Year 9 & 10 Curriculum Handbook 2025

Beaumaris Secondary College

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Understanding the Middle Years Program

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

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

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

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

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

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

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

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

Students also have the opportunity to study the following:

- Languages (year-long specialism)
- Mathematics - Calculus
- High Abilities Wider Knowledge (HAWK).

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

Senior Pathways Overview

Victorian Certificate of Education (VCE)

VCE Studies in Year 10

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

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

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

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

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

2024 Unit 1 & 2 offerings available to Year 10 students

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

Please see the Senior Curriculum Handbook for detailed subject information.

VCE Pathways

General Curriculum (ATAR stream)

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

Subjects

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

Future Pathways

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

Vocational Major (Applied Learning)

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

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

Subjects

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

Future Pathways

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

Careers

BSC Careers Website

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

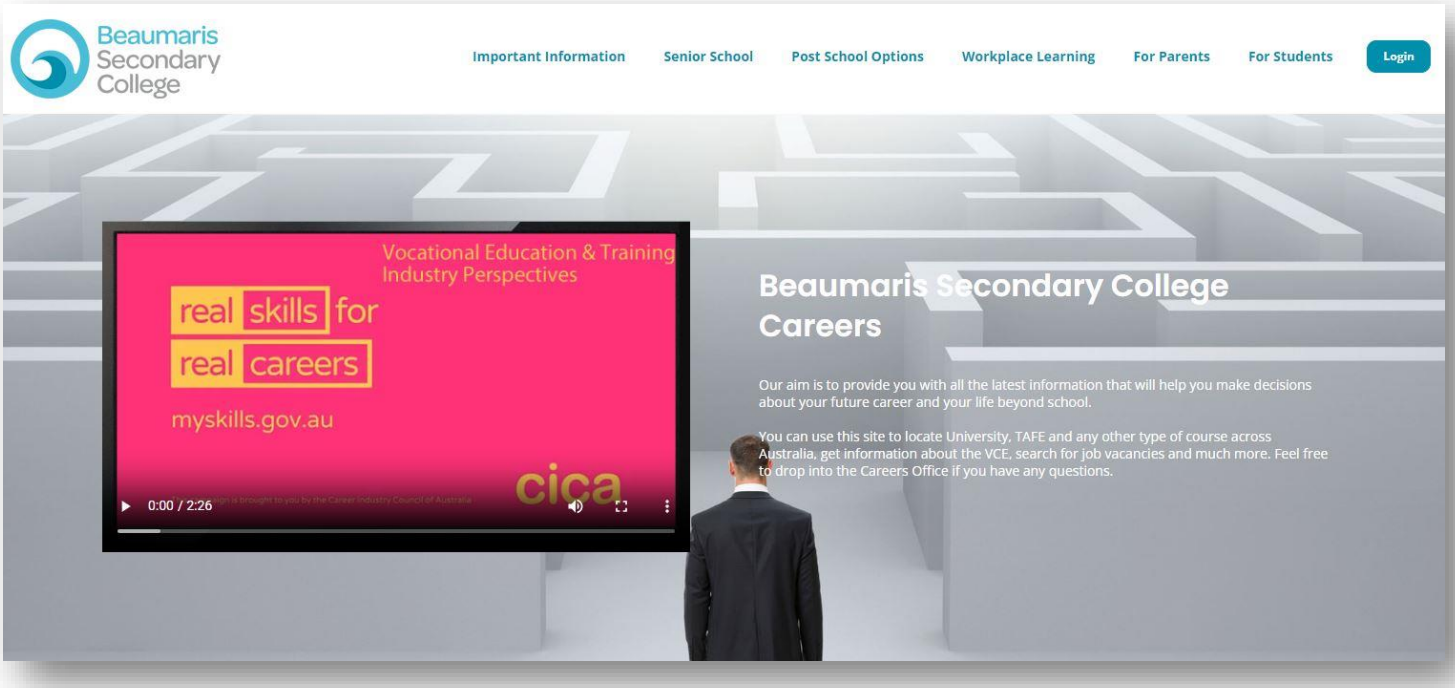
This site has a student portal where they can access resources such as their Career Action Plan, e-Portfolio, Skills and Abilities Evaluation and Career Investigator. Students also use the site to develop their resume and cover letter. The site contains information regarding pathways for VCE Studies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

My Career Insights

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

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

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



Year 9 & 10 Specialism Overview

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

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

Choosing a Pathway

Year 9 Sample Students

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

Student B (Year 9)	
Semester 1	Semester 2
Communicate & Relate	Communicate & Relate
Mathematics	Mathematics
Beyond	Beyond
GOAL	GOAL
Languages	Languages
BEST	Our World
Create - The Arts	Create - The Arts
Technologies	Healthy Lifestyles

Student C (Year 9)	
Semester 1	Semester 2
Communicate & Relate	Communicate & Relate
Mathematics	Mathematics
Beyond	Beyond
GOAL	GOAL
BEST	BEST
Healthy Lifestyles	Technologies: *Coding*
Create - The Arts	Technologies
Our World	Healthy Lifestyles

Year 10 Sample Students

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

Student E (Year 10)	
Semester 1	Semester 2
Communicate & Relate	Communicate & Relate
Mathematics	Mathematics
Beyond	Beyond
GOAL	GOAL
Languages	Languages
Create - The Arts	Our World
VCE Unit 1&2 Biology	VCE Unit 1&2 Biology
Technologies	Healthy Lifestyles

Student F (Year 10)	
Semester 1	Semester 2
Communicate & Relate	Communicate & Relate
Mathematics	Mathematics
Beyond	Beyond
GOAL	GOAL
BEST	BEST
Healthy Lifestyles: *Sports Enhancement*	Healthy Lifestyles: *Sports Enhancement*
Create - The Arts	Technologies
Our World	Mathematics: *Calculus*

Communicate & Relate

Year 9 Communicate & Relate

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

Be an Author

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

Cultural Lens

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

Film as Text

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

Greatest Novels of All Time

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

The Hero's Journey

In The Hero's Journey, students examine how games that are successful have a compelling narrative. Students will also read and analyse a variety of texts that explore, analyse and respond to the values, emotions and central messages found in games. Students will use Joseph Campbell's 'The Hero's Journey' structure also known as the monomyth to explore narrative in games and compare this to other genres of narrative. Some areas of study include; Creative Writing: To explore how games function as creative works. They unpack the 'Hero's Journey' to understand key components of great adventure stories - both digital and written. Within the PBL, students have a choice in their creative outlet for an interactive story. Persuasive Writing: writing persuasively on the value of video games. At its core, this subject is an English based unit with reading, writing, speaking and listening in which games are used to replace your traditional English texts of novels, poetry and films.

