



PENINSULA

GRAMMAR



**YEAR 9 CURRICULUM
HANDBOOK | 2020**



YEAR 9 CURRICULUM | 2020

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WELCOME TO YEAR 9

Year 9 at Peninsula Grammar is an exciting time for our students. Our innovative Challenging Me program is based on extensive research on how best to cater for the needs of adolescent learners. A unique feature of the program is the three two-week Challenge Blocks students spend outside the regular classroom, in addition to many off-campus extended activities. All students spend time in Melbourne on our Peninsula to the City (P2C) program which aims to provide students with the experience of working in the City of Melbourne. Year 9s also attend a physically challenging ten-day Outdoor Education camp which fosters the development of valuable personal skills and provides each student with a greater awareness of environment and the challenges it offers. During the Pathways 4 Life block, students undertake community service initiatives and explore and observe a range of career pathways.

The Challenge Blocks complement our multi-disciplinary curriculum of Big Picture Learning which incorporates Science, Humanities, Religious Studies and Health. Students will choose topics of interest before they attend the Challenge Blocks. Research will be undertaken during the blocks and then presented on their return to school.

Big Picture Learning is complemented by a core curriculum of English, Mathematics, and Physical Education. Students supplement this learning with a choice of electives, undertaking three or four of these throughout the year.

Year 9 prepares students for the rigours of the Senior Years and VCE with a program that extends and challenges, providing students with unique learning opportunities and personal growth.

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YEAR 9 AT PENINSULA GRAMMAR

CHALLENGING ME

THE YEAR 9 CURRICULUM

In Year 9 students study a core group of subjects.

Students also select elective subjects. Those who choose to do a Language are required to do two semesters of the chosen language, and will therefore also complete two other semester-length electives. Students who do not choose to undertake a language will choose four semester-length electives.

CORE SUBJECTS

- English;
- Mathematics;
- Big Picture Learning;
- Physical Education.

SELECTING A STUDY PROGRAM AT YEAR 9

The Year 9 and 10 elective programs provides two distinct opportunities for students: breadth and pathways to further study. Elective subjects at Year 9 are offered to all students; no pre-requisites exist. Similarly, there are no pre-requisites for any Year 10 electives with the qualified exception of French and Chinese. As such, students are encouraged to select subjects based on their interests and passions.

It is important to note that no VCE subjects, at Years 10 or 11, require the completion of any specific subjects from the Year 9 or Year 10 elective program.

ELECTIVE SUBJECTS

LANGUAGES

- Chinese;
- French.

The study of a language requires continuity; as such, students considering undertaking the study of a language in Years 11 and 12 are required to study this language throughout Years 9 and 10 as well. Students are not able to change languages at Year 9.

YEAR 9 ELECTIVES (SEMESTER LENGTH)

- A Wealthy Future;
- Digital Photography;
- Drama – A performance project;
- Food Technology;
- iConsumer;
- Multimedia Design;
- Music Production and Technology;
- Mysteries of the Past;
- Product Design Technology;
- Robotics;
- Sports Science;
- Studio Arts;
- Theatre Studies – Putting on a Show;
- Visual Communication and Design.

Every endeavor will be made to enable students to study their desired electives; however, in some instances, students may instead be offered one or more of their alternate selections.

All subjects are offered subject to the following constraints:

- Student interest;
- Timetabling constraints;
- Resource limitations.



CORE SUBJECTS

ENGLISH

Department: English

SUBJECT DESCRIPTION

The Year 9 English course is built around the three interrelated strands of language, literature and literacy. Students develop knowledge, understanding and skills in listening, reading (written and visual texts), viewing, speaking, writing and creating. The skills and knowledge taught in Year 9 seek to build on learning from earlier years and as such we will revisit and strengthen these as required. Students develop interpersonal skills and engage with their peers, both formally and informally, in both written and oral modes. Students engage with a range of texts, including novels, plays, poetry, documentaries, and – through advertisements – the contemporary media. They examine these texts from thematic, social, cultural and historic perspectives.

