

**YEAR 9 SUBJECT  
SELECTION  
INFORMATION GUIDE**

**SMC**



## YEAR 9 SUBJECT SELECTION INFORMATION GUIDE

This information guide introduces you to the elective subjects available to Year 9 students in 2022 at St Monica's College.

Year 9 students study Religious Education, English, Mathematics (**Core, Accelerated or other alternatives**), Science, Geography, History, Physical Education and a Language. In each Semester, they also study two elective subjects. A Pastoral Program incorporating the Uniquely Year 9 experience also forms an important part of the year for students.

Please ensure that all subject descriptions in this handbook are read before making subject choices for 2022. Year 9 elective choices are not crucial to future pathways of study or training, but students should select areas in which they have a genuine interest.

The Year 9 elective program is designed to offer students a range of skills and knowledge that has not yet been covered in the Year 7 and 8 curriculum. This is done through either extending the depth of disciplines already encountered, such as Art or Technology, or offering completely new subjects, such as Food Studies or Media.

### ELECTIVE SUBJECTS

#### SELECTING AN ELECTIVE PROGRAM

Students select four (4) electives from the list below as well as two reserve preferences.

Please note that Northern Football Academy is a year-long elective and therefore counts as two elective choices. Only students who are successful in performance trials are permitted to select this subject.

#### KEY STAFF:

| Role  | Name               | Email Address  |
|---|--------------------|--|
| Assistant Principal (Learning & Learning)     | Ms Michelle Keele  | <a href="mailto:m.keele@stmonicas-epping.com">m.keele@stmonicas-epping.com</a>       |
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| Coordinator of VCAL                           | Mrs Kelly Registro | <a href="mailto:k.registro@stmonicas-epping.com">k.registro@stmonicas-epping.com</a> |
| Faculty Leader of Commerce                    | Mr Lukasz Rabenda  | <a href="mailto:l.rabenda@stmonicas-epping.com">l.rabenda@stmonicas-epping.com</a>   |
| Faculty Leader of Digital Technologies        | Mr Sid Bagh        | <a href="mailto:s.bagh@stmonicas-epping.com">s.bagh@stmonicas-epping.com</a>         |

|   |                       |  |
|---|-----------------------|--|
| Faculty Leader of Educational Support   | Ms Kyra Farquharson   | <a href="mailto:m.farquharson@stmonicas-epping.com">m.farquharson@stmonicas-epping.com</a> |
| Faculty Leader of English               | Miss Amy Foster       | <a href="mailto:a.foster@stmonicas-epping.com">a.foster@stmonicas-epping.com</a>           |
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| Faculty Leader of Learning Intervention | Mr Bryan Kilkenny     | <a href="mailto:b.kilkenny@stmonicas-epping.com">b.kilkenny@stmonicas-epping.com</a>       |
| Faculty Leader of Languages             | Ms Maryanne Theodosis | <a href="mailto:m.theodosis@stmonicas-epping.com">m.theodosis@stmonicas-epping.com</a>     |
| Faculty Leader of Mathematics           | Ms Jenny Bowers       | <a href="mailto:j.bowers@stmonicas-epping.com">j.bowers@stmonicas-epping.com</a>           |
| Faculty Leader of Performing Arts       | Mr Benjamin Hodges    | <a href="mailto:b.hodges@stmonicas-epping.com">b.hodges@stmonicas-epping.com</a>           |
| Faculty Leader of Religious Studies     | Mr Shannon Donahoo    | <a href="mailto:s.donahoo@stmonicas-epping.com">s.donahoo@stmonicas-epping.com</a>         |
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| Faculty Leader of Technology            | Mr Michael Gowers     | <a href="mailto:m.gowers@stmonicas-epping.com">m.gowers@stmonicas-epping.com</a>           |
| Faculty Leader of Visual Arts           | Mrs Pina Glover       | <a href="mailto:p.glover@stmonicas-epping.com">p.glover@stmonicas-epping.com</a>           |

## ART

### GENERAL DESCRIPTION

This course is intended to introduce students to a range of drawing and painting skills. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

By the end of the drawing unit, you will be able to draw a realistic graphite pencil portrait. You will learn about the proportions of the face, and learn how to draw facial features accurately. You will also acquire skills in rendering and shading with graphite pencil, and use a range of materials to achieve realistic results.

In the painting unit you will learn how to research and generate ideas for your artwork. Students will discover how to alter a photo to appear more like a painting using a variety of photoshop artistic filters and understand how to create implied textural effects using a variety of water colour painting techniques and media. You will also experiment with colour mixing and discover how colour can communicate feelings and emotions

Students will use their visual diary to document ideas generated from research and digital manipulation into resolved artworks.