Specialism Links to VCE Courses - Communicate & Relate	
Be an Author (Year 9)	All Englishes
Cultural Lens (Year 9)	All Englishes
Film as Text (Year 9)	All Englishes
Greatest Novels of All Time (Year 9)	English & Literature
The Hero's Journey (Year 9)	All Englishes

Year 10 Communicate & Relate

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

Don't Stop the Music

In 'Don't Stop the Music', popular music is used by students as a stimulus and springboard into reading, writing and speaking. Students research artists they are interested in and create informative texts. They also study mentor texts in which well-known recording artists have written about their own memories and experiences. Students use these published memoirs as models for their music-related biographical writing, and they discuss their memories in interviews. Students study the similarities between song lyrics and poetry, analysing the meaning and language features of popular song lyrics in annotations and essay writing. They also write their own song lyrics and reflect on their writing processes.

Hopes and Horrors of Humanity

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

Legends of Literature

In Legends of Literature, students will develop an enjoyment and appreciation for the art of storytelling by exploring what makes a text a 'classic'. They will select from a variety of texts and become empowered to discuss the historical, social and cultural influences that shape a text and how it is interpreted by the reader. Students will consider literary forms and features, language choice and authorial choices to experiment with a variety of interpretations to develop their written responses. This unit is intended as a lead into the study of VCE Literature.

A Love of Language

In A Love of Language, students explore the language of English and its mechanics. They will be exposed to a variety of different text types and how each operates differently depending on the historical, social and cultural context. Students will consider how English has developed in the Australian setting over time. Students will consider literary forms and features, language choice and authorial choices to experiment with a variety of interpretations to develop their written responses. This unit is intended as a lead into the study of VCE English Language.

Novel into Film

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

The Stories of Us

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

Specialism Links to VCE Courses - Communicate & Relate	
Don't Stop the Music (Year 10)	All Englishes
Hopes and Horrors of Humanity (Year 10)	All Englishes
Legends of Literature (Year 10)	English & Literature
A Love of Language (Year 10)	English & English Language
Novel into Film (Year 10)	All Englishes
The Stories of Us (Year 10)	All Englishes

Mathematics

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

Year 9 Core Maths

Semester 1

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

Semester 2

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

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

Introduction to Differential Calculus

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

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

Year 10 Mathematics Options

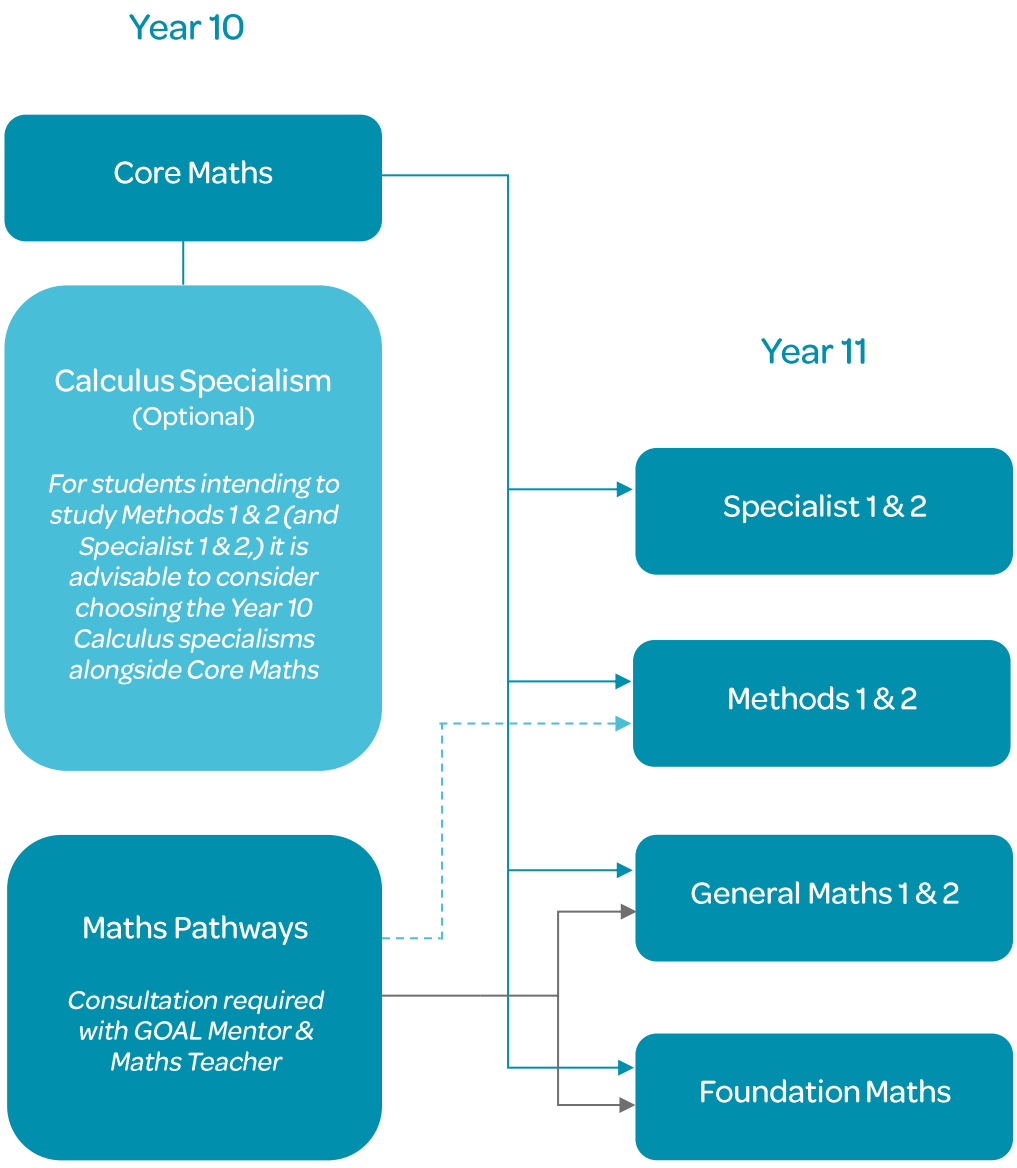
In Year 10, students must choose one of the following two options for Mathematics:

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

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

In addition to Core Maths, students who are interested in studying Maths Methods (and Specialist Maths) in Year 11 are encouraged to consider choosing the following specialism (see page 15):

- Introduction to Integral Calculus (1 semester) - *Differential Calculus is highly recommended.*



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

Year 10 Core Maths

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

Semester 1

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

Semester 2

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

Year 10 Maths Pathways

Semester 1

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

Semester 2

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

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

Introduction to Integral Calculus

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

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

Specialism Links to VCE Courses - Mathematics	
Introduction to Differential Calculus	Maths Methods, Specialist & Algorithmics
Introduction to Integral Calculus	Maths Methods, Specialist & Algorithmics

Beyond

All Year 9 & 10 students must study Beyond in both Semester 1 and Semester 2.

In Year 9 & 10 Beyond, students explore Respectful Relationships and engage in active lifestyle activities. Students identify and analyse factors that contribute to respectful relationships and develop skills to take individual and collective action for themselves and others. They critically analyse contextual factors that influence their identities, relationships, decisions and behaviour, and evaluate the outcomes of emotional responses to different situations. Throughout this unit, students participate in physical activities including competitive sports, leisure activities, games and exercise. Students also participate in a Community Connections project by exploring how to live a purposeful life and serve the needs of their community. Students identify their strengths, reflect on the needs of their community and engage in a chosen community connections project or active volunteering.

In Year 9, students participate in a Market Day activity where they explore the meaning of a social enterprise and the difference between a product and a service. Students develop an understanding of current-day social enterprises and identify current-day issues affecting our local and broader community. Throughout this process, students develop skills relating to logistics and financial planning as well as avenues for skill development and marketing techniques. Students' efforts culminate in them running their own stall at the BSC Market Day where they showcase their product or service to staff and students.

In Year 10, students develop their skills to become ready for employment. They showcase their ability to follow timelines, complete Career Action Plans, conduct independent research and apply for work experience. They prepare for work experience by completing a series of online modules that relate to safety, rights, and responsibilities.

GOAL Program

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

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

BEST (Science)

Students must study at least one specialism from the BEST learning area in both Years 9 and 10 and a minimum of one Biological Science and one Chemical/Physical Science across Years 9 and 10.

BEST > Biological Science

Be a Vet

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

CSI: Crime Scene Investigation

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

DNA to Dinosaurs

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

Marine Sanctuary

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

Specialism Links to VCE Courses - BEST	
BEST > Biological Science	
Be a Vet	Biology
CSI: Crime Scene Investigation	Biology, Chemistry and Psychology
DNA to Dinosaurs	Biology & Chemistry
Marine Sanctuary	Biology & Environmental Science

Back to the Future

In Back to the Future, students will discover the relationship between science and the world around them. They will explore how technology has changed over time with the advancement of scientific understanding. Students begin by investigating primitive technologies that were critical for human survival and the applications of physics. Students are challenged to be resourceful and creative in designing tools for survival, using a knowledge of physics to guide them. They compare a range of food-harvesting tools in different cultures, analysing how intercultural relationships throughout history may have influenced the development of tools. They develop an understanding of Newton's laws of motion, and analysed force, velocity, acceleration and momentum based on real-world data. Students will then explore future technology such as electricity generation as a case study into technology, physics and climate science. They develop an understanding of electrical circuits and environmental science to find a solution to our growing climate problem.

Chemistry in the Kitchen

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

Green Chemistry

In Green Chemistry, students learn how to make a different kind of Chemistry that is better for the planet. They will explore the building blocks of matter and the fundamental nature of how atoms interact with each other to form a wide range of compounds that have an amazing range of uses. This link between structure and properties is explored through a range of different chemical reactions that occur every day in their bodies, homes and natural environment. They learn to use word and symbol equations to represent these reactions and investigate real-life factors that may impact the rate of these reactions. They investigate the development of biopolymers in the context of sustainability and green chemistry and evaluate the role they play in the 'plastic economy'.

The Big Bang

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

Specialism Links to VCE Courses - BEST	
BEST > Chemical and Physical Science	
Back to the Future	Physics, Chemistry & Environmental Science
Chemistry in the Kitchen	Chemistry
Green Chemistry	Chemistry
The Big Bang	Physics

