



CANTERBURY GIRLS' HIGH SCHOOL

**Middle School
Handbook
2025
Year 9**



Canterbury Girls'
SECONDARY COLLEGE



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A letter for students

Welcome to the Middle School (Years 7-9) at Canterbury Girls' Secondary College.

You will be welcomed into the Middle School where you have a Year Level Co-ordinator to help you. The Year Level Co-ordinator is assisted by the Head of Middle School and as a team, they will support you and help you with any problems you may have.

During your years in the Middle School at Canterbury Girls' Secondary College, your personal journey will include developing a better understanding of yourself as an individual as well as developing your relationships with others both as individuals and as team members in a context of high expectations. It is a time when you take personal responsibility for your learning and the development of a variety of skills in academic, creative, practical and sporting pursuits with the aim, always, of achieving the best outcomes you can in all these areas. In order to do this, you need to ensure that you develop independent, focussed and consistent study habits. You need to work productively in class, you need to seek help from the teacher when you need it, you need to study effectively for tests, and you need to complete all homework by the due date.

At Canterbury Girls' Secondary College we have a strong co-curricular activities program built around our House structure. You will meet other students, make new friends and develop a sense of belonging both to your House and to the College. There will be opportunities for you to undertake leadership programs and develop your leadership and team building skills.

The Middle School at Canterbury Girls' Secondary College offers you many opportunities to succeed and develop your own potential and skills. My best wishes as you take part in that journey.

Dr Mary Cannon
Principal



Information for Parents

Canterbury Girls' Secondary College has built and maintained a reputation for excellence in the provision of education for girls. Students learn in an environment that encourages high achievement in all endeavours and which values effort and diligence. The College places great emphasis on students working to achieve their very best, on students challenging themselves and on seizing all opportunities open to them. As a learning community, we set high expectations for staff and students alike and provide a learning environment which facilitates the best possible outcome for all students.

The College offers a broad dynamic curriculum which provides all students with the opportunity to develop academic, practical, creative and sporting skills. In addition, Canterbury Girls' Secondary College offers an extensive co-curricular program which includes instrumental music, associated bands, ensembles and choirs, community service programs, peer support, camps and excursions.

The school has a strong commitment to promoting leadership skills in students based on co-operation, tolerance, self-discipline and concern for others. The well-established House system fosters the development of initiative, leadership skills, teamwork and active participation in sport, dance, music, debating, drama and chorals. Involvement in House activities enables students to develop relationships with students across a variety of year levels and encourages a sense of community. Students are encouraged to be actively involved in decision making. The College Student Leadership team, the Students' Representative Council (SRC) and the House Captains are important participants in this process.

Canterbury Girls' Secondary College facilitates a strong relationship between all members of the College community. The School Council provides an opportunity for parents, teachers, students and community members to participate in whole school decisions and programs. The Parents' Association is an active group within the College, organising social and fund raising activities. The Mangarra Society, the former students' association, contributes to the life of the College by providing tangible links with our past, by keeping and articulating the history of the College, and by providing funds for College programs. It is a focal point for past students who wish to retain a link with the school. Relationships with the broader school community develop a sense of tradition and continuity for students. Such links ensure a strong sense of identity for the College provide a tangible framework through which we can focus on students learning and student outcomes.

One of the State's few government all girls' schools, Canterbury Girls' Secondary College offers an environment where girls can be themselves and can have a strong voice in the classroom and through the College's co-curricular activities.

At Canterbury Girls' Secondary College we invite young women on an educational journey where they can develop their potential in a supportive environment, challenge themselves to do and be the best they can while fostering resilience and social awareness.



Middle School Activities

A team of committed and dedicated staff work to ensure that students are supported and encouraged in their education. A variety of activities and events are held throughout the course of the year to assist students with the changes they experience and to encourage parents/guardians to be involved in their daughter's schooling.

Camps

Middle school students will have the opportunity to attend a camp.

