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Introduction

The subjects offered at Year 9 provide you with the opportunity to select a broad, interesting and challenging course for 2017.

Important questions to consider when selecting subjects for Year 9 should include:

- What subjects do I enjoy most?
  - What subjects do I enjoy least?

- What are my strengths?
  - What are my weaknesses?
  - What are my interests and hobbies?

- What broad career areas look attractive for the future?

Success in all areas of life depends on commitment and organization. You should ensure that Year 9 is used as an opportunity to develop and continue developing planning, organisational and study skills.

You need to ensure that you have as broad an experience of the different subject areas as possible, while maintaining the possibility of following your own interests and strengths.

Please be aware that subjects will only operate with sufficient numbers therefore careful selection is important including emergency preferences. The timetable is constructed based on student selections.
Year 9 Course Structure

1. All core studies: in Year 9 students are required to study a number of core studies. These include: English, Mathematics, Religious Education, Science, Humanities: Their Service, Our Heritage (semester only) and PPS.

2. Elective Studies: in Year 9 students will be required to select at least one Language* subject and 3-5 semester length studies from a range of Key Learning Areas. Students will need to ensure that they select the appropriate amount of units from each learning area. Students are required to choose additional electives as a part of the subject selection process in case any of their preferences are unavailable.

3. Languages: All students must select at least one Language subject*. Students may choose to study two languages. Students studying two languages will be exempt from one learning area and should see Ms McGurn (Deputy Principal) regarding this option. The Languages studies students may select are:

<table>
<thead>
<tr>
<th>Language</th>
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<tbody>
<tr>
<td>French</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Japanese</td>
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a. Humanities: All students study the core subject: Making a Nation: Australian History. Students may select additional Humanities studies. Students may select a maximum of 2 additional Humanities studies in their primary selection. They may select more in their emergency selection.

The Humanities studies student may select are:

<table>
<thead>
<tr>
<th>Study Subject</th>
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<tbody>
<tr>
<td>Geography</td>
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<tr>
<td>Women in History</td>
</tr>
<tr>
<td>Have I Got News For You</td>
</tr>
</tbody>
</table>
b. Arts: All students **must select at least one subject from the Arts**. Students may select a maximum of 2 Arts studies in their primary selection. They may select more in their emergency selection.

The Arts studies students may select are:

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Art</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Music 1</td>
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<tr>
<td>Music 2</td>
</tr>
<tr>
<td>Visual Communications and Design</td>
</tr>
</tbody>
</table>

c. Communications & Technology: All students **must choose at least one unit from the Communications and Technology studies**. Students may select a maximum of 2 Communications and Technology studies. They may select more in their emergency selection.

The Communications and Technology studies students may select are:

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Design and Technology</td>
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<tr>
<td>Food Technology</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>STEM: Science, technology,</td>
</tr>
<tr>
<td>engineering, maths</td>
</tr>
<tr>
<td>Writers’ Workshop</td>
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Please be aware that subjects will only operate with sufficient numbers therefore careful selection is important including emergency preferences.
Core Studies

Focus of Study
Religious Education enables students to enter into the fascinating mystery of God. It fosters a sense of belonging in the life of the Church through relationships with Jesus Christ, with others, and in God's world by assisting students to understand and participate in the process of revelation and faith. Using the curriculum frameworks documents from “To Know, Worship and Love” the students progress through a variety of activities and units of work.

Content
In order to guide schools in the development of a rigorous and engaging religious education curriculum, Coming To Know, Worship and Love has a framework with five content strands. The content strands emerge from an understanding of the Church and of its life where the person of Jesus, as known in the Scriptures, is central. These are drawn from the goals. The content strands of learning are:

1. Scripture and Jesus
2. Church and Community
3. God, Religion and Life
4. Prayer, Liturgy and Sacraments
5. Morality and Justice

These five content strands provide the organisational framework within which the school based religious education curriculum is to be developed. It is anticipated that an equal amount of time should be given each year to each of these strands at each year level.