Create – The Arts

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

Create Visual > Visual Arts

Art and Soul

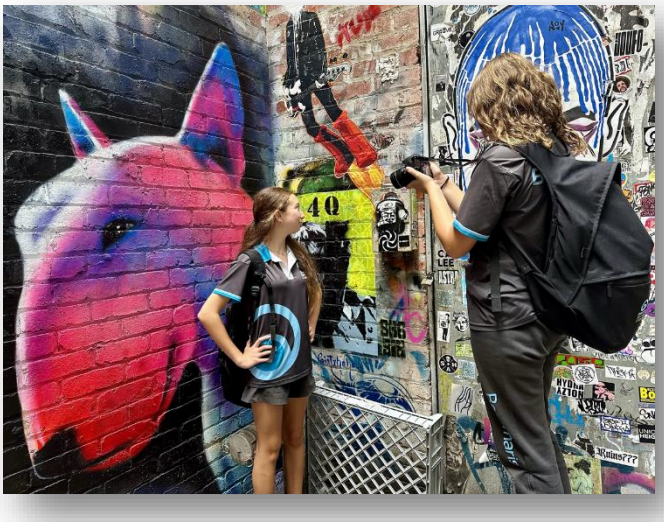
In Art and Soul, students will explore a variety of traditional art materials and techniques to create striking artworks using materials including painting, printmaking, sculpture, and drawing. Students will investigate how art movements have influenced artists over time. They will develop a portfolio of artworks through the study of significant artists and themes, as well as the exploration of various materials, processes, and techniques. In this specialism, students will have the freedom to choose their own artistic journey.

ART-iculate

In ART-iculate, students explore the building blocks of art and the art process. This course encourages physical dexterity, through creative and critical thinking and by leveraging the development of individual style. Students will become creative problem solvers as they start to appreciate how the arts innovate and communicate across time and culture. Students will learn how to use inspiration to inform their artistic skills and apply a variety of multi-media techniques, processes and materials to produce two and three dimensional artworks.

Life Through the Lens

In Life Through the Lens, students learn the building blocks of photography through the study of art elements and compositional tools, as well as the impact of shooting from various angles, different lighting techniques and editing techniques in Lightroom. Students will analyse how photography has been used in art movements such as surrealism, abstraction, and pop art, and how they can create their own photographic artworks in these styles.



Create Visual > Visual Communication Design

Designing for Tomorrow

In Designing for Tomorrow, students will explore and gain an understanding of two important areas of design - Architecture and Object design. Students will undertake two major design projects. One project focuses on architecture, specifically looking at residential architecture where students use a mix of manual and digital methods. One project will focus on object design where students will create a conceptual and design movement inspired object to help with a human-centred issue. They will formulate a brief and apply the design process, acquiring technical and rendering skills while developing their understanding of construction and sustainability. Students will also gain an understanding of design elements and principles, design analysis and visual language.

Visual Communication

In Visual Communication, students develop key skills and knowledge associated with visual communication design including architecture, industrial design and communication design. Students learn technical drawing skills, develop their understanding of the design elements and principles through visual analysis and annotations and apply creative thinking techniques to generate ideas and follow the design process to create their designs.

Create Visual > Media Arts

Be a Film-maker

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

Snapshot

In Snapshot, students explore design and compositional tools and learn how to use a Digital SLR camera and digital editing software, including Adobe Lightroom and Photoshop. They learn media processes and terminology to research and develop ideas and present photographic artworks in response to a range of subjects and styles, demonstrating their photographic and editing skills. Students develop their understanding of media codes and conventions, exploring how creators use these to communicate meaning before applying this knowledge to their creative process to produce an advertisement for an event.

Drama

In Drama, students will partake in a program called "The Suitcase Series". It is a collaboration between Malthouse Theatre and Beaumaris Secondary college. The program features a specially commissioned script, blending a range of theatre styles. Students will explore key conventions of styles and explore how these are applied through a range of theatre. They will also engage in devising and showcasing their work in public theatres and online. The program will culminate in a collective performance with other schools and students will have the opportunity to watch the professional production of the key script.

Page to Stage

In Page to Stage, students will take the reins of the college production's leadership team, designing key theatrical components. Students will learn about a range of theatre styles through viewing performances and use key drama terminology before taking control of a technical component of the production. They will have a choice of sets, props, costumes, make-up, sound or lighting design and will see their work come to life in front of public audiences, as key components of the college production.

Create Performance > Music

Making the Musician

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

Music Studio

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

Specialism Links to VCE Courses – Create - The Arts	
Create Visual > Visual Arts	
Art and Soul	Art Making and Exhibiting
ART-iculate	Art Making and Exhibiting
Life Through the Lens	Art Making and Exhibiting & Media
Create Visual > Visual Communication Design	
Designing for Tomorrow	Visual Communication Design & Product Design and Technologies
Visual Communication	Visual Communication Design & Product Design and Technologies
Create Visual > Media Arts	
Be a Film-maker	Media
Snapshot	Media
Create Performance > Drama	
Drama	Drama & Theatre Studies
Page to Stage	Drama & Theatre Studies
Create Performance > Music	
Making the Musician	Music Performance & Music Industry
Music Studio	Music Performance & Music Industry

Healthy Lifestyles

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

Beaumaris Sports Enhancement

Through the Beaumaris Sports Enhancement Specialism, students develop their capabilities for a selected sport. This is achieved through providing students access to a 'sport-specific' session and a strength and conditioning, and athletic development session, facilitated by an external coach.

Beaumaris Sports Enhancement is a year-long specialism, and students are encouraged to select the Specialism in both Years 9 and 10.

Year 9

SEMESTER 1

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

SEMESTER 2

In Beaumaris Sports Enhancement, students are exposed to elite sporting practices from sport-specific coaching sessions where they develop their skills, tactical knowledge and training techniques to improve their performance. They also learn and develop their fundamental movement patterns through a weekly strength and conditioning program. Furthermore, students will also learn the training principles and methods and apply these to create the training program to meet their personal fitness goals. Students also learn about recovery practices and their physiological benefits.

Year 10

SEMESTER 1

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

SEMESTER 2

In Beaumaris Sports Enhancement, students are exposed to elite sporting practices from sport specific coaching sessions where they develop their skills, tactical knowledge and training techniques to improve their performance. They also learn and develop their fundamental movement patterns through a weekly strength and conditioning program. Students also learn about methods of enhancing performance as well as energy systems, the fuel they require to function and how they work as a collective to create movement.