You will also analyse the artworks of Australian Artist Vernon Ah Kee and discuss art issues, such as the role and function of art in society. Students will reflect on their own creative art ideas and respond to the intentions of other Artists.

Students learn and follow the same art making process that will be used in VCE. This unit aims to give Year 9 students a solid grounding in the basics of Studio Arts practices and prepare them for senior study.

### PATHWAY INFORMATION

Year 9 Art is recommended for all students and especially those planning to continue to the following Year 10, 11 and/or 12 Visual Arts subjects:

- Year 10 Art
- Year 10 Digital Photography
- Year 10 Visual Communication & Design
- Units 1-4 Studio Arts
- Units 1-4 Visual Communication & Design

### RELEVANT STAFF

Mrs P Glover - Faculty Leader of Visual Arts

# COMMERCE

## GENERAL DESCRIPTION

This elective explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources such as labour, finance, etc. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. This elective gives students the opportunity to explore Commerce across four areas of study: Accounting, Business Management, Economics & Legal Studies.

### Accounting (Consumer and Financial Literacy):

Students will be studying the basic principles of accounting for small businesses with an introduction to the key records of financial management for business operators; Profit & Loss Statements and Balance Sheets. Students are also introduced to basic financial literacy concepts like risk and investments, good versus bad debts and the role of financial institutions in an economy.

### Business Management:

Students learn about the nature of business and business ownership. They will explore the factors and key decisions involved in starting a small business, enterprising behaviour, marketing, business ethics and eCommerce.

### Economics:

Students will identify and explain the indicators of economic performance and examine how Australia's economy is performing. They investigate Australia as a trading nation and its place within Asia and the global economy.

### Legal Studies:

Students will develop an understanding of what laws are and why we need them. They will investigate criminal law, the role of police, civil law, legal consequences, the justice system and the issues surrounding juvenile crime. Students will learn about the system of democracy in Australia and how it was developed. They will also examine the voting system and run a mock election.

## PATHWAY INFORMATION

Year 9 Commerce is recommended for students planning to continue with the following Year 10 subjects:

10 Financial Studies

10 Business Management

## RELEVANT STAFF

Mr L Rabenda - Faculty Leader of Commerce

Ms S Parisi – Commerce & Legal Studies Teacher

Ms P D'Cruz –Business Management & Commerce Teacher

Mr P. Castles – Commerce & Computing Teacher

## **CREATIVE WRITING**

### **GENERAL DESCRIPTION**

This elective is for those students who enjoy writing and being creative. It is an opportunity to learn about different genres, writing for enjoyment and editing to enhance the reader's experience. Students explore different creative writing types and conventions, producing their own published piece at the end of the semester.

Choosing this elective will enable students to strengthen their ability to express themselves and it will complement their study of English in Year 9 and the years to come. It will also be of benefit if they choose Literature in Year 10 and beyond, given that it invites them to analyse texts more deeply while leading them to construct their own.

Students will be provided with opportunities to enter in-house and external writing competitions.

Creative Writing complements the Professional Writing elective but students do not have to choose both writing electives.

Any students wishing to take part in this elective must be working at the upper end of the expected standard or above the standard in Year 8 English for the writing dimension and be recommended by his/her Year 8 English Teacher.

### **RELEVANT STAFF**

Ms Amy Foster - English Faculty Leader

## DANCE

### GENERAL DESCRIPTION

In Year 9 Dance, students discuss appropriate ways to rehearse, present and promote dance works. They investigate ways to express ideas and feelings in dance and explore ways to create movement by looking at different structuring devices used to create dance routines. Students present their own choreography to their peers and answer questions as to how they decided on their choreographic intention.

Performances are an integral part of the course, taking the form of solo and small group work during class time. A major performance piece is undertaken during the semester with the student modifying, combining or developing various dance pieces created during the course, into a performance piece.

Students are required to:

- Explore a variety of techniques used for warm up and stretching and discuss their benefits and disadvantages
- Look at basic anatomy and how it applies to dance
- Demonstrate steps with the ability to control movement within their limitations and to recognise those limitations through self-evaluation
- Review performances and discuss their historical context
- Look at various cultural dances, how these have been passed on and how knowledge about dance has been recorded.

