



Monivae  
College Hamilton

# 2018 Year 9 and 10 Subject Selection Guide



educating the  
**mind**  
spirit  
**heart**



**This guide provides students with information on the options available for subject selections in 2018.**

**All 2018 Subject Selection Forms are due to the Front Office by 9am Friday 13<sup>th</sup> October, 2017**

## **Index**

2017 Timeline for 2018 Subject Selections

Introduction

Key Staff for Middle School Curriculum ..... 1

Acceleration..... 1

Subject Selections Policy ..... 2

Year 9 ..... 3

Year 9 Overview..... 4

Year 10..... 5

Year 10 Overview..... 6

## **Learning Areas with student options**

Arts ..... 7

Languages ..... 17

Mathematics..... 20

Technology ..... 26

## **Forms**

Subject Selection Form 2018 Year 9

Subject Selection Form 2018 Year 10

Inappropriate Course Selection Form

Application for Subject Change (Year 9 or 10 course change once selections have been confirmed)

**Information for current Year 8 & 9 students.****Term 3**

Week 10	Thursday 21 <sup>st</sup> September	<p><b>2018 Information sessions for students in Monivae PAC.</b> Current Year 8 students in period 6 Current Year 9 students in period 5</p> <p>Copies of the <b>2018 Year 9 and 10 Subject Selection Guide 2018</b> distributed to students via the information session.</p> <p>Notification to families of Middle School subject selection process via College newsletter and website.</p>
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**Term 4**

Week 1	Tuesday 10 <sup>th</sup> October	<p>Students will commence gaining teacher recommendations on their <b>Subject Selection Planning Form.</b></p> <p>Homeroom teachers will monitor student progress with subject selections, assisted by subject teachers.</p>
	Friday 13 <sup>th</sup> October	<p>Subject Selection for current Year 8 &amp; 9 students closes 9am.</p> <p><b>Year 9 &amp; 10 selections go to the Front Office.</b></p>
Week 2	Monday 16 <sup>th</sup> October	Year 9 into 10 VET Interviews commence.

<b>November</b>	<b>Students will receive confirmation of their subjects for 2018 from Year Level Coordinators.</b>
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**Introduction**

Welcome to subject selections for 2018.

This is an exciting time for students as they start to explore options within their learning program. The Year 9 & 10 program is modelled on a common core curriculum with student options. This program enables each student to experience a clear scope and sequence in their learning, ensuring they develop a breadth of knowledge and foundational skills in key learning areas.

The options for students have been reviewed for 2018 in light of the new F-10 Victorian Curriculum and will evolve for students over the next two-year period. This short guide will briefly summarise those areas where students are able to tailor their learning to support interests and academically differentiated pathways in preparation for senior studies.

We hope this selections guide will assist families in the selections process and encourage you to contact the specialist teachers within the guide if you have any further queries.



Yvette Colquhoun  
**Director of Studies**

## Key Staff for Middle School Curriculum 2017

Year 9 Coordinator	Mr Leo McMahon
Year 10 Coordinator	Mrs Nicola Riddle
Director of Studies	Mrs Yvette Colquhoun
Careers Coordinator	Mr Michael Harms
VET/VCAL Coordinator	Mr Phil Wheaton
Learning Support Coordinator	Ms Caroline Coggins
<b>Faculty Leaders</b>	
Arts	Mrs Alisa Houlihan
English	Mr Leon Furze
Health & Physical Education	Mr Simon Hatherell
Humanities	Mrs Sofia Vearing
Mathematics	Miss Jacinta Ryan
Religious Education	Mr Danny Franc
Science	Mrs Nicola Crawford
Technology	Mr Ian Marshall
Cadets	Mr Terry Molan

### Enquiries:

In respect of general subject selection queries it is anticipated that the first point of call should be the student's current subject teacher.

Further detailed information regarding courses may be obtained from the specialist staff listed above.

The College telephone number is 5551 1200.

Email correspondence is also welcomed. The general style for email addresses at Monivae college is <firstinitialsurname>@monivae.vic.edu.au (e.g. [ycolquhoun@monivae.vic.edu.au](mailto:ycolquhoun@monivae.vic.edu.au))

### Year 10 Acceleration

All Year 10 students have the opportunity to apply for advanced subject offerings in Mathematics and Humanities. Learning tasks within English and Science/STEM classes will provide scope for extension and enrichment opportunities.

Students will also undertake studies in VCE Unit 1/2 Religion & Society through the Religious Education program.

Year 10 students can include further study from a selection of VET programs to enhance their learning program. These VET Certificates can contribute towards VCE and VCAL completion.

## Subject Selections Policy

### Rationale:

Student selection of subjects is an important process and students should only select those subjects that they are adequately equipped to deal with.

### Aims:

1. To define the preferred prerequisites necessary for a student to select various subjects.
2. To outline a process for appeal if students are unable to gain teacher recommendation for a particular subject. At the appeal students can demonstrate their ability to adequately deal with a subject, despite not meeting the prerequisites.
3. To establish a process that supports students in selecting their future pathway and acknowledges the demands of academic and vocational coursework.
4. To ensure that subject selection is earned and supports students to strive for academic excellence.

### Guidelines:

1. The student's ability to undertake subjects will be based on their performance in various subjects in the year of their selection.
2. Student subject selections will be scrutinized by the relevant Year Level Coordinator to ensure that the subject selection policy is being adhered to.
3. EAL students can apply to the Year Level Coordinator for special consideration if they do not meet the minimum prerequisite grades for their subject selections.
4. Students should note that prerequisites may change from year to year and they should ensure that they are working to the current version of the relevant handbook.

### Appeal Process

If a student and/or their family wish to appeal they will notify the relevant Year Level Coordinator and outline their reasons to support the application by completing an **Inappropriate Course Selection Form**. An interview will be held to discuss the Appeal. At this meeting, the student and/or parent/guardian will need to demonstrate their ability to adequately deal with a subject, despite not meeting the recommended prerequisite or level of achievement.

The appeal will be heard by a committee which may comprise of the relevant Faculty Leader, the teacher of the prerequisite subject(s) Year Level Coordinator and/or the Director of Studies.

The decision to uphold the appeal or not will be made by the Director of Studies.

June 2013

Date for review: January 2018

## Year 9

Year 9 is an opportunity for students to establish a strong foundation of key skills in each of the 9 key learning areas. Through a variety of learning activities each student will develop a clearer sense of their strengths, interests and goals. Students are encouraged to be futures focused and connected to the world around them by making links beyond the classroom and developing transferable skills in a changing environment.

In Year 9 students are encouraged to focus on organisation and time management. These skills become increasingly important as they continue with their studies in future years. Students are given guidance and assistance with organising their time between social and school life and realising the importance of having a balanced work/study life. Students are also encouraged to maintain organised notes for study and appropriate locker spaces. This encourages them to take ownership of their education. Throughout the year students are given various study techniques and are assisted to find the approach that best suits their learning style.