Changing the Status Quo

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

Fit for Life

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

Game Set Match

In Game, Set, Match, students will experience a variety of different games and sports, to develop their skills and understanding of space, effort, time, fair play, objects and people. Students will learn about strategies and tactics that can be implemented in a net/wall, target, striking and fielding and invasion games. Students will learn to transfer their understanding from one type of sport to another. Students will apply their knowledge of various games to develop and create a unique game of their own innovation. Students facilitate a structured lesson for their peers based on their developed game that includes the responsibilities of setting up, scoring and umpiring.

The Body Lab

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

The Great Outdoors

In The Great Outdoors, students learn about the different types of recreation, risk and the science behind weather systems to plan for a safe, fun and educational recreation experience. Students also evaluate the mental health benefits of outdoor recreation, the cultural influence of recreation and compare natural and built recreational experiences. Furthermore, students research and design an intervention strategy to overcome the impact of recreation on the environment. They use this intervention to increase sustainability and promote positive interactions when participating in recreation activities. They also learn about the influences on our recreational interactions, how to participate in recreational activities with minimal impact and what technologies exist to reduce the impact of recreation on the environment.

Specialism Links to VCE Courses - Healthy Lifestyles	
Beaumaris Sports Enhancement	Physical Education
Changing the Status Quo	Health and Human Development
Fit for Life	Physical Education & Health and Human Development
Game Set Match	Physical Education
The Body Lab	Physical Education
The Great Outdoors	Outdoor and Environmental Studies & Environmental Science

Technologies

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

Artisanship

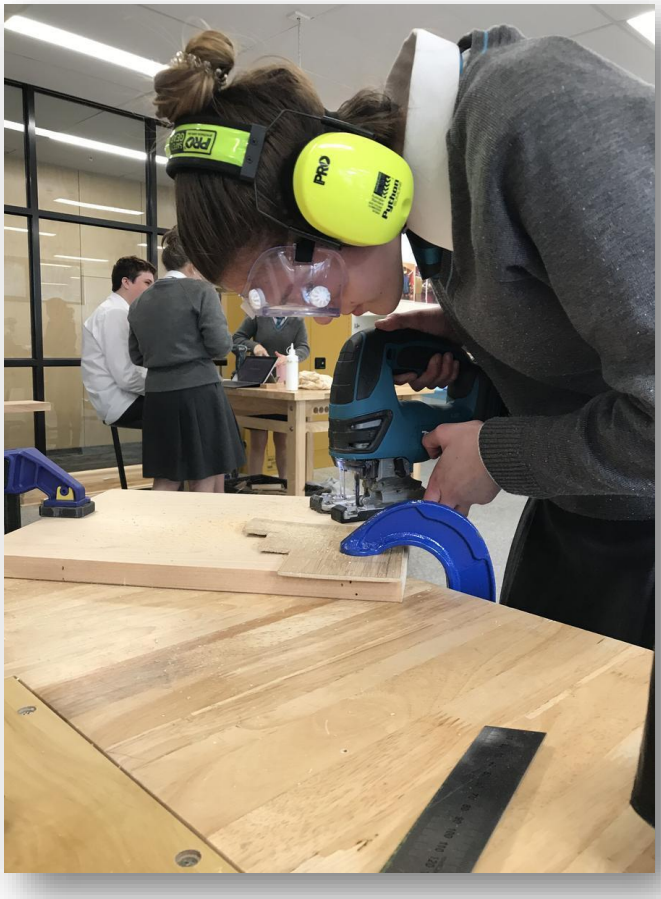
In Artisanship, students will understand the concept of artisanship by learning hands-on skills in the technology workshop, and by exploring the arguments for and against the use of manual production skills in the 21st Century. There will be particular focus on societal wellbeing and environmental sustainability in the digital machine age and students will learn how the conflict between man and machine in the past raises ethical questions and lessons for the direction of technology in the future.

Students will acquire skills in representing their ideas through manual technical drawing, with a specific focus on drawing from imagination, third-angle orthogonal drawing, and technical isometric drawing. In addition, students evaluate strategies and sources of support for making their product, while participating in online safety training in the use of power tools specific to their project, as well as in artisan skills and workshop safety protocols in general.

They interpret their production plan to create a timber cutting list and demonstrate persistence, motivation, initiative and decision-making in applying the practical skills they acquire in the workshop.

Coding – Game Development

Students will engage in learning the basics of game development. In this hands-on class, students will delve into the fundamentals of game development using Unity, a powerful and versatile game engine, along with the C# programming language. Students will then develop their own game proposal and will undertake a development cycle to create their own video game.



Fab Fabrics

In Fab Fabrics, students will explore sustainability and design cultures. Students will develop their abilities to investigate, design and make textile products. They will gain experience in safety and competently operating sewing equipment to produce quality products from upcycled materials and will experiment with several embellishment techniques to create new and interesting fabrics.

This course will provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers, and producers of new technologies.