### RELEVANT STAFF

Mr B Hodges - Performing Arts Faculty Leader

Mr D Micairan – Dance Teacher

# DESIGN

## GENERAL DESCRIPTION

During this unit of study, students will develop a range of design and industry skills within Architecture and Illustration. Students will produce folio-based projects that will enhance their drawing, illustration and digital design abilities. Students will undertake practical and research-based projects and have the opportunity to use computer-assisted drawing programs to develop their ideas and presentations. Visual Communication Design is an exciting course as students have the opportunity to 'act as designers' in real design situations.

During the first unit, students will tap into their creativity, to design a One Point Perspective interior. Students will learn about the design process and create a final design that responds to a Design Brief. Students will learn technical drawing and observational drawing skills in order to communicate to their clients. The final piece will be digitally rendered using Adobe Photoshop to depict a realistic interior. In the Illustration Design Unit, students will develop their manual illustration skills using a range of methods, media and materials (such as ink, watercolour, soft pastels, oil pastels, colour pencil, grey lead). Students will use their creativity to create unique designs that illustrate their understanding of the Design Elements and Principles.

During both units, students learn and follow the same design process that will be used in VCE. This unit aims to give Year 9 students a solid grounding in the basics of Visual Communication Design and prepare them for senior study.

## PATHWAY INFORMATION

Year 9 Design is recommended for all students and especially those planning to continue to the following Year 10, 11 and/or 12 Visual Arts subjects:

- Year 10 Visual Communication & Design
- Year 10 Art
- Year 10 Digital Art
- Units 1-4 Studio Arts
- Units 1-4 Visual Communication & Design

## RELEVANT STAFF

Mrs P Glover - Faculty Leader of Visual Arts



## DIGITAL TECHNOLOGY

### GENERAL DESCRIPTION

There is a movement away from the containment of information in devices such as smartphones and tablets to information everywhere, information around us, displayed on the world and able to be interacted with in a different way. Augmented reality (AR) is a technology that enables us to do just that. 'Augmented' means to add or enhance something. In this introductory course, students will use **Unity** to learn the fundamentals of Object-Oriented Programming (OOP) in the context of creating their own projects.

During the course, they will create several prototypes along with the instructor, manage a larger personal project more independently, and complete challenges and quizzes along the way to solidify and expand their new knowledge. The skills that they learn will align with the learning objectives from the Unity Certified User exam, providing them with a foundational understanding of Unity and C# programming, preparing them for certification.

In addition to these core technical competencies, students will learn how to manage a project from start to finish: coming up with a concept, creating a project plan, prioritizing tasks, and hitting milestones. By the end of the course, students will have the confidence that, given enough time and resources, they can create their own games in a 3D environment.

Software Skills: C#, 3D Game Development in AR/VR environment.

Assessment: Portfolio of exercises.

### RELEVANT STAFF

Mr S Bagh - Faculty Leader of Digital Technologies

Mr B Beecham – Information Technology Teacher

Mr P Castles – Information Technology Teacher

# **ELECTRONICS**

## **GENERAL DESCRIPTION**

Technology is about making things to solve problems. If you like making things using electricity you will like this course.

Year 9 Electronics builds upon your introduction to Electronics in Years 8 & 9. Students will learn how electronic components, such as transistors, resistors, light emitting diodes (LEDs) and capacitors switches work together to make an electronic circuit. Construction of electronic circuitry will begin on a “bread board” and then advance to a printed circuit board.

Year 9 Electronics will provide students with an excellent foundation for Year 10 Electrical Engineering courses. The skills and competencies developed in Year 9 will also assist students in understanding whether a pathway in the electronics field or electrical trades may be suitable for them.

## **RELEVANT STAFF**

Mr M. Gowers – Faculty Leader of Technology

Mr J Bau – Technology Teacher

Mr S Kalantzis – Technology Teacher

Mr C Macnaughtan – Technology Teacher

## **FOOD STUDIES**

### **GENERAL DESCRIPTION**

The Year 9 Food Studies course examines the various ingredients and cooking methods that make up a healthy diet according to the Australian Guide to Healthy Eating. The main areas of focus will be food selection, nutritional value, food properties and preparation methods.

Students will explore the role nutrients portray in the body and gain the ability to evaluate diets using food selection models. Students will learn how to describe their food via taste, texture, aroma and appearance via a series of fun and engaging taste test activities.

Participation in weekly practical activities will enable students to develop a range of skills allowing them to analyse, design and prepare nutritious meals in a safe and hygienic manner. Using the design process students are provided with the opportunity to demonstrate their own creative food preparation and presentation skills.