AREAS OF STUDY

- Media Messing with our Minds: a focus upon advertising and its effects on society;
- Class based novel study: an exploration of themes and writing through a novel matched to each class;
- William Shakespeare's *Romeo and Juliet*: a study and analysis of Shakespeare's language and context;
- War Poetry: a comparative study of poems from World War I and other war contexts;
- Neil Grant's *The Ink Bridge*: a close analysis of the author's craft, and the refugee context of this novel.

ASSESSMENT

- Persuasive writing: Media Messing with our Minds;
- Creative and analytical writing: Class based novel study;
- Performance presentation and analytical writing: William Shakespeare's *Romeo and Juliet*;
- Comparative writing: War Poetry;
- Formal debate, creative writing and examination: Neil Grant's *The Ink Bridge*.

RESOURCES

Dictionary.

William Shakespeare's *Romeo and Juliet*.

Neil Grant's *The Ink Bridge*.

Class based novel.

PATHWAYS TO FUTURE STUDY

This course is designed to offer students a thorough preparation for the study of Year 10 English and English and/or Literature in their VCE years.

MATHEMATICS

SUBJECT DESCRIPTION

This core subject builds on many of the topics, concepts and methods studied in previous years. It is also the beginning of a student's formal use of the CAS calculator which is a major element of VCE Mathematics. The course begins to explore 'by hand' and 'calculator' methods and also discusses how and when the correct choice between the two should be made.

AREAS OF STUDY

- Number and Algebra including the topics of indices, linear graphs, linear equations, expanding and factorising;
- Measurement and Geometry including trigonometry;
- Statistics and Probability;
- Note: Extension Mathematics students will undertake more advanced skills in the same areas of study, including quadratics in the Algebra unit, and more advanced statistics and data analysis.

ASSESSMENT

- Topic Tests;
- Problem Solving and Projects;
- Progress Checks;
- Bookwork;
- Semester Examination.

RESOURCES

Essential Mathematics for the Australian Curriculum Year 9.
CAS calculator (Casio ClassPad).

PATHWAY TO FUTURE STUDY

This course is the precursor to a wide selection of mathematical pathways that become available in Year 10. The level of achievement in this Year 9 course will provide students with an indication of their appropriate pathway through Year 10 and into mathematics at the VCE level.

BIG PICTURE LEARNING

Department: Science, Humanities, Religion and Values, Health

SUBJECT DESCRIPTION

Big Picture Learning (BPL) is a multidisciplinary course encompassing Science, Humanities (Geography and History), Religion and Values Education, and Health. BPL brings the excitement of the Year 9 Program, particularly the Challenge Blocks, into the classroom. It provides meaningful connections between disciplines and allows students to apply their learning to the outside world.

AREAS OF STUDY

- **The Big History Project:** The Big History Project delivers a big picture look at the world, and helps students develop a framework to organise what they're learning both in and out of school. Students develop a better understanding of how we got here, where we're going, and how they fit in;
- **What Is Our World Coming To?:** Students investigate and provide solutions to an issue related to the environment, having witnessed various environmental concerns and sustainable initiatives on Outdoor Education Camp and in the local environment;
- **What Is With Society?:** The Peninsula to the City (P2C) classroom provides the context for an investigation into a social issue; students are invited to think about the past, present and future of Melbourne and its people;
- **Where Am I Going?:** Through a variety of excursions, guest speakers and activities, students discover their possible future and begin planning and goal setting for upcoming careers and lives;
- **How Can I Help?:** Combining what they have learnt in various contexts, students look outwards helping our local community. Fundraising initiatives will be planned as classes and as a year level;
- **Focus On Health:** The key components of the Health curriculum are incorporated within the program to provide relevance, including healthy relationships and habits, and basic first aid and awareness of others;
- **Focus On Science:** Immersive Science units enable key scientific knowledge and skills to be reinforced, including scientific writing through practical reports and posters, including the topics of Energy, Chemistry and Environmental Science;
- **Focus On Religion And Values:** Both the history of world religions and current ethical issues are investigated with specific links to the Big History Project and the Challenge Blocks;
- **Follow Your Own Interest:** In Term 4, students use the skills they have developed throughout the year to follow an interest of their own to an open-ended conclusion. Self-directed learning and self- and peer-assessment will encourage students to monitor their own success; the onus is upon students to demonstrate curiosity and initiative.