Inventions and Discoveries

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

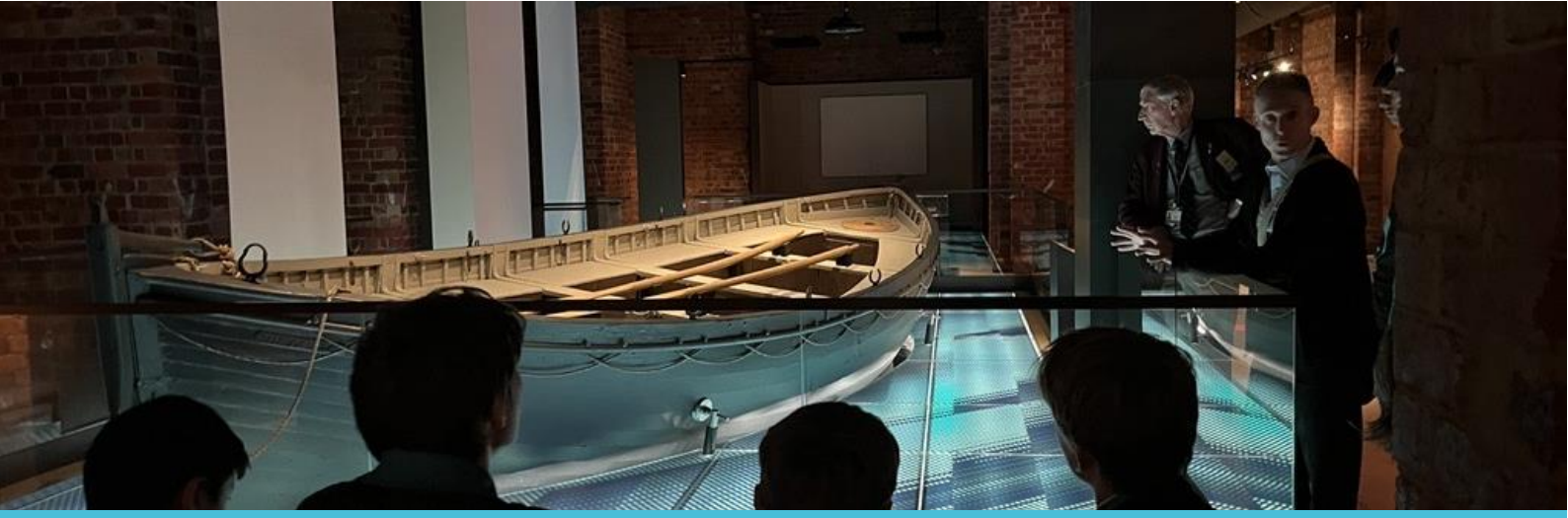
Sustainable Food Solutions

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

You Are What You Eat

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

Specialism Links to VCE Courses - Technologies	
Artisanship	Product Design and Technologies
Coding	Systems Engineering, Algorithmics & Applied Computing
Fab Fabrics	Product Design and Technologies & Visual Communication Design
Inventions and Discoveries	Systems Engineering, Algorithmics & Applied Computing
Sustainable Food Solutions	Food Studies, Geography & Health and Human Development
You Are What You Eat	Food Studies & Health and Human Development



Our World

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

History

Events that Changed the World

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

Horrible Histories

In Horrible Histories, students delve into the origins of World War II, examining the rise of the Nazi Party and the profound human suffering and resilience during the Holocaust. They analyse key events, actions of individuals and groups, and prevailing beliefs and values to identify patterns of change and continuity over time. Students investigate the causes and effects of these events, explaining their significance and the context of people's actions in the past. They assess the importance of events and developments from multiple perspectives and evaluate various historical interpretations and the evidence supporting them. Students locate and analyse historical sources, considering their origin, purpose, and content, to uncover motivations, values, and attitudes. By comparing and contrasting these sources, they evaluate their accuracy, usefulness, and reliability. Additionally, students complete an inquiry task on a significant event of their choosing, where they analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, beliefs, and values. They present their findings through a range of newspaper articles. Students evaluate different historical interpretations and contested debates to construct and communicate an argument about the past, using a range of reliable sources of evidence.

Geography

Poverty & Power

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

Sustainable Development

In Sustainable Development, students delve into the dynamics of population growth and urban expansion. They investigate the impacts of urban expansion on the environment at local, regional, and global scales. As part of their Project-Based Learning (PBL), students study megacities and create a case study on a megacity of their choice.

Additionally, students explore coastal change and management. They learn to identify various coastal landforms shaped by waves and erosion and study the local coastal landscape through a fieldwork excursion to nearby bayside beaches. During this excursion, students gather evidence of coastal change and management practices. Using the collected data, they make recommendations for future management strategies.

Students also utilise digital technologies, including mapping and forecasting, to compare changes in our local environment with global examples. This comprehensive approach equips students with a deeper understanding of sustainable development and environmental stewardship.

Good & Evil

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

Freedom & Democracy

In Freedom and Democracy, students will explore the rights and freedoms we enjoy in a democratic society and the values and practices that enable that society to be sustained. By examining Australia's democratic system against another system in the Indo-Pacific region, students compare and contrast which groups hold power and how that power can be used to influence government and decision-making processes. Students will investigate features of Australia's court system and its role in applying and interpreting Australian law. They then apply this knowledge in an international context by considering Australia's roles and obligations in the global community. Students will have the opportunity to practice active citizenship through the creation of Vlogs and an inquiry into an issue they believe needs addressing.

Economics & Business

Money & Markets

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

Specialism Links to VCE Courses – Our World	
Our World > History	
Events that Changed the World	History
Horrible Histories	History & Politics
Our World > Geography	
Poverty & Power	Geography, History & Politics
Sustainable Development	Geography
Our World > Civics & Citizenship	
Good & Evil	Philosophy & Politics
Freedom & Democracy	Legal Studies & Politics
Our World > Economics & Business	
Money & Markets	Economics, Legal Studies & Business Management

Languages

At Year 9 & 10, students can choose to continue their study of French or Japanese as a year-long specialism, running three sessions per week. To be eligible to study a language as a specialism in Year 9, students must have completed studies in the language of their choice in Year 8.

French Pathway

Year 7
One Semester of French

Year 8
Two Semesters of French

Year 9 Specialism
French

Year 10 Specialism
French

VCE French

+

or

Japanese Pathway

Year 7
One Semester of Japanese

Year 8
Two Semesters of Japanese

Year 9 Specialism
Japanese

Year 10 Specialism
Japanese

VCE Japanese

French – Year 9

SEMESTER 1

In French, students will learn how to meaningfully communicate about their personal world in writing and speaking, including: family, introducing themselves, their interests, and their daily life. Students will have several opportunities to have meaningful cultural experiences throughout Semester 1, as well as develop a stronger intercultural awareness and understanding of the Francophone world and the differences to Australia and their own culture. French offers students the opportunity to participate in the interschool annual *Berthe Mouchette* poetry competition, an excursion to experience French gastronomy and culinary mastery at a French pâtisserie, as well as showcasing their own research about the culture and cuisines in different French regions when cooking for a French gastronomy expo. They revise and acquire a solid foundation of French grammar, syntax, vocabulary, spelling, punctuation, and sentence structures to be able to communicate effectively about themselves, who they are, and their likes and dislikes. Students will continue to expose themselves to French listening and reading comprehension skills as they apply the grammatical knowledge and skills from years 7 and 8, showcasing this in the creation of a real-life French board game. Students will learn to read and comprehend written and spoken French texts relating to consuming food and creating recipes.