Student Leadership

The College runs many programs to foster leadership skills. Students have the opportunity to apply for and take on many leadership roles such as Middle School captains, Middle School House Leaders, College Ambassadors, College Tour Guides, Home Group Captains, Student Representative Council (SRC) Members, Environmental Representatives and Social Service Representatives.

House Activities

At the start of Year 7, students are placed in one of the four college Houses – Brennan, Cattanach, Flynn or Macdonald. Throughout the year students have the opportunity to participate in many House activities such as Chorals, Debating, Dance Drama, Year Level Sport Competitions in Volleyball, Netball and Basketball and Sport Carnivals such as Swimming, Cross Country and Athletics.

Sporting Activities

Intra and inter school sporting competitions are held. The College competes in the Boroondara Division of the School Sport Victoria competition once a term. This includes major sports such as Volleyball, Tennis, Softball, Badminton, Netball, Soccer, Football, Basketball and Hockey.

Instrumental Music

The opportunity to study a musical instrument, including voice, is provided through the Music Department. Students are further encouraged to perform as part of the Junior Concert Band. They can also audition for vocal groups such as the SuperNovas and the Cantabella of Canterbury.

Careers Advice and Preparation

At Canterbury Girls' Secondary College we place an emphasis on preparing students for their life after school and provide advice and support for the decisions they are making.

In Year 7 and Year 8, students undertake careers related education during their studies in Personal Development.

In Year 9, students undertake an urban experience at the end of Term 2. They spend four days in the city, investigating city life, undertaking a research project and becoming confident about finding their way around the city environment. Half the students visit the city while the other students remain at school. The following week, the students swap. The students who remain at school undertake a careers planning program that involves resume writing, guest speakers, career planning and opportunities to meet with the Careers Co-ordinator. Year 9 students also undertake one-on-one careers counselling with an external counsellor.

In Year 10 students will undertake one full day of further careers planning a term involving visits to tertiary institutions, VCE information and advice, and subject planning and selection.

Students at all year levels are able to seek advice from the Careers Co-ordinator at any time and parents are encouraged to speak with him if they have any questions particularly in regards to VCE subject selection and tertiary requirements.



2025 Term Dates

Term 1	Tuesday 28 January – Friday 4 April
Break	Saturday 5 April – Monday 21 April
Term 2	Tuesday 22 April – Friday 4 July
Break	Saturday 5 July – Sunday 20 July
Term 3	Monday 21 July - Friday 19 September
Break	Saturday 20 September – Sunday 5 October
Term 4	Monday 6 October – Friday 19 December

Assessment and Reporting

Student achievement is regularly communicated to both students and their parents, in order to encourage progress. The formal aspect of the reporting process includes progress reports, Learning Tasks and Parent/Student/Teacher interviews.

All Middle School students receive progress reports every five weeks including parent teacher interviews. Teachers also provide students with information regarding their progress on Learning Tasks.

Progress reports include a graph and a chart which will show progress in the areas of effort, behaviour and achievement. The graph will show whether progress is well above the expected standard, above the expected standard, below the expected standard or well below the expected standard.

Progress reports and Learning Tasks can be accessed via a student’s profile on Compass.

Learning Opportunities at Canterbury Girls' Secondary College

The College provides students with access to a comprehensive curriculum. In the Middle School, at Years 7 and 8, students undertake a common curriculum, with some choice introduced in Years 9 and 10 and with increasing choice in Years 11 and 12. The College runs a two week timetable cycle.