ASSESSMENT

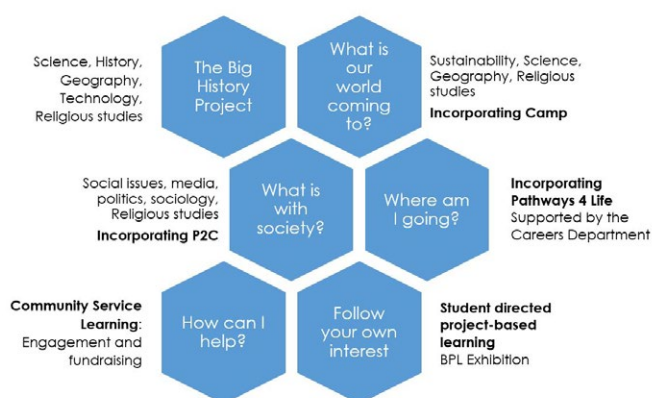
A variety of tasks, designed to develop critical thinking and creativity, will be completed. Student agency is paramount.

RESOURCES

The School provides all resources, including access to The Big History Project Online.

PATHWAYS TO FUTURE STUDY

This course leads to Core and Specialist Science and Humanities subject throughout Senior Years.



PHYSICAL EDUCATION

Department: Health & Physical Education

SUBJECT DESCRIPTION

Physical Education includes a Triathlon and Athletics unit alongside four Game Sense units in which sports are grouped by their common tactical requirements.

AREAS OF STUDY

- **Athletics:** a range of track and field athletic events in preparation for Athletics Day;
- **Fitness:** a range of fitness tests to evaluate and improve fitness levels;
- **Fielding/Run Scoring Games:** can include baseball, softball and other modified versions of run scoring and fielding sports;
- **Net and Court Games:** a focus upon the skill, tactical and positional demands of Net and Court Games such as badminton, volleyball and tennis;
- **Minor games:** a variety of modified games followed by planning and presenting a unique, modified minor game to the class;
- **Invasion Games:** a range of sports that include scoring, offense, defence and positioning, such as football, basketball, netball, hockey and soccer;
- **Invasion Endzone Games:** a range of invasion games that have a focus on scoring at opposite zones while still focusing on decision-making, positioning and attack/defence, including lacrosse, ultimate frisbee, American football and rugby;
- **Trifit:** a unit based around the three triathlon events of swimming, cycling and running that involves part and whole practice of the full event.

ASSESSMENT

- Group evaluations;
- Self-evaluations;
- Minor Game creation and presentation.

RESOURCES

Nil.

PATHWAYS TO FUTURE STUDY

This subject leads directly into Year 10 Physical Education.



YEAR 9 ELECTIVES

CHINESE

Department: Languages

SUBJECT DESCRIPTION

The Chinese course in Year 9 seeks to consolidate the skills of listening, speaking, reading and writing that have been developed in Year 7 and Year 8 and begins to focus more on students' ability to express themselves in a wider range and with more sophisticated vocabulary and sentence structures both in speaking and writing.

AREAS OF STUDY

- Continued development of key language skills: listening, speaking, reading and writing in a variety of authentic contexts;
- Development of intercultural understanding as students look at differences between, and features of, their own culture in comparison with the Chinese world;
- Increased understanding of Chinese grammar and structure;
- Topics will include: days, dates, months and years; time and daily routine; location and house; colours and fashion.

ASSESSMENT

- Dictation;
- Dialogues and role-plays;
- Reading comprehension;
- Writing.

RESOURCES

Nihao Book 2, and Workbook, e-Text and e-Work.

PATHWAY TO FUTURE STUDY

This course will enable students to have the opportunity to acquire language skills and cultural knowledge to express themselves in relation to dates, time and birthdays, place, colours and fashion. Chinese at Year 9 is a pre-requisite for students wishing to study Chinese at Year 10 and in VCE.