SEMESTER 2

In French, students will learn how to meaningfully communicate about their daily life, sports and hobbies in writing and speaking. Students will continue to master French present tense and learn more complex grammar and vocabulary relating to sport, leisure and daily activities. They will learn to read and comprehend written and spoken French texts relating to sports, activities, and their daily routines. Students will gain a deeper understanding of French sport culture in France and other Francophone countries as well as the difference in the culture of sport between France, Australia and countries around the world. Students will discover and research the differences and similarities of young peoples' daily life in other French regions. Students will also learn vocabulary and grammar to help them communicate travel plans and future travel aspirations. They will prepare a virtual trip to France as they learn to read and comprehend written and spoken French texts relating to French regions, travel and daily routines and implement present and future tenses in their speaking and writing.

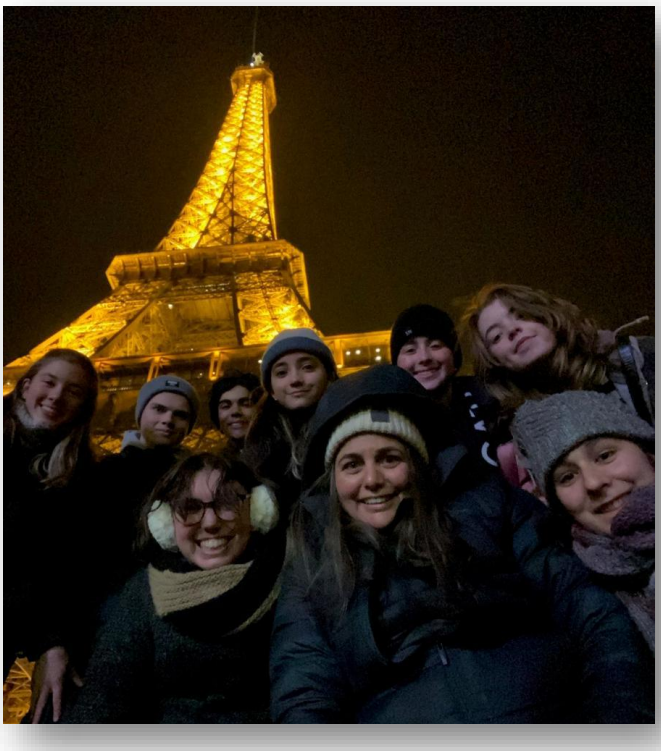
French – Year 10

SEMESTER 1

In French, students will have the opportunity to experience the French Film Festival in Melbourne and gain an understanding of the French community based in Melbourne as well as the cultural influences of French cinema. Students will learn how to communicate effectively when asking for and giving directions when in a French-speaking town. Students will gain a deeper understanding and exposure to appropriate French pronunciation and fluency. They will learn vocabulary for places in a town as well as how to communicate their commuting preferences to school, their travel plans and arranging a future outing with friends. Students will learn how to communicate appropriately when ordering food in France. Students will begin to learn the French past tense and its sentence structures. They will apply past tense when communicating what they did on the weekend and on holidays with friends and family. Students will apply their knowledge of past and future tenses when creating different written texts in French, such as emails, invitations, letters and blogs. Students will learn vocabulary relating to social media and learn how to communicate their preferences. They will learn to analyse and interpret French newspaper articles relating to their generation and growing up with social media and analyse the differences between media in France and Australia for young people. Students will communicate their opinions and discuss in French, the effect of social media among teenagers in their own blog in French.

SEMESTER 2

In French, students will study French icons and cultural perspectives, including Art, Music, Fashion and Cinema. Students will gain a deeper knowledge of French culture and their influence around the world. They will learn vocabulary relating to the above topics and apply their grammar knowledge to speak and write about events that occurred in the past in French. They will learn to analyse and interpret French articles relating to French icons. Students will research influential French people in the past and be able to present information in French about their chosen artist, musician, or icon. Students will discover the cultural influence these icons have had on the French language and other cultures around the world. Students will also learn vocabulary relating to the environment and their wellbeing. They will learn to communicate effectively in French about their personal world and the environmental issues occurring in the world today. They will gain a deeper understanding of the actions France and Australia are taking to support the environment. Students will engage in a conversation in French about their personal world and how they help the environment. Students continue to develop their French grammatical knowledge, grow broader range of vocabulary on multiple topics and develop their writing, speaking, reading and listening skills in French to prepare them for the knowledge and skills required in VCE French.



Japanese – Year 9

SEMESTER 1

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

SEMESTER 2

In Japanese, students learn how to describe their neighbourhood, ask for and give directions and discover what it is like to live in rural and urban Japan. They understand the use of particles and prepositions and say where things and people are. Students learn ways of continuing actions/events, inviting people for events including common conversation to make a plan to do/to go together. Students also learn how to interact with others in Japanese to communicate and socialise through conversations which include telling the time, inviting others and planning outings. They explore leisure activities which families and young people in Japan enjoy and discover popular places that families and teenagers go to hang out in Japan. They also learn how to use the past tense of adjectives and learn about festivals in Japan.