Our theme for Year 9 is Respect and Resilience – both qualities vital for school like and community engagement and success. Respect encompasses a number of areas including towards all members of the Monivae community – teachers, fellow students, ancillary staff and school property. Resilience is a facet of Positive Education and is widely known as the ability to “bounce back” from adversity. The skills acknowledge our students gain in this field will be applied each day at school and on into their future careers and community.

The Year 9 program also includes:

- *Cadets* – the first introduction to the College Cadet Program, with Bivouac and the Annual Cadet Camp among the major components
- *Retreat* – the students’ first look at a formal retreat program linked to the MSC philosophy. The retreat programs run annually from Year 9 through to Year 12
- *The LEEP program* – that began at Monivae in Year 7 in 2015 with this year’s Year 9 group has continued on and is now operating at Year 9 level giving many students an opportunity to extend their studies.
- *Positive Education* – all students at Monivae College participate in this dimension of the Pastoral Care Program on a regular basis. It is structured to incorporate ideas about positive psychology using the individuals character strengths and personal motivation to promote optimal learning and personal wellbeing.
- *Special Programs* – specifically designed on a needs basis to address current issues relating to the year level. These include visits from specialist groups including social welfare groups, Police, SEED and various other programs that have active student involvement.



Mr Leo McMahon  
Year 9 Coordinator

## Year 9 Overview

LEARNING AREAS		Refer to unit descriptions for subject details			Students must undertake studies in a minimum of 8 Learning Areas			
<i>English</i>	<i>Mathematics</i>	<i>Religious Education</i>	<i>Humanities</i>	<i>Science</i>	<i>Health &amp; Physical Education</i>	<i>Languages (optional)</i>	<i>Arts</i> <sup>4</sup>	<i>Technology</i> <sup>4</sup>
English	Mathematics Mainstream <b>OR</b> Mathematics Consolidating <sup>1</sup>	Religious Education	History and Civics & Citizenship (Semester One)  Geography and Economics (Semester Two)	Science and STEM <sup>2</sup>	Health & Physical Education	Indonesian <sup>3</sup>	Drama <b>OR</b> Media <b>OR</b> Music <b>OR</b> Art <b>OR</b> 3D Art <b>OR</b> Visual Communication	Food Technology <b>OR</b> Materials Technology - Wood <b>OR</b> Materials Technology - Textiles
<p>1 A Mathematics Consolidating class(es) will run pending student needs. Acceptance into these classes will be based on academic progress in 2017 and teacher recommendation.</p> <p>2 Science, Technology, Engineering and Mathematics (STEM) learning is a collaborative and project based program where students work closely together in a hands-on way to solve real-world problems.</p> <p>3 Students who elect to study Languages (Indonesian) will undertake ONE Arts/Technology option EACH semester.</p> <p>4 Students will select TWO Arts subjects and TWO Technology subjects</p>								

### Year 9 LEEP Program

All current Year 8 students will have an opportunity to apply for the Year 9 LEEP Program.

9 LEEP is an optional academic program designed to support high performing students with enrichment opportunities. This program runs horizontally across core learning areas where students are within the same class for English, Mathematics, Humanities and Science.

Further information on the 9 LEEP Program can be sought from the Deputy Principal, Mr Jonathan Rowe.

#### Deputy Principal

Mr Jonathan Rowe

Phone: (03) 55511200

email: [jrowe@monivae.vic.edu.au](mailto:jrowe@monivae.vic.edu.au)



## Year 10

Year 10 enables students to build on prior learning and deepen their understanding in 10 key learning areas with an opportunity for each student to specialise their program in readiness for senior pathways.

A key focus of Year 10 is for students to further develop their career management competencies. In an environment where individuals are likely to transition between a variety of life, learning and work roles, students need to be empowered to design and manage their future careers.

Students need to learn and experience the benefits of:

- Building and maintaining a positive self concept
- Interacting positively and effectively with others, and
- Changing and growing throughout life

To take advantage of possible options, students also need the knowledge and skills to:

- Participate in life-long learning that is supportive of their career goals
- Locate and effectively use career information, and
- Understand the relationship between work, society and the economy.

The learning sequence undertaken by students in each of their subjects will be identified as part of the greater journey towards senior subjects, further education and employment.

- *Cadets* – The major components of the Cadets program include fortnightly Cadet afternoons, annual camp and participation in the ANZAC Day Parade
- *Reflection Day* – this is the students' opportunity to reflect on their interaction with others and move forward in the MSC philosophy. Retreat programs at Monivae run from Year 9 through to Year 12.
- *Leadership opportunities* – All Year 10 students have the opportunity to develop leadership skills. Through the Cadets Program, students are able to further develop these skills by applying for positions as section leaders.
- *Wellbeing Program* – as part of wellbeing sessions, students develop their relationships with their peers and teachers. Throughout this year, the focus for the students during Wellbeing sessions and homeroom will be on developing character strengths, habits of mind and communication skills, that will make transitioning to the senior school and the workforce more effective. During a year where many transitions and challenges will take place personally and academically, students will be guided and coached with tools they can use when they face challenges.
- *Careers* – leading up to VCE and VCAL there is a particular focus on careers in Year 10. Students have numerous opportunities to learn about the world of work and investigate their strengths and possible career paths. As part of the Careers program, students are involved in the Morissby testing and Work Experience program.
- *Special Programs* – specifically designed on a needs basis to address current issues relating to the year level.
- *Mission Experiences* – though most of these are completed in the senior years, the application process takes place at Year 10.



Mrs Nicola Riddle  
Year 10 Coordinator

## Year 10 Overview

LEARNING AREAS		Refer to unit descriptions for subject details				Students must undertake studies in a minimum of 8 Learning Areas			
English	Mathematics	Religious Education	Humanities	Science	Languages (optional)	Health & Physical Education	Arts	Technology	Careers
English	Mathematics Mainstream <b>OR</b> Mathematics Advanced <b>OR</b> Mathematics Consolidating <sup>1</sup>	Religious Education (Unit 1/2 Religion & Society)	Geography and Economics <sup>2</sup> (Semester One) <b>AND</b> History and Civics & Citizenship <sup>2</sup> (Semester Two)	Science and STEM <sup>3</sup> <b>OR</b> Pathways Option: Agricultural Science <sup>4</sup>	Indonesian <sup>5</sup>	Health & Physical Education	Drama <b>OR</b> Media <b>OR</b> Music <b>OR</b> Art <b>OR</b> 3D Art <b>OR</b> Visual Communication	Students may select one unit from Arts AND Technology OR specialise in one area for 2  Food Technology <b>OR</b> Materials Technology - Wood <b>OR</b> Materials Technology - Textiles	Careers
<p><sup>1</sup> A Mathematics Consolidating class(es) will run pending student needs. Acceptance into these classes will be based on academic progress in 2017 and teacher recommendation.</p> <p><sup>2</sup> An advanced unit for each Humanities unit will be offered to students. Students can elect to undertake an advanced unit in Semester One and/or Semester Two.</p> <p><sup>3</sup> Science, Technology, Engineering and Mathematics (STEM) learning within the Science units, are a collaborative and project based program where students work closely together in a hands-on way to solve real-world programs.</p> <p><sup>4</sup> An Agricultural Science option will be offered at Year 10, pending student interest and staffing availability.</p> <p><sup>5</sup> Students who elect to study a language (Indonesian) will undertake this study in preference to Art/Technology options.</p>									

### Year 10 LEEP Program

In Year 10, students are encouraged to explore a range of pathways in preparation for senior studies. The structure of LEEP at Year 10 enables students to access enrichment opportunities in areas of identified strengths and interests. Students are able to design specifically tailored programs that build upon their academic talents in literacy and/or numeracy areas.