It is also recognised that schools have other particular focuses which need to be included in their religious education curriculum, such as Founders of Religious Orders and their Charism, Feast Days, Retreats, Outreach activities etc. Schools are encouraged to integrate these life giving activities into the essential dimensions as appropriate at the local level.

Topics
Year 9 Handbook, 2017
• History of the Catholic Church in Australia
• The Book of Ruth
• Lent/Easter
• The Work of Presentation People Overseas
• Redemption and Hope
• The Sacrament of Penance and Reconciliation

Tasks

• Written Notes
• Topic Tests
• Discussion Groups
• Excursions
• Retreat
• Report in multimedia format
• Debates
• Identification exercises
• Analytical exercises
• Oral presentations
• Interviews
• Annotated charts
• Flow charts
• Essay
• Test
• Written exercises
• Film reviews
English

Focus of Study
The focus of Year 9 English is to prepare students for the demands of senior English. While we continue to build on previous skills in the areas of reading, writing and speaking and listening, we also aim to introduce students to some important new writing forms and challenging reading texts. Throughout the year, students will complete exercises in grammar to support their written work.

Content
Analytical writing skills are developed through the introduction of formal text response writing and students will be given the opportunity to continue to develop their creative and argumentative writing skills. In both semesters, students respond creatively to written texts showing an understanding of a selected theme.

Students will study novels, a play, film text and novella. Along the way, they will read and analyse printed and online newspaper articles on a selected issue.

In addition to oral presentations and class discussions, Year 9 English students can continue to develop their speaking skills through public speaking competitions and inter-school debating.

Tasks

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>Creative Context piece (Writing) Students respond creatively to <em>Graffiti Moon</em> showing an understanding of the themes and characters in the novel.</td>
<td>Shared Stories (Writing) In response to a selected theme, students will produce a polished piece of creative or personal writing suitable for publication in the Catholic secondary schools’ anthology, <em>Shared Stories.</em></td>
</tr>
<tr>
<td>Point of View piece (Writing) Students write persuasively on a media issue studied in class.</td>
<td>Text Response (Reading) Students will produce an analytical text response to the film <em>The Help.</em></td>
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<tr>
<td><strong>Oral Text Response to William Shakespeare’s <em>Romeo and Juliet</em> . (Speaking and Listening) Students present a three to five minutes oral response to some aspect of the text.</strong></td>
<td>Oral Presentation – PCW Public Speaking Competition (Speaking and Listening) Students present a three to four minute speech on a topic of their own choice. The three best speakers, as voted by peers, will represent their English class in the Public Speaking Final.</td>
</tr>
<tr>
<td><strong>Comparative Essay – Exam (Reading) In the end of semester exam, students will write a comparative essay on an aspect of the two texts studied during the term.</strong></td>
<td><strong>Creative Context piece (Writing) Students respond creatively to <em>Of Mice and Men</em> showing an understanding of the themes in the novella.</strong></td>
</tr>
<tr>
<td><strong>Text response (Reading) Students will produce an analytical text response to the novella <em>Of Mice and Men.</em></strong></td>
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Year 9 Handbook, 2017
Mathematics

Focus of Study

Mathematics is not only about solving problems from a textbook – it applies to many aspects of everyday life. As well as improving your ability to check your change at the shops, understand what the graphs and statistics in newspapers and magazines really mean or work out the amount of fabric needed to make a new dress, you will also discover ways of calculating how much you actually save in a sale and finding lengths without needing to measure them.

While the course focuses on developing the skills required for further study in this field, relevant practical applications of Mathematics are explored. Technology is used widely to support and enrich your learning.

Classes are conducted as mixed ability groups, catering to all levels of ability and skill. There is the opportunity to work on individually tailored programs for a small number of students.