### **RELEVANT STAFF**

Mrs A Dal Cin – Faculty Leader of Health

Mrs C Haralambopoulos – Year 9 Food Studies teacher

Mrs D Jutson – Year 9 Food Studies Teacher

## **MEDIA**

### **GENERAL DESCRIPTION**

Students will study media via films, T.V and online platforms. Practical assignments will include creating films and designing zine covers through the production process. Media classes are delivered in the creative environment of the DRC Media Centre which is fully equipped with a cinema projector and its own set of Apple computers.

Students are required to undertake assignments in:

#### Zine Production

Beginning with a discussion of different types of online texts, students plan and develop sections of a zine for a specific audience following the pre-production and production methodology

#### Visual Analysis (TV and Film)

Students decode texts using the building blocks of analysis; codes and conventions. Film and Opening sequences often contain clues to the entire narrative and character development and as such, students examine the literal and symbolic meanings contained within Film. Further, selected films illustrate how stories are constructed and function to convey meaning to audiences.

#### Film (Production)

Creating and filming their own films, students will use their own phone and editing equipment native to the Mac computers, to create original short films in different media forms.

#### Media Influence

Students are immersed in many forms of media, including online platforms, and in this unit, they become critical consumers of media texts and manipulate how they position audiences. There are both theoretical and practical components that are explored and developed.

### **RELEVANT STAFF**

Mrs P Glover - Faculty Leader of Visual Arts

Ms C Petrone – Media Teacher

Mr K Tibaldi – Media Teacher

# MUSIC

## GENERAL DESCRIPTION

Students who enjoy music performance and take vocal or instrumental music lessons are encouraged to take this elective subject. Students explore music to generate and develop ideas for creating and making music. They develop an understanding of the use of musical elements in a range of performance styles. Students also learn about social and cultural traditions in the history of music.

Recommendations for selecting this subject:

- Students should be willing to enrol in instrumental lessons at school or privately;
- Students should be willing to learn how to read music;

Learning activities will include:

- Performance: solo and group activities;
- Performance reviews;
- Theory and aural comprehension exercises;
- Creative tasks;
- Listening diaries including a score study and general music history.

Assessment will include solo and/or ensemble performances, a creative organisation folio and a research presentation, as well as theory and aural comprehension tasks.

## RELEVANT STAFF

Mr B Hodges - Faculty Leader of Performing Arts

Mr D Hatherell – Director of Music

## **NORTHERN FOOTBALL ACADEMY**

### **GENERAL DESCRIPTION**

**Access to this elective is by selection only.** Trials are conducted prior to subject selection each year. This elective will run for the whole year and constitutes two of the electives chosen by students.

The course focuses on the specific skills and techniques of Football and explores various training programs and skill development. Specifically, the program is aimed at improving the aerobic fitness, core body strength, agility, speed, leg power and flexibility of participants. These areas are introduced and assessed, together with skills in passing and shooting. These elements are then combined with tactical awareness in a variety of game situations.

Assessment will be carried out for mid year and end of year reports.

#### **Course Expectations:**

Students are required to demonstrate strengths in speed and aerobic fitness as a component of the course and to commit to take part in selected school events. These events include House Athletics, SACCSS Athletics, SACCSS Cross Country, CAS Cross Country and other speed and endurance events as they arise.

### **RELEVANT STAFF**

Mr M Torcasio - Director of Football

## **PRODUCT DESIGN TECHNOLOGY – MULTI MATERIALS**

### **GENERAL DESCRIPTION**

Technology is a response to the world's needs and opportunities. Today, technology makes life easier and more pleasurable for all of us. The study of technology in Year 9 is a study of materials and how these materials are used to solve problems of daily living. It is an exciting study because each student is given opportunities to produce something unique and different, more effective and more exciting than previous solutions to similar problems. If you like making things using wood, metal and plastic you will like this course.

Students can expect to study the following content: Safety (safe use of tools and equipment in the workshop); Materials (wood, metal and plastics); Problem-solving (investigating and designing, making and appraising 3-dimensional objects); Design Briefs (presentation of a problem requiring a solution); Drawings (sketching ideas -orthographic, isometric, oblique); Practical skills (development of skills through processing of materials); Materials investigation (simple tests to determine characteristics of different materials); Investigation (inquiry into the effects of using materials in today's society) and Evaluation of final products.

Year 9 Technology will provide students with an excellent foundation for Year 10 Technology courses. The skills and competencies gathered in Year 9 will also assist students in understanding whether a pathway in Product Design or Carpentry may be suitable for them.