All current Year 9 students are eligible to apply for the advanced options offered at Year 10.

Further information on the 10 LEEP Program can be sought from the Deputy Principal, Mr Jonathan Rowe.

### Deputy Principal

Mr Jonathan Rowe

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## Arts

Arts at Monivae is divided in to two categories, Visual Arts and Performing Arts.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Drama and Music students explore the performing arts whilst in Media, Art, 3D Art, and Visual Communication students explore the world of visual representation and expression.

### **The Mission of the Arts Faculty is to:**

- Provide an opportunity for our students to develop creative ideas and be able to represent and communicate these ideas in either a visual art or performing art form.
- To continue to encourage all students to participate in Arts subjects.

### **The Monivae Arts Graduate**

The Arts graduate will demonstrate that they are able to express, represent and communicate Arts ideas in a variety of performance or visual contexts. They will have an understanding of the context of Arts works and how different Arts practices have shaped our society. They will be able to design, create and perform for a specific context or purpose.

### **Units Available**

#### **Year 9**

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Drama  
Media  
Music  
Art  
3D Art  
Visual Communication

#### **Year 10**

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Drama  
Media  
Music  
Art  
3D Art  
Visual Communication

## Which VCE subject will an Arts subject lead to after Year 10?

Year 10 Subject (2017)	VCE Subjects offered at Monivae (2017)
Art	VCE Studio Art
3D Art <i>(new in 2018)</i>	VCE Studio Art
Drama	VCE Drama
Media	VCE Media
Music	VCE Music Performance
Visual Communication	VCE Studio Art VCE Visual Communication Design

### Why Study Arts?

The skills and knowledge a student will gain by studying Arts:

- A greater ability to perceive ideas, imagine new things, create, think laterally, feel, symbolise, communicate and understand
- Develop greater hand eye coordination
- Develop confidence and creativity
- An opportunity to imagine and creatively engage, personally and collectively within their real and imagined worlds
- Development of their identity, confidence, social participation and inclusion
- An awareness of cultural diversity and heritage
- An understanding of the design process – explore, experiment, create, analyse, critique and make meaning

## Year 9 Unit Descriptions

### 9 Drama

*Suitability: All students*

This unit caters for those with an interest in acting. It provides plenty of workshops and opportunities to develop acting skills.

Drama offers an opportunity for students to encounter a diverse range of performance texts and experience different styles of live theatre as an audience, as well as share their own drama and theatre work with others through performance. This unit is ideal for those wishing to pursue further drama study in VCE. Alternatively this unit is interesting for those wishing to develop personal skills and/or further an interest in theatre.

Topics include: The Performers Toolbox (Acting Techniques), Role & Character, Solo & Group Playmaking and Scriptwriting, Non-Realistic Theatre, Brecht/Epic Theatre, Verbatim Theatre.

#### Assessment Activities:

Students are assessed through their participation in practical acting, workshops, solo & ensemble acting, written assignments & workbook.

**Enquiries – For further detail on this subject please speak to  
Arts Faculty Leader**

Mrs Alisa Houlihan

Phone: (03) 55511200

email: [ahoulihan@monivae.vic.edu.au](mailto:ahoulihan@monivae.vic.edu.au)

### **VCE Drama Teacher**

Mr Ben Gallagher

Phone: (03) 55511200

email: [bgallagher@monivae.vic.edu.au](mailto:bgallagher@monivae.vic.edu.au)

## **9 Media**

*Suitability: All students*

In this unit, students deepen their critical knowledge and engagement with media by analysing different forms of mass media: films, television programs, magazines, radio and the internet and also create their own films, animations, photographs, podcasts and other audio-visual and web-based products. They examine how the media presents messages and use a range of technologies, such as digital video and still cameras and film and image editing software such as iMovie, Adobe Premiere and Adobe Photoshop to create their own media products for specific purposes.

### **Assessment Activities:**

Topics covered in this unit include:

Cinematography - understanding the basic terminology of cinema

Short Film Making – developing skills in the creation of film

The Media and You - the role of the mass media in our lives

Body Image - how magazines represent men and women

Photography: What Makes a Good Photo? – developing skills in analysing the composition of effective photos and creating their own folio of photographs

***Enquiries – For further detail on this subject please speak to***

### ***Arts Faculty Leader***

Mrs Alisa Houlihan

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### **VCE Media Teacher**

Mr Ben Gallagher

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email: [bgallagher@monivae.vic.edu.au](mailto:bgallagher@monivae.vic.edu.au)

## **9 Music**

*Suitability: All students*

Music gives students an understanding of music concepts and prepares them for further studies in this area as well as valuable life skills. It gives them a broad understanding of music and music styles. It covers major musical concepts and gives students an appreciation of the variety and cultural aspects of music over different historical periods. Topics also include Music for Film & Advertising, Aural Training, Solo Performance, Small Ensemble Performance, Essential Theory and Composition using music technology.

Students taking Music are encouraged to be learning a musical instrument or voice. Participation in a school music ensemble is expected. Options include: Choir and/or Concert Band.

### **Assessment Activities:**

Composition, performances, ensemble participation, theory and aural skills are assessed.

**Enquiries – For further detail on this subject please speak**

**Arts Faculty Leader**

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**VCE Music Teacher**

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## **VISUAL ARTS**

### **9 Art**

*Suitability: All students.*

In this unit, students use critical and creative thinking to analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. 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.

#### **Why study this subject?**

Students develop an understanding of visual arts techniques, processes and technologies. Students will develop critical and creative thinking strategies using visual arts language. Students will develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through making, viewing, analysing and interpreting art works.