FRENCH

Department: Languages

SUBJECT DESCRIPTION

Students will continue along the pathway to becoming a global citizen as they will increase their ability to communicate by refining and improving their listening, speaking, reading and writing skills in a variety of situations. A language stands out on a resume and can open many doors internationally.

AREAS OF STUDY

- Continued development of key language skills: listening, speaking, reading and writing in a variety of authentic contexts;
- Further development of intercultural understanding as students look at differences between, and features of, their own culture in comparison with the francophone world;
- Increased understanding of French grammar and structure which can help to reinforce the study and understanding of English and enable students to become effective communicators both verbally and in the written form;
- Topics will include: descriptions of people, directions in a typical town, food and drink, travel and holidays.

ASSESSMENT

- Regular vocabulary and grammar tests;
- Assessment in the four key skills each term: students will be expected to read and listen for understanding as well as note key points in texts and audio material; participation in role-plays, interviews and oral presentations; demonstrate understanding of grammar and structure and write in an increasing variety of text types.

RESOURCES

Textbook and Workbook.

Language Perfect Internet Vocabulary exercises.

PATHWAY TO FUTURE STUDY

This course is a pre-requisite for students who wish to continue with the study of French into Year 10 and beyond. Students will also be offered the opportunity to participate in the Notre Dame French Exchange. Intercultural understanding and language skills are some of the essential skills and knowledge needed for effective participation in a world which is becoming increasingly culturally and linguistic diverse.

A WEALTHY FUTURE

Department: Commerce

SUBJECT DESCRIPTION

Creation of wealth for your future is challenging. This subject teaches students about income and taxation, the importance of minimising debt and making sensible purchasing choice, but focusses particularly on the range of short term and long term investment opportunities available to them to create a wealthy future for themselves. Students will also gain the knowledge to successfully make 'major' purchases such as a car and an overseas holiday. They will use their newfound Financial Literacy skills through hands on learning where they create and sell a service.

AREAS OF STUDY

- Understand how wages and salaries are different and the types of employment contracts;
- Identify sources of income, creation of financial goals and exploration of major expenses throughout their lives;
- Discover the importance of minimising debt and making sensible purchasing decisions;
- Discuss the taxation system in Australia;
- Research the range of short term investment opportunities available to students to start investing their money and watching it grow;
- Develop strong financial literacy skills;
- Analyse long term investments such as property and shares;
- Gain an understanding of financial independence through research and applying their knowledge to two major purchases that will exist in their near future – the purchase of a car, and the purchase of an overseas holiday.

ASSESSMENT

- A test on work conditions, wages, contracts, taxation and how this impacts financial goal setting;
- An analysis of case studies and personal situation to recommend short term and long term investment opportunities;
- A research report about what is needed to manage money well for financial independence, and to allow for major purchases.

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue Business Management and Accounting.

DIGITAL PHOTOGRAPHY

Department: Art, Design and Technology

SUBJECT DESCRIPTION

In this course students will be exposed (pun intended) to digital photography, exploring the capabilities of a DSLR camera. Students will learn to compose photographs, manipulate automatic and manual settings, edit their images using Adobe Photoshop and print onto a variety of media.

AREAS OF STUDY

- Research of a range of photographers from the modern period using digital rather than traditional photographic methods;
- Analyse and investigate photography using specific terminology;
- Foster and refine a number of ideas in the student Visual Diary including the use of techniques, media and work processes;
- Produce a range of digital images through a thematic folio along with set pieces and investigation presentations;
- Analyse and investigate post photography application of digital manipulation, effects and filters;
- Acquire and understand the terminology and processes unique to photography;
- The practical course is supported by Photography awareness relating specifically to the digital format of photography.

ASSESSMENT

- A diverse range of individual, grouped and themed digital photographs;
- A Visual Art Diary, which documents the inspiration, exploration and development of ideas;
- Post photographic digital effects and filter applications.

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue Studio Arts. This course may lead to tertiary courses such as art and design, fine art, interior design, fashion design, graphic design, media, architecture, advertising, curatorial studies, arts administration and photography.