### **RELEVANT STAFF**

Mr M. Gowers – Faculty Leader of Technology

Mr J Bau – Technology Teacher

Mr C Macnaughtan – Technology Teacher

Mr M Moorhouse – Technology Teacher

## **PRODUCT DESIGN TECHNOLOGY TEXTILES**

### **GENERAL DESCRIPTION**

Technology is a response to the world's needs and opportunities. Today, technology makes life easier and more pleasurable for all of us. The study of technology in Year 9 is a study of materials and how these materials are used to solve problems of daily living. It is an exciting study because each student is given opportunities to produce something unique and different, more effective and more exciting than previous solutions to similar problems. If you like making things using fabric, wool and silk you will like this course.

You will learn how to embellish and decorate fabrics using a variety of different methods, such as silk painting, hand embroidery and screen printing. You will create original and unique textile products and complete products that consider sustainability and reflect a professional standard.

As you follow the product design process to complete a product, the design elements and principles are taught so that you can achieve appropriate visual effects when designing for a particular purpose.

Learning the classifications, characteristics, and properties of fabrics will inform the choice of appropriate fabrics when producing a textile product. The impacts on sustainability when designing and creating products, starting from the sourcing of the materials to the disposal of the product.

Year 9 Technology will provide students with an excellent foundation for Year 10 Technology courses. The skills and competencies gathered in Year 9 will also assist students in understanding whether a pathway in Product Design may be suitable for them.

### **RELEVANT STAFF**

Mr M Gowers – Faculty Leader of Technology

Mrs E Italiano – Technology Teacher

Mrs H Koutoulogenis – Technology



## **PROFESSIONAL WRITING**

### **GENERAL DESCRIPTION**

This elective is for those students who enjoy writing and engaging with the world of news and journalism. Professional Writing is an opportunity to explore different media and news related texts, allowing students to plan, collaborate on, write and publish their own pieces of writing.

Choosing this elective will enable students to strengthen their ability to express themselves and it will complement their study of English in Year 9 and the years to come. It will also be of benefit if they choose Literature in Year 10 and beyond, as it invites them to analyse texts more deeply while constructing their own.

Professional Writing complements the Creative Writing elective but students do not have to choose both writing electives. Students will be provided with opportunities to enter in-house and external writing competitions.

Any students wishing to take part in this elective must be working at the upper end of the expected standard or above the standard in Year 8 English for the writing dimension and be recommended by his/her Year 8 English Teacher.

### **RELEVANT STAFF**

Ms Amy Foster - English Faculty Leader

## STEM Education

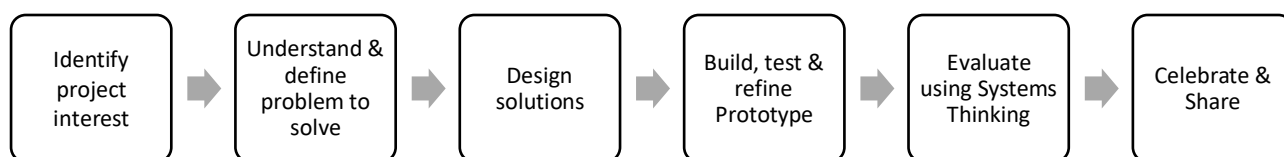
### General Description

STEM Education is a fun way for students to learn and apply their knowledge to create solutions. By engaging with projects, students can define and solve real world problems through inquiry and investigation processes, integrating the Scientific Method, Thinking approach (Design, Computational and Systems) and Mathematical problem-solving. Students develop their projects which *generate ideas*, create *prototype*, *evaluate* designs and solutions, and *share* their solutions, while engaging with Science, Technology (Design & Digital), Engineering and Mathematical knowledge in a constructive, creative, and innovative way.

STEM Education builds skills for the twenty-first Century in the fastest growing sectors of the economy. Developing interpersonal skills such as *collaboration*, *communication*, *meta-cognition* skills such as **Critical Thinking** and **Creativity**, that are transferable from Secondary to Tertiary Education and finally into the workplace. Students will also get the opportunity to work with local industry partners, giving them the access to authentic provocations as well career pathways. STEM Education makes learning across disciplines meaningful, innovative, and enterprising by developing a sense of confidence and purpose for the students to succeed in a domestic and global market.

The intention of STEM Education is to enable students to use *emerging technologies* to **innovate** and learn **entrepreneurial** skills.