Content

By the end of the year you should be able to:

- Solve linear equations and apply linear models to real life situations
- Use and apply percentages to find quantities, change, profit and loss, simple interest
- Use and apply Pythagoras’ Theorem and the Trigonometric ratios
- Recognise and use irrational numbers such as surds
- Use and apply angle properties, congruence and similarity
- Sketch & identify and interpret key features of linear graphs
- Use and apply different methods of solving equations simultaneously
- Use an apply index laws
- Use and apply a variety of methods of algebraic manipulation on quadratic expressions
- Draw, identify and interpret graphs of quadratic functions
- Use and interpret a variety of statistical graphs, and measures of spread and centre

You will need to retain your scientific calculator from Year 8, and will at times use the school’s class sets of graphic and CAS calculators.
Science

Focus of Study

Imagine yourself as a detective puzzling over the forensic evidence in order to solve a criminal investigation, or witnessing for yourself how quickly one person can spread a disease to an entire population. What about helping a team figure out how different chemicals react or how our bodies work?

Year 9 Science is about investigating scientific ideas, learning to observe carefully, and asking questions about how and why things happen. This involves developing thinking skills so that we can become effective and informed members of our local and world communities.

Content

Topics covered in Year 9 Science include:

- Pandemic Panic – Should Australia help countries with a disease epidemic?
- Murder@Docklands – How is Chemistry used to solve a crime?
- Let Your Light Shine – What do Electricity and Magnetism have in common?

Tasks

Students will participate in practical activities, group work, simulations, dissections, research, tests, using and making models, online activities, making a crime dossier and problem solving as well as use a variety of computer software.
Humanities

Making a Nation - Australian History

Students investigate the period in Australian history from 1788-1918. This period saw the immense impact of global forces on shaping Australian society and fuelling notions of Australian identity that continue to this day. In particular students focus on:

Unit 1 – From Boats to Federation
- Native Australia
- The colonial experience
- Gold and migration
- Realising Federation

Unit 2 – Commemorating WWI
- Why Australia joined WWI
- WWI Overview
  - Why do we commemorated WWI the way we do?
Year 9 Personal, Physical and Social Learning is a holistic program that incorporates the development of health promotion knowledge, physical skills and the awareness of the benefits of physical activity. Students will learn how to plan and manage their own fitness programs, maintain positive relationships, create their own minor games and develop their skills in a variety of sports including, AFL, badminton, netball and hockey. These activities are also directed towards the development of social and leadership skills for our students and involve both on and off campus learning opportunities.

PPS is an ongoing commitment to health and fitness through the participation in the Year 9 Healthy Living Program established in partnership with a major sporting Institution. The basis of this program was the establishment of a community partnership between PCW Melbourne (PCW) and Richmond Football Club’s (RFC) Tigers in the Community Foundation. The program is focused on improving the current and future health, fitness and wellbeing of our Year 9 students through the introduction of the core study of individual fitness, where students gain knowledge about the components of fitness and how to adopt different training methods to optimize individual fitness and wellbeing.

The Health components promote how to maintain and manage positive social relationships with a diverse range of people and a range of contexts. Throughout the year students will gain knowledge about sexuality and sexual behaviours, promoting safe sex practices and personal approaches. They will also gain knowledge about drug use and abuse in the community and develop strategies in dealing with risk-taking situations and behaviours.
Elective Studies

Humanities

Have I got news for you!

This unit offers a dynamic and flexible approach to world events, as they happen. Students will gain a broad understanding of news and current affairs from around the globe, conducting individual research and developing their skills of investigation, debate, precision writing and using evidence to justify their conclusions.

The topics studied will vary, as students will be responding to issues and events as they arise from a Humanities perspective. The emphasis would be on investigating aspects of breaking news from around the world, and preparing researched responses in a variety of modes.

Students would examine the events from a variety of perspectives. They would investigate the history of the issue (thus placing it in context), develop geographical understanding, examine (where appropriate) economic impacts and benefits, whilst also developing Civics and Citizenship skills.

Tasks

- Research assignment
- Folio of events
- Debate
**Geography**

Students will investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They can explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

The following topics will be looked at:

- Physical phenomena, including natural hazards and the physical processes that produce them.
- Identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement.
- The contrasts between regions within and surrounding of Australia including South-East Asia, the South Pacific nations and Papua New Guinea. Students will develop an appreciation of differences in the culture, living conditions and worldviews, including the Aboriginal and Torres Strait Islander peoples, in these areas.
- Environmental issues such as forest use and global warming.
- Design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.
Women in History

Students will explore women from the Ancient past to the present. They will explore the impact women have had and the reasons they may not be included in other history subjects. Women as a group will be examined but also case studies will allow students to evaluate the role and significance of specific women in history.