DRAMA- A PERFORMANCE PROJECT

Department: Drama

SUBJECT DESCRIPTION

In this course students will have the unique opportunity to interpret and perform a new script, devised especially for Victorian Drama students. They will perform to students from other schools and professional actors from the Malthouse Theatre, as part of 'The Suitcase Series'. The students will also view how other schools and the professional actors have interpreted the same script.

AREAS OF STUDY

- Exploring the possibilities – students explore assorted ways to interpret a script using different construction techniques such as brainstorming, improvisation, script-work and stagecraft;
- Choosing a direction – students work in small ensemble groups to re-interpret the script in their chosen style;
- The Destination – students present a performance of their own creation;
- Slide Night – students reflect on the experience: their own work and the work of others.

ASSESSMENT

- A visual design folio, which documents the devising process;
- Final performance;
- Reflective task.

RESOURCES

A blank A4 folio.

PATHWAY TO FUTURE STUDY

This course is designed to build up the knowledge and skills needed for VCE Drama and/or Theatre Studies.



FOOD TECHNOLOGY

Department: Art, Design and Technology

SUBJECT DESCRIPTION

In this course, students build on their knowledge from Middle Years Food Technology and begin to explore more in the kitchen. Students revisit some of the common topics taught and build on them to develop depth in their knowledge and understanding. The Year 9 Food Technology program also centres around the Year 9 Barista Bar located in S Block and related café experience. Students explore a variety of café themes and trends including sustainability, food wastage and altering meals for dietary requirements while also learning how to operate a commercial coffee machine to make a variety of hot beverages. The aim is to up skill and value add to student learning and potential future part time employment. Students complete hands on practical activities in the kitchen and work either individually or in teams to produce recipes.

AREAS OF STUDY

- Explore the culture of cafes including coffee and tea varieties and other café beverages, using the coffee machine and maintaining it for optimal performance;
- Investigating current café trends including Fair Trade and Organic, Keep Cups versus disposable coffee cups and catering to the changing dietary needs of consumers;
- Use the design process to respond to a design brief and research, plan, produce and evaluate food items suitable to sell at an imaginary café and style their food and take high quality photos for online promotion of the café;
- Expand their knowledge of safe food handling.

ASSESSMENT

- Students are assessed on both their theoretical knowledge and practical skills;
- Students complete assessed practical sessions that are combined with written evaluation questions or a written test to evaluate the skills, processes and scientific reactions that are taking place when producing the recipe;
- Students respond to a design brief and then research, plan, produce and evaluate a solution to the brief (food product);
- Students complete their Food Handling Certificate [Food Handler (Hospitality and Retail) Level 1 - SITXFSA001 Use hygienic practices for food safety] through face-to-face training and practical activities with their teacher and/or the School's Food Safety Supervisor. This is run in conjunction with an external company.

PATHWAY TO FUTURE STUDY

A study in Food Technology at Year 10 leads to further study of VCE Units 1-4 Food Studies. Career paths include: dietitian, nutritionist, food scientist, food technologist, food product development, quality manager, chef, food writer, food stylist, kitchen designer, author and event manager.

I-CONSUMER

Department: Commerce

SUBJECT DESCRIPTION:

Information technology and social media has dramatically changed how consumers purchase, and how businesses market to us. Current social trends impact on purchasing behaviour and consumers' engagement with business continues to evolve. Students will look at the economy, supply and demand, pricing of products, the use of social media in marketing, and the impact this has on consumers. They will also research current social trends.

AREAS OF STUDY

- Understand how the economy and prices are controlled through supply and demand;
- Research technology and social media and their impact on the way people make purchasing decisions;
- Explore the way technology is used to scam consumers;
- Follow current social trends in consumerism, such as sustainable and ethical production of chocolate, and the use of palm oil and its impact on global economies;
- Explore the theory and understanding behind marketing – how businesses have strategies designed around 'product, price, place and promotion' to increase their performance and increase their triple bottom line;
- Analyse a range of online techniques currently used by marketers to encourage spending, and control of supply and demand;
- Research ethics in business and marketing on global scale.

ASSESSMENT

- A research report or the creation of a film clip to explore basic economic issues and the impact scams have on the marketplace;
- A test on consumerism and current global trends;
- Creation of an innovative marketing campaign to design, price and promote a product.