Year 7 Courses of Study	Year 8 Courses of Study	Year 9 Courses of Study
Subjects	Subjects	Subjects
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
LOTE French	LOTE French	LOTE French or Japanese
Physical Education	Physical Education	Physical Education
Sport	Sport	Compulsory Semester-length Units: Health, Australian History & Geography: Biomes
Ancient History Geography	Medieval History Geography	
Music	Drama	Elective Semester-length Units
Food Technology	Art	Students select from a range of elective offerings starting from page 15
Electronics	Textiles	
Personal Development	Personal Development	



Year 9 Unit Descriptions:

Core subjects



9EN English

Course Description

This unit aims to enable students to speak, listen, read, view and write with purpose, enjoyment and confidence. They become effective communicators through their control of language and understanding of how it varies according to purpose, audience and context. Students gain broad knowledge of a variety of texts; develop a critical appreciation of texts, relating them to their own experience and to society; develop critical thinking skills and become independent and active learners able to work effectively with the whole class, individually and in groups.

Assessment Tasks

Semester 1

1. *Response to Texts*. Students complete a written response to the text studied during the semester.
2. *Speaking and Listening*. Students participate in collaborative tasks, group and class discussion and present a speech to the whole class.
3. *Analysing Media Texts*. Students analyse media texts and images in essay form.

Semester 2

1. *Reading and Creating*. Students will create a newspaper to publish around the school.
2. *Writing*. Students complete a personal response to a film.
3. *Response to Texts and Poetry*. Students complete a written response on a selected poet and their work.

9GE Geography: Biomes and Interconnections

Course Description

Geography is studied for ONE semester only.

Topic 1: Biomes and Food Security

In this unit students gain knowledge of the world's biomes. They explore the distribution and characteristics of these biomes, common flora and fauna and focus on how humans alter biomes to produce food.

Food Security is a significant topic and the exploration of this through case study and fieldwork investigations allows students to understand food production and distribution practices on local, regional and global scales. Students explore farming practices and management through the application of key skills. Feeding the world, and Melbourne's growing population poses many challenges for the future, how can we ensure we have accessible and available food and the knowledge and recourses to use it sustainably?

Topic 2: Geographies of Interconnections

In this unit students investigate the ways in which transportation, information and communication technologies are used to connect people, services information and people in other places on a global scale. Students will explore this through case studies in tourism, trade, transport and technology.

Assessment Tasks

1. *Coursework*. Students are expected to complete coursework exercises.
2. *Fieldwork*. Students will participate in a fieldwork trip and complete a written report.
3. *Tests*. Students complete tests based on the work done in the semester.



9HE Health

Course Description

Compulsory Health is studied for ONE semester only. This unit acquaints students with issues that will help them clarify their own values, recognise societal values and become familiar with decision-making processes. They are also exposed to a comprehensive body of factual material appropriate to each of the following topics: drug education, contraception, Sexually Transmitted Infections and respectful relationships. Student participation is integral to this unit.

Assessment Tasks

1. *Drug Education*. Students are required to create a game that rewards good decision making behaviour.
2. *Contraception Test*. Students are tested on their knowledge and understanding of the major methods of contraception.
3. *Sexually Transmitted Infections*. Students create a pamphlet with information about the symptoms, prevention and treatment of STIs.

9HI Australian History

Course Description

Compulsory History is studied for ONE semester only. Students explore history from the industrial revolution to World War One. Topics could include Britain in the 20th Century, the first Australians, colonisation and convicts, and World War One. Students are introduced to the analysis of both graphic and written primary sources as tools for understanding the past. Students present their work in a range of forms including speeches, letters, posters, timelines, reports, visual presentations and written research tasks.

Assessment Tasks

1. *Coursework*. Students are expected to complete class exercises.
2. *Written/Research Tasks*. Students complete two or three written pieces.



Languages Other Than English

9FR Language Other Than English: French

Course Description

It is compulsory for all Year 9 students to study a language. The Year 9 French course provides students with opportunities to understand and use French within the world of teenage experience on topics such as themselves, their likes, their dislikes, friends, school and their daily routine, transport, travel and health. Students learn about France as a nation with a culture and language which are different from Australia, and some of the reasons for these differences.

Assessment Tasks

1. *Listening.* Students demonstrate comprehension of information, answer questions and draw conclusions.
2. *Speaking.* Students participate in interviews, presentations, role plays and a poetry recitation.
3. *Reading.* Students identify key points of information and answer questions.
4. *Writing.* Students complete guided writing tasks presented in paragraph form.