The following topics will be explored:
- An overview of how women have been perceived throughout history.
- Women in their own history – mothers, grandmothers and further back.
- Female leaders and feminism
- Women and religion
- Case studies of women from the past.
Languages: French, Italian and Japanese.

INTRODUCTION
Learning a language other than English is a challenging but very enriching experience. Gaining the ability to speak, read and write in a second or even a third language has always been considered an essential component of a comprehensive education. Learning a new language helps to strengthen and consolidate your existing communication skills. At the same time as you are becoming familiar with the vocabulary and grammar of French, Italian or Japanese, your knowledge and understanding of English will also increase. You will notice great improvements in your first language skills.

Studying another language involves making exciting discoveries about another country and its society. As an Australian living in a global world it is important that you can communicate, contribute and collaborate with people beyond our shores. Your ability to converse in another language will provide benefits and skills that will help you take an active role in the world around you.

CONTENT
Learning a language in Year 9 is organised around themes and topics. These topics are designed to help you build on the language and skills you have already learned.

French
In Year 9 French the focus is on communication between people your own age. You learn how to make arrangements by telephone, such as asking your friends to join you on an outing. You will learn how to talk about your family, food, your house and your room in French. You will learn more about clothes and fashion and be able to talk about your hobbies and the sports you play with friends.
In Year 8 the focus was on the present tense now you will learn how to talk about the future. You will deepen your knowledge of French society and culture, learning about its poetry and cuisine, and you will compare the French and Australian school systems. There may be the opportunity to participate in the Alliance Française Poetry Competition and you will be able to watch French films during the French Film Festival.

Italian
In Year 9 Italian you will study a number of topics, including daily routines and activities, school in Italy, and holidays. You will also learn how to describe past events, such as discussing when people were born, or what happened on a school excursion. You will develop your knowledge of Italian society and culture, learning more about the music, poetry and regions of Italy. Throughout the year you will develop your writing skills by completing regular entries in your Italian Diary.
In Year 9 you will also have the opportunity to participate in the Dante Alighieri Poetry Competition and experience authentic Italian cuisine in an excursion to Lygon Street.

Japanese

Year 9 Handbook, 2017
The topics studied in Year 9 Japanese include daily routines and activities, pastimes and school life. You will also continue to extend your knowledge of Kanji and learn Katakana. In the study of Japanese culture you will have the opportunity to learn more about Japanese cuisine by making and enjoying Sushi. Every second year, students from Year 9 and 10 are given the opportunity to participate in the overseas study tour to Japan.

**ASSESSMENT**
Language students must complete at least one of each of the following tasks:
1. Speaking Task
2. Reading Comprehension Task
3. Listening Task
4. Writing Task

There will also be mid-year and end-of-year examinations in each subject.
The Arts

Art

Focus of Study

In Art students make art works that explore themes, issues and ideas. They develop skills as artists as they work across a range of styles and art forms. The ability to analyse and discuss art works is also developed at this level.

Students will continue to learn the vocabulary of art making. In year 9 the following principles of art will be explored: scale, space including perspective, unity and harmony, pattern, proportion, emphasis, focal point and variety.

Content

Imitating Our World

Artists have always recorded the world surrounding them, interpreting and recording it in individual manner. Students view a range of artworks where artists imitate their world, they also develop their skills in observation. Students will learn about traditional drawing approaches and techniques with a focus on portraiture.

Tasks: Students will explore the physical world around them using art forms which may include drawings, painting, printmaking or digital artwork.

Transforming Our World

Artists have the unique ability to transform the world in their art works. Students will explore a range of ways that artists transform imagery. Students will seek inspiration from the world around you as well as from other artist’s works. Students will use contemporary techniques to create original artworks.