#### **Assessment Activities:**

Practical activities

Written assignments

Design folio

**Enquiries – For further detail on this subject please speak to**

**Arts Faculty Leader**

Mrs Alisa Houlihan

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email: [ahoulihan@monivae.vic.edu.au](mailto:ahoulihan@monivae.vic.edu.au)

**VCE Studio Art Teacher**

Mrs Rachael Rowe

Phone (03) 55511200

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### **9 3D Art**

*Suitability: All students.*

This Unit is an ideal study for those that like to explore Art using 3D mediums. Students explore a variety of materials such as wire, timber, Modroc clay and found objects to build, design and create 3D art works. The unit will develop skills that will enable students to use techniques that are fundamental to sculptural forms. Students will develop hand building techniques such as pinching, coiling and slab building as well as surface texture and decoration techniques and gain an appreciation of glazes and glaze application.

**Why study this subject?**

This subject compliments the Art course and develops creative skills in a 3D context. Students will learn a range of techniques and processes for creating small and large-scale work.

**Skills a student can gain in this subject**

Design  
Spatial awareness  
Construction skills

**Assessment Activities:**

Students will be assessed on practical activities  
written assignments and design folio  
Use of concepts, ideas and themes.

***Enquiries – For further detail on this subject please speak to******Arts Faculty Leader***

Mrs Alisa Houlihan  
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***VCE Studio Art Teacher***

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**9 Visual Communication**

*Suitability: All students*

This unit covers a wide range of design and drawing skills suitable for product and information design and helps the student to become more competent in design and lateral thinking. The unit aims to broaden the skills base of students to encompass both traditional and digital design methods. Students not only develop their drawing and design skills, but also develop experience in photography, digital imaging and technical drawing. This unit is ideal preparatory work for further studies in Art, Visual Communication or Media.

**Assessment Activities:**

Drawing  
Technical Drawing  
The use of the Design Process  
Digital Photography  
Digital Design  
Folio Work  
Photographic Printing and Presentation

***Enquiries – For further detail on this subject please speak to******Arts Faculty Leader***

Mrs Alisa Houlihan  
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***VCE Visual Communication Design Teacher***

Mr Peter Fotheringham  
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## Year 10 Unit Descriptions

### 10 Drama

*Suitability: All students*

*Availability: Usually offered in Semester 2*

This unit is about the many components that come together in order to make a production possible. It looks at the role of direction and the intricate arts of illusion and stage-craft.

Topics offered are: Analysing Live Performance, Solo and Ensemble Play-building, Australian Theatre, Theatre, Asian Theatre & Indigenous Drama. This unit is also an ideal pre-requisite for Unit 1 & 2 Drama.

#### **Why study this subject?**

Drama offers an opportunity for students to experience different styles of live theatre as an audience and develop their own drama and theatre work with others through performance. This unit is ideal for those wishing to pursue further drama study in VCE. Alternatively this unit is interesting for those wishing to develop personal skills and/or further an interest in theatre.

#### **Skills a student can gain in this subject**

Increased confidence in movement and acting, increased use of expressive skills: voice, movement, gesture and facial expression. Knowledge of different performance styles and experience in play-building.

#### **Assessment Activities:**

Students are assessed by practical and written assignments, work book and individual and group acting tasks.

#### ***Enquiries – For further detail on this subject please speak to***

##### ***Arts Faculty Leader***

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##### ***VCE Drama Teacher***

Mr Ben Gallagher

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### 10 Media

*Suitability: All students*

Media is the creative use of communications technologies to tell stories and explore concepts for diverse purposes and audiences. Media artists represent personal, social and cultural realities using platforms such as television, film, video, newspapers, magazines, radio, video games, the worldwide web and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries in Australian society. Digital technologies have expanded the role that media play in every Australian's family, leisure, social, educational and working lives.

Students deepen their creative and critical knowledge and engagement with media. They explore and control the language codes, conventions and processes of media practice and become responsive and ethical creators and users of media who can communicate in conventional and imaginative ways. Students operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent and artistic contexts and audiences. They experiment with different communications forms and make informed choices about the technologies they use to produce, distribute and access media.



**Why study this subject?**

Media explores the diverse artistic, creative, social and institutional factors that shape communication and contribute to the formation of identities. Through Media Arts, individuals and groups participate in, experiment with and interpret the rich culture and communications practices that surround them.

**Skills a student can gain in this subject**

Students participate with media ethically, sensitively and safely and they learn about specific media histories and contexts, including those in Australia. They learn about some of the social, cultural, technological, economic and legal contexts in which media are produced. They use Media to express themselves as citizens, consumers, creators and community members.

**Assessment Activities:**

Study of camera techniques on film  
Use of film editing software to create content  
Analysis of film as an art form  
Storyboarding and film planning

**Enquiries – For further detail on this subject please speak to Arts Faculty Leader**

Mrs Alisa Houlihan  
Phone: (03) 55511200  
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**VCE Media Teacher**

Mr Ben Gallagher  
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**10 Music**

*Suitability: All students who are learning a musical instrument or voice.  
Availability: Usually offered in Semester 1*

This unit is a study suitable for students wishing to continue in VCE music, or to develop a life skill. Students are advised to be in a position to learn a musical instrument or voice. It focuses on the composition skills and knowledge of the various styles of music. It also helps students to appreciate the musical areas and the techniques behind them. Students learn to use music technology, and to develop their composition, performance and aural skills.

***Students taking Music Performance are expected to be learning a musical instrument or voice. Participation in a school music ensemble is expected. Options include: Choir and/or small Ensembles, Concert Band.***

**Why study this subject?**

Students develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques in their music making.

**Skills a student can gain in this subject:**

Performance skills  
Capacity to create music  
Working in an ensemble setting  
Music Appreciation  
Aural and Theory knowledge

**Assessment Activities:**

Composition, performances, ensemble participation, theory and aural skills are assessed.

**Enquiries – For further detail on this subject please speak**

**Arts Faculty Leader**

Mrs Alisa Houlihan

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**VISUAL ART OPTIONS****10 Art**

*Suitability: All students.*

In this unit, students use critical and creative thinking to analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. 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.

**Why study this subject?**

Students develop an understanding of visual arts techniques, processes and technologies. Students will develop critical and creative thinking strategies using visual arts language. Students will develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through making, viewing, analysing and interpreting art works.

**Assessment Activities:**

Practical activities

Written assignments

Design folio

**Enquiries – For further detail on this subject please speak to**

**Arts Faculty Leader**

Mrs Alisa Houlihan

Phone: (03) 55511200

email: [ahoulihan@monivae.vic.edu.au](mailto:ahoulihan@monivae.vic.edu.au)

**VCE Studio Art Teacher**

Mrs Rachael Rowe

Phone (03) 55511200

email: [rrowe@monivae.vic.edu.au](mailto:rrowe@monivae.vic.edu.au)

## 10 3D Art

*Suitability: All students*

This Unit is an ideal study for those that like to explore Art using 3D mediums or those who wish to continue to develop 3D skills from Year 9. Students explore a variety of materials such as wire, timber, Modroc clay and found objects to build, design and create 3D art works. The unit will develop skills that will enable students to use techniques that are fundamental to sculptural forms. Students will develop hand building techniques such as pinching, coiling and slab building as well as surface texture and decoration techniques and gain an appreciation of glazes and glaze application.