9JP Language Other Than English: Japanese

Course Description

This course provides students with the opportunities to understand and use Japanese within the world of teenage experience. Students will learn to talk about and discuss personal experiences and history, languages and nationality, fast food in Japan, shopping and recreational experiences in Japan.

Assessment Tasks

1. *Listening:* Students engage with an array of aural texts to comprehend information in Japanese and expose themselves to different uses of language.
2. *Speaking:* Students engage in informal conversations and give oral presentations
3. *Reading:* Students identify key information from written text comprised of hiragana, katakana and kanji.
4. *Writing:* Students present their learned understanding of the language through different text types to express their opinions and experiences.



9MA Mathematics

Course Description

Students are engaged in activities from the areas of Algebra, Number, Measurement, Geometry, Probability and Statistics. These activities promote the development of mathematical skills and knowledge, and the ability to communicate using precise mathematical language. Students learn to systematically tackle non-routine problems, to conduct investigations, to develop logical reasoning and to integrate the effective use of technology including calculators and computers. In each topic, students are required to maintain an up-to-date workbook containing neatly arranged notes, worked examples, and completed classwork. They may also be required to submit set homework done to a satisfactory standard. In addition students are required to submit clearly written reports of a number of problem solving/modelling activities. These tasks require the student to use mathematics creatively in unfamiliar situations as well as applying mathematical techniques to real-life situations.

Assessment Tasks

Semester 1

1. *Pythagoras' Theorem* - Test of questions drawn from throughout the topic and an application task.
2. *Index Laws* – Topic test of questions using Index Laws and scientific notation.
3. *Algebra- Expansion and Factorisation* - A test comprising algebra questions, including application question(s), drawn from throughout the topic theory.
4. *Linear Equations and Direct Proportion*- Topic test covering skills in equation writing and solving and investigating real life situations.
5. *Examination* - A common examination sat by the Year level which covers all the topics taught to date.

Semester 2

1. *Trigonometry* - Group application activity and a topic test.
2. *Statistics*- Data set provided, and analysis task completed.
3. *Probability* - Hands on tasks and a topic test.
4. *Quadratic Functions* - Test assessing graphing, algebra and analysis skills.
5. *Measurement*- Class Application Questions and test containing skills and analysis questions.
6. *Examination* - A common examination sat by the Year level which covers all the topics taught since the Semester 1 examination.
7. *Geometry* - Class worksheets and topic test.

Problem solving and project reports may be associated with topics in addition to those listed above at the discretion of the class teacher.



9PE Physical Education

Course Description

Students work towards further development and refinement of practical and theoretical knowledge through a range of individual and team sports/activities. These units include football codes, netball, fitness, karate, recreation, create a game, Latin dance, badminton, volleyball and a range of alternative sports and physical activities. Through active participation, students learn and improve their understanding of the rules, and learn how to self-officiate. Additionally, they will create and instruct a game for their peers, using their practical experience.

Assessment Tasks

Semester 1

1. *Netball SEPEP Unit – Term 1.* Students are assessed on specific netball skills, their ability to support their peers, respect others' opinions and give their best for their team during a collaborative unit.
2. *Skill Development for Karate – Term 2.* Students are assessed on their skills in karate, their engagement, participation, and self-evaluations based on rubrics.
3. *Overall Practical Participation- Term 1 and 2.* Students are assessed on effort and participation, engagement, behaviour and teamwork.

Semester 2

1. *Create a Game – Term 3.* Students must use their knowledge of game skills, rules and strategies to create their own game and instruct it to the class. Students are assessed on their creativity, group collaboration, game comprehension, and participation and effort.
2. *Skill Development for Net/Wall Games – Term 4.* Students are assessed on their skills in net/wall games, engagement, participation, and self-evaluation based on rubrics.
3. *Overall Practical Participation- Term 3 and 4.* Students are assessed on effort and participation, engagement, behaviour and teamwork.



