. The course includes art gallery visits, and independent research of art works from selected artists and designers.

CONTENT

- Drawing and Painting
- Silk-screening and Stencil Art
- Sculpture and Ceramics

LEVY

The levy for Art is \$90 for the semester. This covers all materials provided by the College.

PATHWAYS

VCE Studio Arts.

Design Tech: Timber

DESCRIPTION

Design and Technology is a project based subject where students may select a project of their choosing to construct. This subject allows students to design, plan, make and evaluate their own product using timber. The flexibility in this subject allows students to create in accordance with their scope of experience, catering for all levels of aptitude. Projects could range from game boards and jewellery boxes through to coffee tables or storage for technology. If you like to design and construct, this subject is for you!

CONTENT

The content of this subject focuses on the use of timber allowing students to cover a range of processes and equipment such as hand and power tools, and machinery which are appropriate for the various projects.

REQUIREMENTS

Students are required to bring a display folio for their design work and their pencil case to class. Footwear for practical lessons should be sturdy, leather and fully covered.

LEVY

The levy for Design Tech: Timber Year 9 is \$120 for the Semester. This covers materials provided by the College.

PATHWAYS

Design & Technology Timber – Year 10, VET Building & Construction, VET Furniture Making.

Digital Technology

DESCRIPTION

In this elective students will develop an understanding of digital systems and how to solve problems using a variety of digital processes. When defining such problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data is used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

LEARNING TASKS

- Learning to code using an Object Oriented Programming Language
- Create physical and digital solutions to a given defined problem using an Objected Orientated Programming Language.

LEVY

The levy for Digital Technology is \$30 for the Semester.

PATHWAYS

VCE Computing, VCE Software Development and VCE Infomatics.

Drama

DESCRIPTION

In Drama, students explore and depict real and fictional worlds through the use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

Year 9 Drama focuses on the Australian Curriculum strands of Making and Responding. Students explore ideas, feelings and experiences by collaborating in a wide range of activities. Students rehearse, refine, share and perform scripted and student-devised dramatic works to audiences in both informal and formal settings. Students describe, analyse and evaluate the elements and conventions used in their own drama, and drama produced by others through responding tasks.

CONTENT

- Acting and improvisation skills: vocal projection and body movement.
- Script writing, stagecraft and character development.

PATHWAYS

VCE Drama.

Food Technology

DESCRIPTION

Students will learn the components of a healthy diet and gain an understanding of the nutritional benefits of different foods. They will analyse their own food choices and be given skills and understanding to make better choices. They will gain an understanding of what makes a healthy meal, the benefits to our health and the environment of cooking from scratch as well as, cooking a wide range of foods from breakfasts, lunches and snacks to dinners. They will also use the design process to create their own dishes.

NOTE

Students are required to wear black leather closed in school shoes for all practical classes.

LEVY

The levy for Food Technology is \$160 for the Semester. This covers materials provided by the College.

PATHWAYS

Year 10 Food Technology and VET Hospitality.

Forensic Science

DESCRIPTION

In this elective students have the opportunity to study the multi-faceted Science behind solving crime. Forensic Science is particularly engaging and interesting to students because it incorporates all aspects of Science: Biology, Physics, Chemistry and Environmental Science in the fascinating context of crime, which will take place throughout the semester. Guest speakers and visits to forensic laboratories are other activities students may participate in when undertaking Forensic Science.

CONTENT

- Crime scene analysis
- Criminal profiling
- Fingerprinting
- Chromatography
- DNA analysis
- Dental records
- Ballistics

LEVY

The levy for Forensic Science is \$30 for the Semester. This covers excursions/incursions.

PATHWAYS

Year 10 Science and Year 10 Advanced Chemistry.

Media Arts

DESCRIPTION

Year 9 Media Arts encourages students to expand upon design skills. Utilising multimedia, students investigate creative digital technologies, processes and techniques. Throughout the course, students explore various media and process information in imaginative ways. They document their creative thought processes in visual diaries and electronic portfolios, recording, interpreting and evaluating design briefs and media products from a variety of design and mass media sources. In Media Arts, students develop a variety of multimedia production skills which may include digital photography, podcasting, film making, animation and desktop publishing. Throughout the course, students explore and develop ideas from design briefs, accessing and integrating a wide range of materials, applying design elements and principles, to problem solve and achieve design solutions. The course includes research of media outlets and analysis of the design works of selected artists and designers.

CONTENT

- Portraiture: Photography
- Magazine Design: Desktop Publishing
- Music Video: Film-making

LEVY

The levy for Media Arts is \$90 for the semester. This covers all materials provided by the College.

PATHWAYS

VCE Studio Arts.