### **Why study this subject?**

This subject provides an opportunity to develop skills that can then be used in the VCE Art course and develops creative skills in a 3D context. Students will learn a range of techniques and processes for creating small and large-scale work.

### **Skills and techniques a student can gain in this subject:**

Design  
Spatial awareness  
Construction skills

### **Assessment Activities:**

Students will be assessed on practical activities  
written assignments and design folio  
Use of concepts, ideas and themes.

### ***Enquiries – For further detail on this subject please speak to Arts Faculty Leader***

Mrs Alisa Houlihan  
Phone: (03) 55511200  
email: [ahoulihan@monivae.vic.edu.au](mailto:ahoulihan@monivae.vic.edu.au)

### ***VCE Studio Art Teacher***

Mrs Rachael Rowe  
Phone (03) 55511200  
email: [rrowe@monivae.vic.edu.au](mailto:rrowe@monivae.vic.edu.au)

## 10 Visual Communication

*Suitability: All students*

This course is an ideal study for students develop their general art and design skills. Students will explore different media both traditional and technical in the production of Drawings, Artwork and Printed media. Students produce a folio of completed works from areas such as Drawing, Photography, Digital imaging and various art mediums. Assessment is based on the collective result of the folio, this allows for students to develop or excel in some areas which are then submitted into the folio.

### **Why study this subject?**

Visual Art is becoming a bigger part of our world. More technology is used in the production of art and visual communication but to produce such work requires traditional skills. This study explores most of the skills required to produce artworks and design in our modern world.

**Skills a student can gain in this subject**

Students undertaking this study will gain skills in computer graphics and design as well as artwork and will develop a better understanding of the production of visual and photographic media for print.

**Assessment Activities:**

Students will explore a range of graphic and art forms and have choice over the type and extent of work they submit into their folio. Students are assessed on their practical skills as applied to an annotated folio.

***Enquiries – For further detail on this subject please speak to  
Arts Faculty Leader***

Mrs Alisa Houlihan

Phone: (03) 55511200

email: [ahoulihan@monivae.vic.edu.au](mailto:ahoulihan@monivae.vic.edu.au)

***Visual Communication Teacher***

Mr Peter Fotheringham

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## Languages

Monivae College offers Indonesian as its Languages subject. Students study Indonesian as a compulsory subject at Years 7 & 8, then as an elective subject to VCE level. Indonesian provides students with the opportunity to develop language skills and cultural understandings that will allow them to interact in the 21st Century 'global village'.

### **Mission**

Learning a language provides learners with essential communication skills, an intercultural capability, and an understanding of the role of language and culture in human communication. Languages provide the opportunity for students to engage with the linguistic and cultural diversity of humanity; to reflect on their understanding of human experience in all aspects of social life, and their own participation and ways of being in the world.

At Monivae, in Indonesian classes, all students experience well-designed, supported and vibrant programs. The curriculum is designed to instil knowledge, to deepen understanding, to stimulate reflection and to foster skills in the context of the contemporary world and to allow students to forge links with first language speakers and to utilise 'emerging technologies' wherever possible. Learning a language uniquely broadens students' horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. To this end, Monivae is a member of the Bridge Program with Kusuma Bangsa in Palembang, South Sumatra, Indonesia. Student and Teacher exchange trips will be an ongoing aspect of these relationships.

### **The Monivae Languages Graduate**

It is expected that through the experience of learning to communicate in the target language, Monivae graduates will develop an understanding of the relationship between language and culture in intercultural exchange. In this way they will understand different ways of perceiving experience. They will develop respect for multiple perspectives on the social, cultural and linguistic construction of human action. They will come to understand the diverse, rich and dynamic world around them and their own ethical engagement with this diversity.

### **Course Overview**

The Monivae College Languages Program at Middle School is part of an entire program with a specifically designed scope and sequence that commences in Year Seven. It prepares students to make, with confidence, the active choice at the end of Year Ten to undertake VCE Indonesian Second Language (SL). The study of a language needs to be sequential, so students must study each unit in sequence in order to proceed to the next unit. The Middle School program now offers Certificate II in Applied Languages: Indonesian\* during Year 9 studies and Certificate III in Applied Languages: Indonesian\* during Year 10 studies.

\* *pending student interest and achievement demonstrated to a competent standard*

### Why study this subject?

The acquisition of a language other than English can be seen as a passport to a future career! It will enhance career opportunities in this new age of globalisation and communication revolution. As well, it can plunge the learner into a world of art, music, innovative technology, fashion, food and travel. The successful study of a language at VCE Units 3 & 4 contributes significantly to a student's ATAR score.

Languages empower people to maximise their opportunities in the world; to work together in harmony and forge strong bonds between individuals, communities and nations.

### The skills students will gain by studying the subject

Students will be able to:

- listen to, read, view, speak, write, create and reflect on a variety of and increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the target language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- respect and utilise culturally appropriate register, gesture and language in all interactions; including an awareness of linguistic features that serve specific purposes
- demonstrate awareness of the dynamic nature of language in a range of cultural settings

Students who develop bilingual skills are more likely to try a variety of solutions when solving problems.

### The knowledge a student will gain by studying the subject:

- That there is a larger world than their own environment and how to function within it
- The need for broad and inclusive communication skills
- Cultural understanding and the imperative of this understanding in communication
- How language works and why
- Vocabulary, grammar structures, cultural details and use of text types in cultural contexts

### Which VCE subject will a Languages subject lead to after Year 10?

#### Year 10 Subject (2017)

Indonesian

#### VCE Subjects offered at Monivae (2018)

VCE Indonesian

### 9 Indonesian Semester 1 Certificate II in Applied Languages

*Suitability: Students who have successfully completed Year 8 Indonesian*

This unit is based on the themes and topics of the text *Kenalilah 2* and units as required by the Certificate II in Applied Languages: Indonesian. Topics include sports and hobbies, general conversation, weather and natural disasters. Students use the various chapters to complete a variety of written, spoken and listening activities all allowing the student to develop confidence and fluency. All classwork and assessment activities require a cultural component whereby students are able to broaden their understanding of a range of perspectives held by speakers of a language in different settings. Students use ICT as much as possible in their work, including WEB 2.0 tools, Skype and emails.

## 9 Indonesian Semester 2 Certificate II in Applied Languages

*Suitability: Students who have successfully completed Year 9 Semester 1 Indonesian*

In this unit, students continue using the text Kenalilah 2 and units as required by the Certificate II in Applied Languages: Indonesian. Topics include Travel, Celebrations and Traditional Ceremonies, presenting a 'Getaway' type program and a cultural documentary. Students will begin to make connections within their language and develop a more sophisticated style of writing and speaking by showing comprehension of key ideas. Students begin to predict relevant points from aural or visual cues. They will engage in structured oral exchanges, initiating and maintaining simple conversations. They will continue to utilise ICT in their classwork and interact with other Indonesian speakers in order to recognise similarities and differences in ideas and values in a variety of cultural situations.