PATHWAYS TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue Business Management and Economics.

MULTIMEDIA DESIGN

Department: Information Technology

SUBJECT DESCRIPTION

This course allows student to explore an introduction to computer programming, game creation and film making and editing. It teaches the use of computer graphic skills to create graphics for their games as well as develop suitable animations with the use of coding and sprite development. Students will also be introduced to Adobe Premiere Pro in order to produce and edit a film.

AREAS OF STUDY

- Game design and creation using Game Maker;
- Film production and editing using Adobe Premiere Pro.

ASSESSMENT

- Game Maker tutorials;
- Game Maker Game;
- Film Storyboard;
- Short film.

RESOURCES

- Laptop;
- School software.

PATHWAYS TO FUTURE STUDY

This course builds on student learning in Year 7 and 8 Digital Technologies and supports student learning in areas such as the Creative Arts, Information Technology and Media Studies.

MUSIC PRODUCTION AND TECHNOLOGY

Department: Music

SUBJECT DESCRIPTION

This project-based course provides all students no matter what their musical experience, with the opportunity to unlock their inner musician and explore their musical creativity in depth. It is ideal for those who have mastered the basics of composition and mixing using a computer or who want to enhance their instrumental experiences by making quality recordings of their live performances. You will work individually or as part of a group exploring and developing skills in music creation and production.

AREAS OF STUDY

- Music Production: Create your own music and enhance skills in digital editing, signal processing, sound design, arrangement, and performance using software suites such as GarageBand, Logic Pro X and Ableton Live 9;
- Song Writing: Discover and explore successful song writing techniques used by experts to give your song that special edge;
- Audio/Visual: Explore matching imagery to your creations to produce and release a music video.

ASSESSMENT

- Create a portfolio of original music: mix, edit and record your work to produce quality recordings that could be released to the public and/or uploaded on sites like Sound Cloud;
- Combine visual images and the audio from one of your recordings to create an original music video.

PATHWAY TO FUTURE STUDY

This course is designed to develop the knowledge and skills needed for further study in the areas of Music Production and Performance studies.

MYSTERIES OF THE PAST

Department: Humanities

SUBJECT DESCRIPTION

Who was Jack the Ripper? What made people believe in witches? To find out the answers to these and other mysteries of the past we will learn about the people who lived during these times, analyse all of the different opinions, and formulate our own.

AREAS OF STUDY

- What caused the belief in witchcraft in early modern European societies?
- Who was Jack the Ripper?
- Other mysteries to be decided based on class interest and staffing.

ASSESSMENT

- Document analysis tasks;
- Written reflections;
- Research task.

PATHWAY TO FUTURE STUDY

This course will introduce a number of historical skills that will be useful in future studies of History. Critical thinking will be a key skill which will be useful for future studies in a variety of Humanities and other subjects.



PRODUCT DESIGN TECHNOLOGY

Department: Art, Design and Technology

SUBJECT DESCRIPTION

Students will use the Product Design Process as they explore a variety of materials and techniques to create interesting design solutions to meet real-life problems. They will look at the work of designers as inspiration for their own learning.

AREAS OF STUDY

- Investigating and defining a design problem;
- Researching materials and associated construction methods;
- Design and Development of a solution using a variety of drawing methods;
- Planning and production of the product using planning and risk management methods;
- Evaluation and refinement.

ASSESSMENT

- Product Design Folio;
- Production and Evaluation.

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue Product Design and Technology. It also leads to tertiary courses related to design such as Industrial Design, Interior Design, Fashion Design, Graphic Design, Building and Architecture.

ROBOTICS

Department: Science

SUBJECT DESCRIPTION

In this course students will explore robotics, mechanical systems, electronics, and programming. This course will provide students with resources to design, build, and program functional robots with working parts such as motors and sensors.

AREAS OF STUDY

- Sensors
 - Light;
 - Sound;
 - Ultrasonic;
 - Touch;
- Variables and Functions/Patterns of Behaviours;
- Debugging;
- Project Design & Implementation.