Music

DESCRIPTION

Students learn to conduct structured rehearsal to improve their musical discipline, participating in ensemble and solo performances throughout the semester. Students will learn a chosen instrument, and perform for a variety of audiences. Year 9 Music Performance has a strong focus on developing effective practise routines and incorporates the use of a practise diary in order to self-monitor progress. This course encourages students to express, refine, and develop a range of musical techniques. They will engage in a variety of learning activities, including listening and responding to music, and will develop their skills and techniques of writing music using formal notation and then apply them to set tasks. They continue to develop their theoretical and aural skills in music further deepening their understanding.

LEARNING ACTIVITIES

- Musicianship Development
- Introductory Performances
- Group Performance
- Musical Listening and Analysis
- Aural Perception Development
- Local Performance Tour
- Eisteddfod Preparation

PATHWAYS

Year 10 Music Performance and Year 10 Music Composition.

Indonesian

DESCRIPTION

The study of Indonesian involves learning the language of the fourth most populous nation on earth. Indonesia was once of great strategic importance, being the fabled spice islands, the sought after land that inspired the great European voyages of discovery, and with every passing year Indonesia looks to be regaining its importance in the world. As this fascinating country of great cultural and natural diversity is a neighbour of Australia's our students could benefit greatly from learning the famously easy language of Indonesia, which is also the same language as is spoken in Malaysia, Singapore and Brunei.

CONTENT

Students will expand their vocabulary and develop an understanding of all the key grammar. The focus of learning will be on building effective and confident communicators. Speaking, Reading, Listening, and Writing are the four key skills.

To boost general knowledge the language is taught through the context of cultural topics. Key topics include, Sports and Hobbies; Environment; Going on Holidays; Ceremonies and Celebrations.

LEARNING ACTIVITIES

Students will participate in a wide range of learning opportunities including guided writing, role-plays, on-line activities, comprehension and translation tasks, cultural research, group work and language games. Students will be exposed to authentic texts from a variety of sources including magazines, films, advertisements and songs.

PATHWAYS

Learning a foreign language has many benefits including boosting mental capabilities, improving communication and interpersonal skills and enhancing cross-cultural understanding. In an increasingly connected world, these skills are becoming more and more important for further study and employment opportunities. Indonesian is the language of nearly 300 million people, and Australia has many close and increasing links with Indonesia in the fields of trade, tourism, security (Indonesian is a very sought after language in the Australian Defence Department), media, politics, law and education.

NOTE

It is recommended that students take Indonesian for a full year, but it can be taken as a semester subject. Students who have only studied Indonesian for one semester in Year 9 will still be allowed to study Indonesian in Year 10.

Outdoor Education

DESCRIPTION

This elective introduces students in Year 9 to the challenges and rewards available in the outdoor environment. Students will develop an understanding of the issues affecting outdoor adventure activities and will acquire practical knowledge of equipment, skills and safety.

There will be both theoretical and practical components to the unit. A significant emphasis is put on team building and leadership skills. Activities that incorporate these skills may include canoeing, rafting, archery, orienteering, initiative challenges, camp craft, circus skills and bushwalking.

The aim of excursions is to strengthen theoretical lessons and reinforce practical school lessons with authentic challenges in a safe and controlled environment.

LEVY

The levy for Outdoor Education is \$90 per Term. This covers all compulsory excursions. There may be additional costs for additional voluntary excursions.

NOTE

The nature of activities/excursions will change depending on the time of year and season in which this elective runs.

PATHWAYS

The Outdoor Education elective is recommended for the practically minded student who love being physically active or will be interested in undertaking a VET course in Sport & Recreation in Years 10-12.

STEAM

DESCRIPTION

In this elective, students will experience the intersection between Science, Art and Technology.

Scientists are constantly discovering and creating new technological tools, devices and materials to help us live and function in our rapidly changing world. In this area of study, students will have the opportunity to design and build working scientific models. With each discovery, the gap between technology and creativity narrows. Learn how to use your technological skills to create amazingly creative devices, or learn how to use your artistic talent to create innovative models. Tinkering is the opportunity for students to slow down, become deeply engaged in an investigation of scientific phenomena, and make something based on their own understanding.

Students will have the opportunity to explore writing code, investigating, coding and marketing their own apps, and creating a variety of models which might include robots and rockets as well as a variety of artistically-based circuitry. These projects may involve students working with local industry mentors and scientists within the community. Additionally, students will build confidence in their ability to create a variety of hi-tech devices, explore the overlap between the creative and scientific world and gain skills relevant to the burgeoning world of technology.

CONTENT

- Model Construction
- Robotic Studies
- Technological Applications
- Coding

PATHWAYS

Year 10 Science Year 10 Electronics and VCE Computing.

LEVY

The levy for STEAM is \$10 for the semester. This offers students the opportunity to keep several of the gadgets created during the course.



VICTORY

Lutheran College
FOUNDATION TO YEAR 12

Victory Lutheran College

28 Drage Road, Wodonga
Enquiries 02 6057 5859
Email reception@vlc.vic.edu.au

www.vlc.vic.edu.au