## 10 Indonesian Semester 1

*Suitability: Students who have successfully completed Year 9 Indonesian.*

In this unit students study traditions, customs and religious celebrations across the six main islands; they also look at student exchange programs and health in Indonesia. Cultural projects help students focus on similarities and differences between life in Indonesia and Australia. In assessment processes students are asked to show more detailed comprehension of spoken texts and demonstrate understanding of written letters, charts and articles. They are now required to write in informative style as well as personal and imaginative styles.

## 10 Indonesian Semester 2

*Suitability: Students who have successfully completed Year 10 Semester 1 Indonesian.*

Through the topics of City life versus Village life and Indonesian History, students develop linguistic and oral skills in scenarios that prepare them to use the language in a variety of activities. In this way opportunities for exchange travel and hosting of visitors is opened for students. The cultural project focuses on forms of entertainment available on visits to Indonesia. Assessment procedures require students to show awareness of the cultural context of information in listening and reading comprehension tasks, to sustain a longer period of spoken interaction, to show understanding of reference materials and to write in ways which link ideas in coherent forms.

***Enquiries - For further detail on this subject please speak to the Languages Teacher***

Mr Wawan Putra

Phone: (03) 55511200

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## Mathematics

### Mission

The Monivae College Mathematics Faculty aims to provide Mathematics which will build upon students' previous experiences, providing the maximum possible challenge and opportunity for intellectual growth consistent with student ability.

The Mathematics Faculty aims to provide opportunities to:

- investigate and apply some of the methods, techniques and language of mathematics
- foster interest in, and acquire favourable attitudes towards mathematics
- increase ability to apply mathematical methods
- allow each student to recognise and realise his/her own potential
- develop logical thought
- develop effective communication through oral, written and symbolic expression
- investigate aspects of mathematics to life in society
- investigate aspects of mathematics to other disciplines
- appreciate aspects of the history of mathematics
- increase computational skills
- acquire knowledge and understanding of specific concepts, simple relationships, terminology and conventions
- identify and apply knowledge to problems, new situations, and associations with other disciplines
- form and interpret a mathematical model
- think creatively and devise solutions
- develop practical skills such as: observation, following instructions, collecting data, processing results and handling equipment
- develop skills such as: using resources, logical presentation of arguments
- work independently, persevere and feel confident in the subject and appreciate the beauty and pleasure associated with creative mathematical endeavour.

Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts, sports and recreation and many everyday activities.

Mathematics provides students with essential mathematical skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

### The Monivae Mathematics Graduate

The Mathematics Monivae Graduate would be able to demonstrate increased computational skills and logical thinking skills that assist them to be problem solvers. They will have developed their ability to form and interpret mathematical models. They will be aware of links between Mathematics and other subject areas and applications to life in society.



### Course overview and subjects available

Mathematics is a sequential and compulsory study at Years 9 and 10. Students may select any of the following units, but they must be taken in the given sequence. By doing this all students will achieve the same learning outcomes but at different levels of performance.

**Students must seek advice from their current Mathematics teacher when selecting units to ensure they have chosen a pathway appropriate to their ability and career aspirations.** There will be some flexibility in the selected pathway, so as to meet each student's mathematical potential as it develops over the two years.

#### Year 9

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Mainstream Mathematics  
Consolidating Mathematics

#### Year 10

---

Advanced Mathematics  
Mainstream Mathematics  
Consolidating Mathematics

Mathematics is compulsory for all students. Students must study four units of Mathematics over the four semesters (i.e. one unit per semester)

The units of **Advanced Mathematics** are designed for the student who wants a more enhanced study of Mathematics and /or needs a challenge.

The units of **Consolidating Mathematics** are designed for the student who needs the opportunity to improve their basic skills and consolidate their Mathematics knowledge. They offer a more practical approach to their Mathematics study. The units of **Consolidating Mathematics** do not lead on to Year 11 Mathematical Methods. Instead they could lead to Year 11 General Mathematics, or the student may choose to study no Mathematics at Year 11 or study VCAL Numeracy.

Students are advised to take Mathematics units at the highest level they can manage, so as to keep their options open.

Students must consult with their teacher to seek advice about the Mathematics that they are selecting. All Mathematics subjects selected by the students will be evaluated as part of the selection and allocation process to ensure that appropriate choices are made.

### Why study this subject?

Mathematics is a sequential subject that is compulsory for all students until the end of Year 10. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides fundamentals on which mathematical specialities and professional applications of mathematics are built. The Mathematics curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

### The skills and knowledge students will gain by studying the subject

Students will:

- Develop mathematical knowledge and skills in Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Apply mathematical knowledge and skills to analyse, investigate and solve problems.
- Study and use mathematics in a variety of ways.
- Communicate mathematical ideas.
- Make effective use of calculators and computers in relation to the specified study area.

### Which VCE subject will a subject lead to after Year 10?

Year 10 Subject	VCE Subjects offered at Monivae
Advanced Mathematics	VCE Mathematical Methods <b>AND</b> VCE Specialist Mathematics <b>OR</b> VCE Mathematical Methods <b>OR</b> VCE General Mathematics
Mainstream Mathematics	VCE Mathematical Methods <b>AND</b> VCE Specialist Mathematics* <b>OR</b> VCE Mathematical Methods <b>OR</b> VCE General Mathematics
Consolidating Mathematics	VCE General Mathematics <b>OR</b> VCAL Numeracy

*\* If the student achieves appropriate grades across all assessment tasks*

### Year 9 Unit Descriptions

#### 9 Mainstream Mathematics

*Suitability: Mainstream Year 9 students*

##### Semester 1

Students in this mainstream course will study Financial Mathematics, Pythagoras' theorem, Algebra (expansion, factorisation, algebraic fractions), Trigonometry and Geometry.

**Technology:** scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

##### Semester 2

Students in this mainstream course will study Indices, Equations Solving, Linear Graphing and Statistics.

**Technology:** scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

## 9 Consolidating Mathematics

*Suitability: Year 9 students who need to consolidate their Mathematics skills. Teacher recommendation needed.*

### Semester 1

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study.

Students will study Pythagoras' theorem, Algebra (expansion, factorisation, algebraic fractions), Trigonometry and Geometry.

**Technology:** scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

### Semester 2

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study.

Students will study Indices, Equations Solving, Linear Graphing and Statistics.