ASSESSMENT

- A series of challenges designed to test knowledge and understanding and processes and production skills;
- Open-Ended Project Design.

RESOURCES

All resources will be provided

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to bring science, technology, engineering and mathematics to life.



SPORTS SCIENCE

Department: Health and Physical Education

SUBJECT DESCRIPTION

In this course students participate in weekly practical laboratories to support the theoretical exploration of physical activity and the science of sport. Students can select from a range of topics in each semester length elective according to their preferences.

AREAS OF STUDY

A selection of:

- Biomechanics;
- Energy systems;
- Game analysis and fitness testing;
- Training program design;
- Enhancing performance;
- Skill learning;
- Strategy and tactics in team sports.

Assessment (1 per area of study)

- Written report;
- Practical Journal;
- Laboratory Work;
- Written Test.

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in key skills and knowledge for further study in Physical Education and Health.

STUDIO ARTS

Department: Art, Design and Technology

SUBJECT DESCRIPTION

In this course students explore techniques and processes associated with presenting 2D art. They will work with a range of media and techniques including paint, stencilling, coloured pencil, pen and markers. Students will analyse a range of contemporary street and urban inspired artworks to inform the development of their own studio process.

AREAS OF STUDY

- Exploration of a variety of materials, techniques and processes;
- Analysis and interpretation of artworks to explore different forms of expression, intentions and viewpoints of artists;
- Conceptualisation, planning and design of artworks that express individual ideas;
- Art Elements and Principles.

ASSESSMENT

- Visual Diary;
- Finished artworks;
- Research Task.

PATHWAY TO FUTURE STUDY

This course will provide students with a foundation in skills and knowledge to pursue Studio Arts. This course may lead to tertiary courses such as art and design, fine art, interior design, fashion design, graphic design, media, architecture, advertising, curatorial studies, arts administration and photography.



THEATRE STUDIES - PUTTING ON A SHOW

Department: Drama

SUBJECT DESCRIPTION

In this course students will collectively choose a script (from a targeted selection) to be performed for a young audience. With teacher as director students will choose their own stagecraft component (costume, set, multimedia, sound, make-up, properties) and combined with acting exercises explore how through design, improvisation, script work and rehearsal they turn their own creativity into a piece of theatre.

AREAS OF STUDY

- **Stagecraft Design** – students explore the creative potential in one of the design stagecraft: set, props, costume, make-up, sound or multimedia design;
- **Stagecraft Acting** – students explore acting skills to create characters, situations, mood and style;
- **Performance** – students will present a performance of their own creation. This performance will showcase their theatrical design component;
- **Evaluation** – students reflect on the process and product of their work.

ASSESSMENT

- A visual design folio, which collates the student's research and drafts
- Annotated script
- A large performance piece
- Evaluation presentation

RESOURCES

A blank A4 folio

PATHWAY TO FUTURE STUDY

This course is designed to build up the knowledge and technical skills needed for VCE Theatre Studies.

VISUAL COMMUNICATION AND DESIGN

Department: Art, Design and Technology

SUBJECT DESCRIPTION

In this unit students will develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. Students will be introduced to manual and digital drawing methods. They will use drawing and digital applications to develop creative visual solutions to design problems. Students will analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. The goal is to efficiently develop a strong foundation in Visual Communication Design for those that want to pursue study in later years or complement their knowledge of drawing, design and digital applications.

AREAS OF STUDY

- Introduction to design fields and examples of existing visual communication designs within these fields;
- Analyse and investigate manual and digital design methods using specific design techniques and terminology;
- Generate and refine a number of concepts in the Visual Diary to produce final presentations that respond to set briefs.

ASSESSMENT

- Technical Drawing Folio;
- Design Challenge;
- Research Task.

PATHWAY TO FUTURE STUDY

This course will provide students with skills and knowledge to pursue Visual Communication Design as well as Product Design Technology. This course may also lead to tertiary courses in the design field such as graphic design, interior design, multimedia design, architecture, visual merchandising, industrial design, product design, landscape architecture and illustration.

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February 2020. CRICOS Provider Code: 00333A. ABN 28004451192. *The Peninsula School Limited trading as Peninsula Grammar*