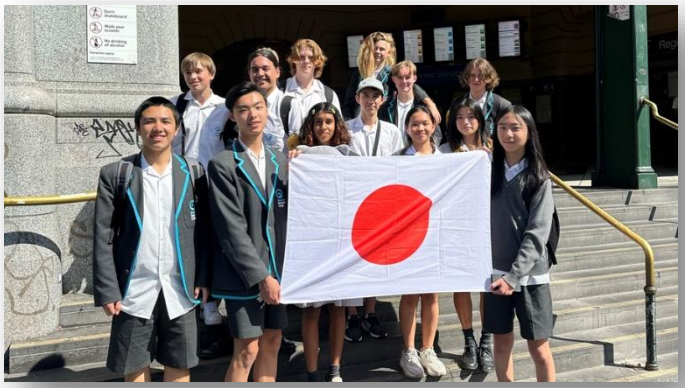
Japanese – Year 10

SEMESTER 1

In Japanese, students focus on school trips, travel time and transport. Students will learn about details of travel (e.g. cities to travel, accommodation, duration of travel, distance between locations), reflecting on activities and rules on Japanese school trips. Students learn to ask and say how long it takes to travel from one place to another and means of transportation. Students also research popular prefectures to travel and create the travel itinerary. Students read and write kanji related to these topics and learn grammar systems. Students discuss what they are good at and like to do, what they want to do in the future and give reasons for their chosen career and talk about part-time jobs and how they spend their money. They understand how to use the potential forms to describe their skills. They discover similarities and differences in part-time jobs, the aspirations of Australian and Japanese teenagers and learn about people who work overseas.

SEMESTER 2

In Japanese, students learn writing skills such as how to plan their writing and understand the rules of *Genkouyoushi* (Japanese manuscript paper) and write real letters to Japanese students in Japan. Students also describe their neighbourhood, ask for and give directions and discover what it is like to live in rural and urban Japan. They understand the use of particles and prepositions and say where things and people are. Student also learn how to talk in casual situations using plain forms. Students learn how to write a journal entry on *Genkouyoushi*.



Specialism Links to VCE Courses - Languages	
French	French
Japanese	Japanese

High Abilities Wider Knowledge (HAWK)

The HAWK (High Abilities Wider Knowledge) specialism offers students the opportunity to participate in an enhanced program that promotes the development of advanced research skills and self-designed inquiry projects.

Students who are currently achieving Well Above the Level in at least three academic subjects, one of which must be Communicate and Relate, are invited to select the HAWK specialism.

Throughout the semester, students will work towards producing a purposeful project that links to our community (college, local, or broader) on a topic of their choice. Students will be supported through the process of developing a topic, connecting to key stakeholders in the community, critically examining evidence, and creating a practical and rigorous action plan. Learning activities and topics will include:

- collaborative literature review
- critical thinking
- methods and ethics of research
- reflective learning journalling
- analysis of issues of interest to develop potential research topics
- planning and conducting an investigation
- public speaking skills to support final project presentation

Students will present their finished product to key stakeholders in the college and wider community as a research report and oral presentation. Students will be assessed based on their written project rationale, research plan, and oral report using the VCE Extended Investigation model.

Year 9 & 10 Specialism Links to VCE Courses

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

Specialism	VCE Study Links
Communicate & Relate	
Be an Author (Year 9)	All Englishes
Cultural Lens (Year 9)	All Englishes
Film as Text (Year 9)	All Englishes
Greatest Novels of All Time (Year 9)	English & Literature
The Hero's Journey (Year 9)	All Englishes
Don't Stop the Music (Year 10)	All Englishes
Hopes and Horrors of Humanity (Year 10)	All Englishes
Legends of Literature (Year 10)	English & Literature
A Love of Language (Year 10)	English & English Language
Novel into Film (Year 10)	All Englishes
The Stories of Us (Year 10)	All Englishes
Maths	
Introduction to Differential Calculus	Maths Methods, Specialist & Algorithmics
Introduction to Integral Calculus	Maths Methods, Specialist & Algorithmics
BEST	
BEST > Biological Science	
Be a Vet	Biology
CSI: Crime Scene Investigation	Biology, Chemistry and Psychology
DNA to Dinosaurs	Biology & Chemistry
Marine Sanctuary	Biology & Environmental Science
BEST > Chemical and Physical Science	
Back to the Future	Physics, Chemistry & Environmental Science
Chemistry in the Kitchen	Chemistry
Green Chemistry	Chemistry
The Big Bang	Physics

Create – The Arts	
Create Visual > Visual Arts	
Art and Soul	Art Making and Exhibiting
ART-iculate	Art Making and Exhibiting
Life Through the Lens	Art Making and Exhibiting & Media
Create Visual > Visual Communication Design	
Designing for Tomorrow	Visual Communication Design & Product Design and Technologies
Visual Communication	Visual Communication Design & Product Design and Technologies
Create Visual > Media Arts	
Be a Film-maker	Media
Snapshot	Media
Create Performance > Drama	
Drama	Drama & Theatre Studies
Page to Stage	Drama & Theatre Studies
Create Performance > Music	
Making the Musician	Music Performance & Music Industry
Music Studio	Music Performance & Music Industry
Healthy Lifestyles	
Beaumaris Sports Enhancement	Physical Education
Changing the Status Quo	Health and Human Development
Fit for Life	Physical Education & Health and Human Development
Game Set Match	Physical Education
The Body Lab	Physical Education
The Great Outdoors	Outdoor and Environmental Studies & Environmental Science
Technologies	
Artisanship	Product Design and Technologies
Coding	Systems Engineering, Algorithmics & Applied Computing
Fab Fabrics	Product Design and Technologies & Visual Communication Design
Inventions and Discoveries	Systems Engineering, Algorithmics & Applied Computing

Sustainable Food Solutions	Food Studies, Geography & Health and Human Development
You Are What You Eat	Food Studies & Health and Human Development
Languages	
French	French
Japanese	Japanese
Our World > History	
Events that Changed the World	History
Horrible Histories	History & Politics
Our World > Geography	
Poverty & Power	Geography, History & Politics
Sustainable Development	Geography
Our World > Civics & Citizenship	
Good & Evil	Philosophy & Politics
Freedom & Democracy	Legal Studies & Politics
Our World > Economics & Business	
Money & Markets	Economics, Legal Studies & Business Management