### Assessment Activities:

Topic tests  
Skills assignments  
Modelling or problem solving tasks  
Application task  
Examination  
Group work  
Technology activities  
Work book

**Enquiries - For further detail on this subject please speak to the Mathematics Faculty Leader**

Ms Jacinta Ryan

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email: [jryan@monivae.vic.edu.au](mailto:jryan@monivae.vic.edu.au)

## Year 10 Unit Descriptions

### 10 Advanced Mathematics

*This unit is designed for students who want a more enhanced study of Mathematics and/or need a challenge.*

#### Semester 1

It prepares the student for Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

**Technology:** CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

## Semester 2

It prepares the student for Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement, Trigonometry and Quadratic functions. This builds upon skills learned in Year 9.

**Technology:** CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

## 10 Mainstream Mathematics

*Suitability: Mainstream Year 10 students*

### Semester 1

This mainstream unit leads to Year 11 Mathematical Methods or General Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

**Technology:** CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

### Semester 2

This mainstream unit leads to Year 11 Mathematical Methods or General Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement, Trigonometry, and Quadratic functions. This builds upon skills learned in Year 9.

**Technology:** CAS calculators (students to purchase), GeoGebra software, spreadsheets and other applications.

## 10 Consolidating Mathematics

*Suitability: Year 10 students who need to consolidate their Mathematics skills. Teacher recommendation needed*

### Semester 1

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study. It may lead to Year 11 General Mathematics.

Students will study Algebra (expansion and factorisation of algebraic expressions), Consumer Mathematics, Geometry, Statistics and Probability. This builds upon skills learned in Year 9.

**Technology:** scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

## Semester 2

This unit is designed for students who need the opportunity to improve their basic skills and consolidate their Mathematics knowledge. It offers a more practical approach to their Mathematics study. It may lead to Year 11 General Mathematics.

Students will study Surds and Indices, Linear relationships, Measurement and Trigonometry. This builds upon skills learned in Year 9.

**Technology:** scientific calculators, CAS calculators, GeoGebra software, spreadsheets and other applications.

### Assessment Activities:

Topic tests

Skills assignments

Modelling and problem solving tasks

Application task

Examination

Group work

Technology activities

Work book

### Year 10 Technology:

The appropriate use of technology to support and develop the teaching and learning of Mathematics will be incorporated throughout the year, mostly through the use of CAS calculators. In particular, students are encouraged to use CAS calculators, both in the learning of new material and the application of this material in a variety of different contexts.

This means that **any student who is studying mainstream or advanced Mathematics will need to purchase their own calculator. The calculator used at Monivae College is the TI-Nspire CX CAS calculator.** Details of the ordering procedure are available on SIMON Knowledge Banks. This calculator will serve the student right through their VCE Mathematics course.

***Enquiries - For further detail on this subject please speak to the Mathematics Faculty Leader***

Ms Jacinta Ryan

Phone: (03) 55511200

email: [jryan@monivae.vic.edu.au](mailto:jryan@monivae.vic.edu.au)



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## Technology

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

### **Mission**

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design thinking, investigate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions. Through the practical application of technologies, students develop dexterity and coordination. This curriculum offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.

### **The Monivae Technology Graduate**

The Technology Studies student will be able to engage effectively in innovative and creative thought through the planning and development of design projects related to real-life needs and situations. They will be able to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and develop design projects. Through the development of their design and production skills they will be able to create items in a range of specialist production disciplines.

### **Subjects available Design and Technology**

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#### **Year 9**

#### **Students select three semester based options**

Food Technology

Materials Technology - Textiles

Materials Technology - Wood \*

*\* Offered Semester 1 & 2 with a different focus each unit.*

## Year 10

## Students select from three semester based options

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Food Technology  
Materials Technology - Textiles  
Materials Technology - Wood

### Assessment in Technology

*Assessment Tasks include:*

Planning and Design  
Practical Production  
Semester Assignment  
Semester Examination

### Which VCE subject will a Technology subject lead to after Year 10?

#### Year 10 Subject (2017)

#### VCE Subjects offered at Monivae (2018)

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Food Technology

VCE Food Studies

Materials Technology - Wood

VCE Product Design Technology

Materials Technology - Textiles

VCE Product Design Technology

Students may also complement their studies with additional courses through local training providers:

VET Hospitality

VET Engineering

VET Creative Industries

For information on these courses, please refer to the **Year 10 2018 VET Selection Guide**.

***Enquiries - For further detail on this subject please speak to the Technology Faculty Leader***

Mr Ian Marshall

Phone: (03) 55511200

email: [imarshall@monivae.vic.edu.au](mailto:imarshall@monivae.vic.edu.au)

## Year 9 Unit Descriptions

### 9 Food Technology

*Suitability: All students*

The Discover Food Technology unit incorporates the use of modern foods, new products and technologies in our everyday eating experiences. Our food world is changing at a very rapid rate and we look at the current trends and availability of what is in our local and wider communities. Fast foods, partially prepared products and convenience foods all play a role in meeting the demands of our busy lifestyle, yet are they good for us? Dietary and health issues are investigated in this unit, as are Food Laws and safety and hygiene. This unit is predominantly practical with experiments, individual and group activities, as well as health and food issues.

### 9 Materials Technology - Textiles

*Suitability: All students*

Students investigate the different techniques in colouring fabrics, including tie-dying, batik, ice dying, and more, with many practical experiments. This will lead to designing a garment from fabric they have created. The students will use commercial patterns and develop the skills to interpret and construct their chosen design. Basic fashion sketches and folio work is a significant component of this unit, in preparation for studies at Year 10 level.

### 9 Materials Technology - Wood

*Suitability: All students*

This course is designed to develop a student's level of skill, knowledge and understanding of the design process. Students will look at timber and man-made products, as well as appropriate joining techniques. They will produce hand sketches, working drawings and 3-Dimensional representations, using SKETCH-UP software, and they construct scale models of their intended projects prior to production. The safe and appropriate use of hand held tools, equipment and machinery is a focus in this unit. The student will develop effective communication skills, evident through the quality of their individual design folios.

## Year 10 Unit Descriptions

### 10 Food Technology

*Suitability: All students*

The Design Process is a key learning focus of this unit and it affords the students opportunities to research and design their own menus. New products and technologies within the food industry in Australia, including those needed for special dietary needs, and practical cookery, are investigated and decisions regarding their incorporation into family meals are evaluated.

**Semester One will focus** on travelling the world gastronomically, studying the foods and lifestyles of various cultures, and their impact on current Australian food offerings.

**Semester Two focus** will appeal to students who like to have an input into what foods they cook. Students are given design briefs to solve problems on various relevant issues including menu planning, nutritional considerations and cost constraints.



## 10 Materials Technology - Textiles

*Suitability: all students, preferably those interested in designing their own projects and who are able to work independently on set tasks.*

Students continue to develop basic skills learned in Year 9 and further explore the possibilities of clothing construction. Students use the Design Process to adapt an existing idea, or develop a new concept to address a given set of criteria (including competitions open to school students). Individual projects are encouraged to engage students in their interests and to reach their full potential in this area.