Tasks

- A transformed artwork that can be 2 Dimensional or 3 Dimensional.
- A visual diary documenting thinking and working processes
- A detailed Artists Report

Year 9 Handbook, 2017
**Visual Communication and Design**

**Focus of Study**
Visual Communication aims to develop skills enabling students to create designs that effectively communicate information and ideas to different audiences.

**Content**

**Introduction to Design:**
- Design Tools and Equipment (including scanners and Photoshop software)
- Freehand and Technical drawing
- The Design Process
- Using design elements and principles. In year 9 the following design elements & principles will be explored: type, cropping, figure-ground, scale, space including perspective, pattern, proportion and hierarchy.
- Rendering

**Tasks**

**A Practical Folio** that may include:
- Lettering, Symbols, Layout, Packaging, Architecture and Interior Design, colour applications
- Advertising and promotions
- Digital imaging

**Research Task**
- Students analyse the relationships between the function and features of design. Students will learn about the three main areas of design; environmental design, industrial design and communication design.

*Year 9 Handbook, 2017*
Music

Two Music subjects are offered to students in Year 9: Music 1 and Music 2. Students are invited to study one or both of these subjects throughout the year. It is desirable that students who are currently learning or would like to learn an instrument/vocals study both Music 1 and Music 2.

It is highly recommended that students who study Year 9 Music are also actively involved in PCW Melbourne’s extensive extra curricular music program. Students who are involved within extra curricular ensembles such as bands and choirs will be given the opportunity to attend the annual Music Camp and perform at PCW Melbourne Music Showcase

Music 1

Students who elect to study Music 1 will have the opportunity to participate in PCW Melbourne’s iPad composition and song writing course. Students will use Garageband to arrange and record pop songs, compose and arrange a movie soundtrack and create cover versions of their favourite songs. Students will also learn how to read and analyse both contemporary and classical music scores for use when composing and performing on their iPads.

Music 2

Music 2 offers students the opportunity to gain knowledge and experience in all areas of instrumental and vocal performance. This subject examines a wide range of musical areas such as performance, musical styles and analysis, composition and theory/aural training.

Practical skills are developed through activities such as master classes, ensemble work, singing and conducting. On various occasions students will be given the opportunity to perform in groups and as solo artists. This course also introduces students to the fundamentals of music theory, musical analysis, aural skills and creative composition.
Drama

This course is designed to introduce students to Playbuilding through group devised work and Script through interpretation and performance.

Focus of Study
During the semester students study the steps involved in playbuilding from research to performance.
The steps involve:
- Drawing on a range of starting points for playbuilding
- Identify the elements of drama
- Contribute ideas, feelings and experiences to the process of playbuilding
- Create and develop characters using character biographies
- Include and manipulate selected theatrical techniques in performance tasks
- Create effective scene transitions

Interpretation of Script:
Working with script is a process of discovery. Studying the methods of script interpretation and presentation will develop the students ability to read, interpret and perform scripts.

Content
- Explore and consider the roles of the director, the actor and the production team in the interpretation and performance of scripts
- Create a prompt copy for use in rehearsals and performance.
- Explore and apply a method of analysing a script for meaning, character development and effective presentation
- Interpret and present a scripted performance

Theatre Visits:
Students will attend a live theatre performance to gain an appreciation and understanding of a play and how it communicates to an audience.

Tasks:
Theatre games, role play, improvisation, journal writing, performance, review writing.

Year 9 Handbook, 2017
**Communication and Technology**

**Product Design and Technology (Textiles)**

**Focus of Study**
The Design and Technology Textiles course aims to create innovative solutions to design problems. Students explore the elements and principles of design in their response to set tasks that consider both the consumer and the designer. Specialist skills in the area of Textiles are developed as they experiment with new processes and outcomes. They also evaluate the effectiveness of products and work processes.

**Content**
- Develop design briefs
- Create drawings to illustrate design options
- Investigate and research fabrics and decorative techniques
- Learn safe and efficient handling of sewing machines
- Develop an understanding of construction techniques
- Complete machined products
- Apply newly acquired processes to the overall finish of products

**Tasks**
- Preparation of a design folio
- Investigation task
- Design and construction of a range of products

**Food Technology**

*Year 9 Handbook, 2017*
Focus of Study

The Year 9 course builds on the learning and skills developed in Year 8. It is designed to further develop skills and knowledge specifically in the areas of food preparation, nutrition, personal development, management and decision making.