9SC Science

Course Description

What is this subject about?

Science is about asking questions about the world around us and proposing ways that we can reliably test the accuracy of these theories. In Year 9 science, students build on their understanding of body systems to explore how our nervous and endocrine systems work. We explore the similarities and differences between elements and discuss why they are arranged in the way they are on the periodic table and use these patterns to predict what will happen in chemical reactions. The properties of atoms are used to explain how electricity flows through circuits, with students exploring how different circuit types affect the way electricity flows. We look at how electric currents are used to generate magnetic fields and how magnetic fields are used in a range of technologies. Finally, we look at how evidence, such as magnetic fields in rocks, helps us to make predictions about how the earth has changed in the past and how movement of the earth's mantle leads to earthquakes, volcanoes and tsunamis.

What questions are explored?

- How do our bodies coordinate and communicate internally to keep us healthy and safe?
- How do the properties of atoms affect the way different elements react?
- How can we use patterns in the periodic table to predict the properties of an element?
- How do electrons move through different types of electric circuits?
- What causes magnetic fields and how do these magnetic fields affect life on earth?
- How can we tell what happens inside the earth and what it is made of when we cannot see it?
- How do observations of the earth's crust, the location of fossils in different rock types, and the location of plants and animals today provide evidence on how the earth has changed over millennia?

What are the class activities?

- Students are encouraged to make predictions (hypotheses) about the world around them in the context of each topic.
- Students will develop their understanding of the scientific method through a range of experiments and simulations, some of which are self-designed.
- Students will gain experience in applying their mathematical knowledge through the analysis of data from both tables and graphs, and use this data to help explain their understanding of science.
- Research and note-taking activities will help students develop independence with their study skills and critically assess the reliability of sources of information.
- The social context of scientific knowledge is explored by looking at a range of recent media articles and discussing the ethical considerations from different perspectives.

Assessment Tasks

Students are informally assessed throughout the year based on their contributions to class discussions, their participation in practical work, and their responses to set work. Formal learning tasks include:

1. Data Analysis Task. Students are presented with sets of data which they need to interpret in the context of the topic.

2. Media Analysis and Ethics Task. Students use an ethical thinking framework to analyse and respond to the issues raised in a recent media article.

3. Children's Story Book. Students communicate their scientific understanding by writing a story about an aspect of the human body including original illustrations that help convey the meaning of their text.

4. Practical Reports. Students complete a set of experiments, record and analyse their data, and write up their results as a formal report.

5. Topic Tests. Focus on developing an awareness of how to respond to instructional and key terms in preparation for VCE exams.



9IM Instrumental Music

This course is co-curricular and not part of the elective program. It is available to all students in the school.

Course Description

This course provides students with the opportunity to gain skills on a musical instrument in order to perform both as a soloist and as a member of an ensemble. The course is performance based and all students are required to participate in at least one major ensemble. Students will study a range of musical styles and work towards establishing a good reading and aural skills set on which to further develop. External examinations may be offered where it is considered appropriate to students' musical development.

Assessment Tasks

1. *Technical Work:* A range of appropriate technical work designed to enhance a student's ability to play with flexibility and fluency will be determined by the instrumental teacher.
2. *Solo Performance.* Students are required to prepare and present a program of solo works. Soirees, lunchtime concerts and in-class performances are available to students regularly throughout the year.
3. *Sight Reading.* Students will develop skills in unprepared performance which will support them in being able to perform more efficiently and at first sight with accuracy and fluency
4. *Aural Perception and Improvisation:* Students will regularly work through a range of aural skills which may include improvisation and 'playing by ear' to support ear training.
5. *General Knowledge.* Students will develop an understanding and working knowledge of musical language as it applies to preparing for performance.
6. *Ensemble Performance:* All Instrumental Music students are required to participate in at least one Major ensemble.