### Format of STEM Education Elective



### Resources, equipment, and facilities (include but are not restricted to)

- Coding programs: Scratch, Python, Visual Studio, etc.
- Robotics kits, Micro: bits, Air: bit
- 3D Printer, Laser Cutter
- STEM Building (Technology Workshop, Science Laboratory and Library)

Students who are interested in designing, creating, innovating, and developing and enjoy hands-on and applied learning.

### Pathways

- Prepares students for Semester 2 STEM Integrated Studies.
- Leads to multiple Subjects in Year 11 and 12 (Science, Mathematics and Engineering and Digital Technologies).

### RELEVANT STAFF

Mr Sid Bagh Digital Technologies Faculty Leader

## STEM - Investigative Studies

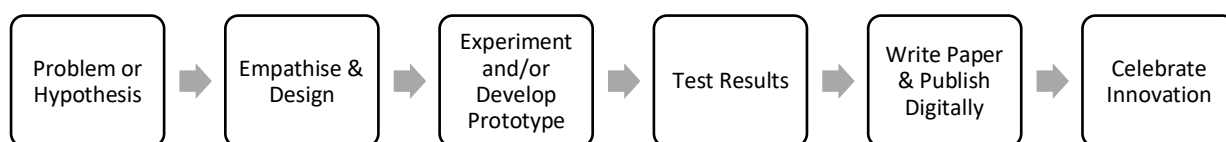
### General Description

This subject offers exciting opportunities to students wishing to drive their own learning through project-based learning that is self-directed. Students work on a STEM project of their choice that is personally meaningful and addresses a local or global issue. **Creativity** and **innovation** are promoted as students research real-world problems, form questions about the issue and then seek to find answers and solutions. They will **investigate** ideas, conduct **experiments**, and construct **prototype** designs to **test** out their **hypotheses**.

In selecting this elective, students will gain valuable and transferable skills that are highly sort after by employers, such as, **problem-solving, creativity, critical thinking, collaboration**, independent thinking, initiative, communication, and digital literacy. Students will be provided the chance to work with industry professionals to further enhance these skills. In addition to this, students learn the individual skills needed to do Science, Mathematics, and Engineering, whilst also learning to use technology effectively. The skills learnt in this subject will subsequently support and enhance student capabilities in other areas of study, particularly using **Computational, Design** or **Systems** Thinking approaches.

This subject has a **strong academic focus** and is recommended to high achieving students who are self-motivated, organised with excellent time management skills and work **independently** as well as **collaboratively**.

Format of student-centered Learning:



Resources, equipment, and facilities include but are not restricted to:

- Kits (Robotics, Micro: bits, Air: bit, Circuits, etc.)
- 3D Printer, Laser Cutter
- Programming tools (Scratch, Python, Visual Studio, etc.)
- Technology Workshop, Science Laboratory, STEM Building and Library

Prerequisites:

- Must complete STEM Education Elective in Semester 1 in order to study STEM Investigative in Semester 2.
- It is recommended that students select this subject in both Semester 1 and 2 to allow time to fully develop their projects.
- Must achieve above standard in Science and Mathematics and have strong literacy skills (It is recommended that students provide a reference from their **Science, Mathematics** and **English** teachers stating their high level of competency).

Pathways:

- This elective prepares students for careers in STEM related industries.
- Students are prepared for research-based University studies as they learn how to write academic papers and reference correctly.
- This elective can lead to multiple VCE units in the Science, Mathematics, Engineering and Digital Technologies.

### RELEVANT STAFF

Mr Sid Bagh Digital Technologies Faculty Leader

## **THEATRE STUDIES**

### **GENERAL DESCRIPTION**

In Year 9 Theatre Studies, students begin to learn the skills involved in theatre making. The skills of acting, theatrical design and performance analysis are developed.

By examining various historical and modern theatre movements, students begin to develop their understanding of performance and improve their performance skills. Theatre styles such as Naturalism, Elizabethan Theatre, Expressionist Theatre, and Physical Theatre are examined, and performance projects are conducted. Students also engage in small script writing workshops and develop monologues and ensemble pieces to present to an audience.

Students also develop their skills in performance analysis by viewing and analysing live and pre-recorded performances. This provides students with the opportunity to learn about the acting and technical elements of a theatre production.

A strong emphasis is placed on ensemble work, script development and performance analysis. This unit involves at least one major performance project a term, as well as a series of small in-class showings.

### **RELEVANT STAFF**

Mr B Hodges - Faculty Leader of Performing Arts

Ms L McLeod – Theatre Studies Teacher

Mr M Spiteri – Theatre Studies Teacher