Content

The students will participate in practical classes where they will be required to prepare, present and evaluate a variety of food products.

In the area of nutrition, they will continue to be introduced to the principles of good nutrition, the nutrients and healthy food choices for adolescence. They will be provided with knowledge, examples and experiences as a way of learning how to make healthy decisions regarding food choices.

They will investigate the influences on decision making in food selection and the requirements for healthy and safe food when catering for others.

In the unit “Celebrating with Food” the students will investigate the challenges involved in planning and providing interesting and healthy foods for a range of occasions. The students will plan and present an assignment on a themed party as a major piece of work for Term One.

The students will work with design briefs to achieve solutions to design brief challenges.

Tasks

Practical food preparation classes and theory work, planning and researching design briefs, assignment research and group work.
**Information Technology**

**Focus of Study**
Students are required to resolve problems, which require information technology skills. Students are assured of gaining a more detailed understanding of how information technology works; of how it is used in the workplace, at school and at home; and which impact its use has in the wider community.

**Content**
In this subject students will investigate the use of a number of different types of software. They will examine issues and technologies that are emerging in the information and communication fields, and apply their knowledge and skills, both individually and as a team member, to solving associated problems that are more complex.

Students will
- Use image manipulation using Photoshop and Fireworks software packages
- Produce an animated web banner for a web site using Flash software, whilst learning tweening and masking techniques
- Produce a paper design using storyboard and site map for a digital portfolio in the form of a website
- Build their paper design using Dreamweaver software
- Investigate the use of technology in society such as the responsible use of Facebook

**Tasks**
*Students will participate in problem solving, group work, research, online activities, develop presentations as well as use a variety of computer software.*

Year 9 Handbook, 2017
PLEASE NOTE: This subject is offered to students who have applied themselves fully to their studies in Year 8 English and Year 9 English in Semester 1. Students must have achieved a minimum B average for their written work in order to be accepted into the course. Writers’ Workshop runs for one semester.

Focus of Study
Writers’ Workshop is an extension course and therefore we will be studying texts and writing pieces not usually attempted in the Year 9 English classroom.

Content
Depending on student interests, we will study three of the following topics: play writing, speech writing (for fallen public figures/celebrities), advertising, song writing and short story writing.

Tasks
Ten-Minute Play: Based on the Victorian Art Centre’s ‘Short and Sweet’ Festival, you get the opportunity to write the perfect ten-minute play. The best plays will be performed by students studying Drama at PCW.

Advertising: This collaborative exercise will pit advertising team against advertising team in a bid to win a highly lucrative advertising contract for a mystery product.

Speech Writing
These days it seems that everyone who is anyone has a speechwriter to help him or her out of a tricky situation. Your job is to write a speech for a celebrity/public figure who may need the services of a spin-doctor and speechwriter par excellence.

Song Writing: Are your parents right when they say, “In my day they knew how to write a decent song!”? Lyric-wise, who are the greatest songwriters from the past and today? After being able to differentiate between the good and the plain awful, you’ll get the chance to write your own lyrics to a melody in need of words.

Short Stories: After immersing ourselves in some classic and modern short stories, students will take their own shot at creating their own engaging short story masterpiece.
Problem solving is a critical skill that you will need in all aspects of your life. It is a highly demanded skill in the workplace. By building on your existing skills and creating a solid foundation in problem solving techniques, you will be on your way to successfully solving problems.

STEM is an acronym for Science, Technology, Engineering and Mathematics. This new elective is a practical problem solving based study for students interested in undertaking an accelerated Maths program in Years 10 & 11 (ie Unit 1/2 Maths Methods in Year 10).

This Year 9 elective has been designed especially for highly able Mathematical students and will focus on the development of analytical ability, critical and lateral thinking, initiative and logical reasoning. Learn how to use and apply multiple problem solving strategies and methodologies that are at the heart of mathematical through this interactive and practical study.