Ensembles include: Wind Symphony, Concert Band, Training Band (beginners), Symphony Orchestra, Encore Strings, Cantabile Strings, Vivace Strings, Cantabella of Canterbury, SuperNovas and Guitar Ensemble.

Each of these groups rehearses weekly throughout the year and performs both at the College and at outside events.

Participation includes preparation of individual parts and regular attendance at all rehearsals and performances.



Year 9 Elective Process

In order to ensure a balanced curriculum of studies, students in Year 9 will be required to undertake 6 electives comprising:

- a. 1 compulsory Health elective
- b. 2 elective subjects from the Visual and Performing Arts
- c. 1 elective subject from Humanities/English/LOTE
- d. 1 elective subject from Science/Technology/Maths
- e. 1 other elective

Elective Studies

The following diagram explains the structure of the Year 9 program.

One compulsory Health elective	2 elective subjects from the Visual and Performing Arts	1 elective subject from Humanities / English / LOTE	1 elective subject from Science / Technology / Maths	1 other elective
1 Compulsory elective	2 units from	1 unit from	1 unit from	1 unit from
1. Health	2. 3.	4.	5.	6.



Year 9 Unit Descriptions: Elective subjects



ART

9AR1 Two-Dimensional Art

Course Description

This unit aims to explore a range of art forms in 2D art making. Students extend their knowledge of the art elements and principles, and materials. Students start to take charge of their personal ideas and style. Students create a mixed media drawing that demonstrates perspective and movement. Students complete art processes towards a canvas painting in acrylic paint and engage with printmaking along with further small drawing tasks.

Assessment Tasks

1. *Folio*. Students present a folio of completed two-dimensional artworks.
2. *Art Journal*. Students present a visual and written diary of research, idea explorations, trialling and annotation that explains and evaluates techniques, ideas, and aesthetic resolution in the art process.
3. *Responding to Artworks*. Students present an assignment critically analysing the art works from traditional and contemporary contexts.

9AR2 Three-Dimensional Art and Sculpture

Course Description

This unit aims to explore a range of art forms in 3D art making. Students extend their knowledge of art processes using the art elements and principles, materials, and techniques. Students explore free standing and relief sculptural style using clay, paper, and other materials.

Assessment Tasks

1. *Folio*. Students present a folio of completed three-dimensional artworks.
2. *Art Journal*. Students present a visual and written diary of research, idea explorations, trialling and annotation that explains and evaluates techniques, ideas, and aesthetic resolution in the design process.
3. *Responding to Artworks*. Students present an assignment critically analysing the art works of both traditional and contemporary sculptures from a range of different cultures and contexts.



DRAMA

9DR2 Drama – The Show Must Go On

Course Description

Students will learn about the processes involved in staging a production. They will learn about the production roles (acting, direction, costume design, make-up, props, set, lighting and sound) needed to create a production and how decisions are made in the theatre. Students will have the opportunity to be involved in classroom character and scene workshops and create performances. Students will be involved in a final performance in which they take on responsibility for a production role, as well as acting in the performance.

Assessment Tasks

1. *Production Role*: Students will take on the production role of either costumes, make-up or set, and create designs for a chosen show. They will also provide rationale as to why they made their decisions.
2. *Theatre Review*: Students will watch a theatrical production and review and analyse its use of production roles.
3. *Performance*: Students will create a performance utilising the production role of acting. Students will also incorporate the other production roles they have learned about throughout the course.



ENGLISH

9LI English – Literature

Course Description

The study of literature focuses on the close analysis of text. Literature has long been a part of our culture and the sharing of stories reflects not only our culture and society but also allows us to look into other cultures and societies, both present and past.

In Literature you will have the opportunity to read a range of texts from different genres and periods and through the study of novels, short stories, poems, plays and films you will develop an understanding of the ways language can be used to convey ideas and attitudes imaginatively.