**Semester One** will allow students to enter the world of fashion design competitions and explore more advanced fabric manipulation techniques including dyeing, printing, felting and beading.

**Semester Two** students study a range of demonstrated techniques, discussing the importance and relevance of sustainability and recycling. Students will create a garment from recycled products ranging from plastic bags to cardboard boxes, hessian bags to Coke cans - whatever objects they can find to incorporate into their design.

## 10 Materials Technology - Wood

*Suitability: All students*

This unit is designed to extend the student's abilities, knowledge and understanding of common materials and processes through a project in timber design. Students are taken through the design process to select and develop a project, which includes significant design elements of their own choosing. Students produce a comprehensive design folder displaying advanced sketching styles, working drawings and 3-Dimensional computer representations. They construct scale models of their intended projects prior to production. The safe and appropriate use of hand held tools, equipment and some machines is an ongoing area of focus in this unit.

**Semester One focus** will look at traditional garden furniture such as pool chairs, outdoor settings, garden arches etc. The major practical project will be an Adirondack Chair of their design.

**Semester Two** will have a **creativity focus** where students are required to firstly investigate 'box' designs of their choice, and then using a variety of appropriate materials design and build a 'box' suitable for their specific needs.





# SUBJECT SELECTION FORM 2018

## Year 9

Students must submit this form to the Front Office by Friday 13<sup>th</sup> October, 2017.

Current Year 8 students must complete this Subject Selection Form including teacher and parent/guardian signatures. Students are required to obtain a recommendation (signature) from their current Mathematics teacher. Selections are only sought for subject areas where there are options available to students.

**NAME:** \_\_\_\_\_ **Current Homeroom** \_\_\_\_\_ **Room** \_\_\_\_\_

*In sections 1 - 2, place a tick in the box beside the preferred option.*

### Section 1 Mathematics

Which Mathematics has your current Mathematics teacher recommended?  Mainstream  Consolidating

\_\_\_\_\_  
Mathematics Teacher's Signature Initials

### Section 2 Language Indonesian

Do you wish to continue studying Indonesian?  Yes  No

### Section 3 9 LEEP Program

Are you interested in participating in the LEEP Program (an optional enrichment program for high performing students)?  Yes  No

*In sections 4 - 5 number ALL the boxes in order of preference (i.e. Place a '1' in the subject you are most interested in)*

### Section 4 Arts

Which Arts subject area do you prefer? (refer to unit descriptors for specific subjects)	Drama	<input type="text"/>
	Music	<input type="text"/>
	Media	<input type="text"/>
	Art	<input type="text"/>
	3D Art	<input type="text"/>
	Visual Communication	<input type="text"/>

### Section 5 Technology

Which Technology subject area do you prefer? (refer to unit descriptors for specific subjects)	Food Technology	<input type="text"/>
	Materials Technology -Wood	<input type="text"/>
	Materials Technology -Textiles	<input type="text"/>

Student Signature

Parent Signature

Office Use ONLY

Date Received

/ /









# Inappropriate Course Selection Form

If a student does not receive a recommendation for a chosen subject that they still wish to undertake they must complete the section below. Please attach this form to the Subject Selection Planning Form and Subject Selection Form and submit to the relevant Year Level coordinator by **Friday 13<sup>th</sup> October, 2017**.

NAME: \_\_\_\_\_ 2018     Year 9     Year 10

**To be completed by parent/guardian:**

I acknowledge that I have been informed that my child has been advised not to undertake the following subject in 2018 for the following reason(s):

Subject:

- Lack of recommended prior learning
- Performance in this subject area to date
- Other:

\_\_\_\_\_  
\_\_\_\_\_

However, I wish him/her to attempt the course and units named above because:

- It is necessary for future career options
- It is necessary for tertiary entrance
- Other:

\_\_\_\_\_  
\_\_\_\_\_

Given the above, I understand that my child will need to work diligently throughout the course. I am also aware that if my child wishes to change from this course, this must be done by **Friday 16<sup>th</sup> February 2018**. Withdrawal after this date may result in an 'N' (Not Satisfactory) being recorded for the unit. Students changing subjects in 2018 may have to change a number of classes to accommodate timetabling constraints once the academic year has commenced.

Parent signature: \_\_\_\_\_ Date:    /    /

**To be completed by student:**

I understand that:

- My present background knowledge for this course is limited
- I will need to put in extra time in this course to meet the requirements
- My grades in other courses may be adversely affected
- If I decide to withdraw from the subject I will contact my Year Level Coordinator as soon as possible (preferably before the Friday 16<sup>th</sup> February, 2018)
- I understand changing my subjects at the start of the year may require further subject changes to accommodate the request
- I will undertake the following preparation **before** commencement of chosen subject:

\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date:    /    /

Year Level Coordinator signature: \_\_\_\_\_ Date:    /    /

Approval Granted by the Director of Studies     Yes     No

Director of Studies \_\_\_\_\_ Date:    /    /

**Office Use ONLY**                      **Date Received**                      /    /







## Application for Subject Change

### Year 9 or 10 Course Change

In the event that students wish to change subjects at any stage, they must have:

- sound reasons for doing so, in discussions with the relevant Year Level Coordinator and Careers Coordinator
- obtained teacher recommendation of class leaving and teacher recommendation of class entering

Changes can only take place if there is:

- sufficient room within the class they wish to enter
- it does not involve major adverse shuffling around of the student's other subjects
- it is a realistic option in terms of that student's capabilities and career aspirations
- consultation with respective Year Level Coordinator, Faculty Leaders, Director of Studies and parent/guardian

NAME: \_\_\_\_\_ 2018       Year 9    Year 10

Current Subjects	Proposed Change(s)
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Please indicate your actions on the checklist below:

I have:

<input type="checkbox"/> Discussed with the relevant Year Level Coordinator that a change is being considered and the associated reasons for doing so	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No  Signature Year Level Coordinator    Date
<input type="checkbox"/> Met with the Careers Coordinator regarding implications for higher studies/occupations	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No  Signature Careers Coordinator    Date
<input type="checkbox"/> EXIT Consulted with the teacher of the current subject to seek further advice and asked to exit the class	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No  Signature Teacher of current subject    Date
<input type="checkbox"/> ENTRY Consulted with the teacher of the proposed new subject to seek further advice asking their recommendation to enter the class.	Application Supported <input type="checkbox"/> Yes <input type="checkbox"/> No  Signature Teacher of new subject    Date

#### Parental / Guardian Permission

I give permission for my son/daughter to change subjects as listed above.

**Parent Name** (Please print) \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature    Date

**Applications for a change of subjects in Semester 1 must be submitted by Friday 16<sup>th</sup> February, 2018.**  
**Applications for a change of subjects for Semester 2 must be submitted by Friday 25<sup>th</sup> May, 2018.**

**Return this completed form to the relevant Year Level Coordinator.**

**Office Use ONLY**

**Date Received**

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