Outcomes

At the completion of the Unit students should be able to demonstrate the achievement of the following outcomes. The ability to:

- Use the language of literary analysis appropriately
- Engage in close textual analysis
- Use evidence to justify responses to text
- Understand that texts may be multilayered and open to multiple readings
- Develop a range of writing skills

Assessment Tasks

Assessment tasks will include a range of the following:

1. Close textual analysis
2. Text responses
3. Creative writing



FOOD AND TECHNOLOGY

9FT1 Food and Technology – Cake Decorating

Course Description

Students prepare and decorate cakes suitable for various occasions. They undertake various cake decorating techniques to develop skills in the preparation and use of icings and other materials.

Students are expected to complete a folio containing a record of design and production activities.

The topics covered in the course include: preparation and use of glacé, butter and royal icings, decorating with chocolate, marzipan fruits and floodwork.

Assessment Tasks

1. *Child's Birthday Cake*. Students design and decorate a cake to a design brief specification.
2. *Decorating with Chocolate*. Students complete a cake using chocolate as a decorative feature.
3. *Gingerbread House*. Students complete a gingerbread design and use royal icing to produce and decorate a biscuit based gingerbread house.

9FT2 Food and Technology – World Food Bites

Course Description

Students explore foods from around the world gaining an understanding of the tastes and textures that are enjoyed by people of other countries and adopted as part of the Australian cuisine. A range of relevant techniques and equipment is used to increase the students' skills.

Assessment Tasks

1. *Research Assignment*. Students investigate bush tucker foods and their assimilation into everyday cuisine
2. *Meal Preparation*. Students plan, prepare and evaluate an international meal and submit a written report.
3. *Practical Test*. Students demonstrate safe and appropriate use of tools and equipment in following a recipe and independently completing a product.



HUMANITIES: Commerce

9CO1 Commerce – The Law and You

Course Description

This unit consists of an introduction to basic concepts of Law in our Society. Students will investigate the key features of criminal law, how it is enforced and the impacts of crime. Students will be given the opportunity to negotiate and learn about different types of crimes. They will also explore their rights and responsibilities under criminal law and their relationship with the police. In exploring these issues it is intended to provide students with the background to enable them to conduct their own investigation into current issues of legal concern.

Assessment Tasks

1. *Criminal & Civil Media Folio and Report* – Students produce an investigation of current criminal and civil cases being heard in court and examine the differences between Criminal and Civil Law, and analyse the effectiveness of the law.
2. *Police Powers*. Students produce a poster, which examines the powers of the police in Victoria and their importance.
3. *Legal Dilemma Research Task*. Students produce a report highlighting a legal dilemma and present an oral presentation to the class.



9CO2 Commerce – Money, Money, Money

Course Description

This elective subject aims to make students aware of the many features of the world of commerce, with a particular focus on developing their consumer and financial literacy skills. Students will explore the role and importance of making responsible and informed decisions about consumer issues and managing money and assets. How these decisions affect the individual's and the community's quality of life, sense of security and awareness of future options and the overall economic wellbeing of society is considered.

This unit covers Economics and Business curriculum which explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. In studying this subject, students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.

The topics covered are as follows:

- **Topic 1: Introduction to Economics** – students will learn about the importance of the study of Economics, how demand & supply impacts on resource allocation and the setting of prices in consumer markets
- **Topic 2: Financial Literacy** – students will learn about the different sources of income, the role of banks and interest, the importance of budgeting and learn how to create a budget
- **Topic 3: Consumer Literacy** – students will learn the different strategies needed to become a smart consumer; including the role of advertising, how to save money and avoid being scammed
- **Topic 4: Introduction to Tax** – students will learn about the different taxes applied at federal, state and local government levels, the reasons for tax and how to calculate their personal income taxes
- **Topic 5: Introduction to Investing** – students will learn the importance of investing and the different types of investments and their returns.

Assessment Tasks

1. Class Activities/Worksheets – Students will take part and complete a range of class worksheets each lesson as part of their participation in this subject.
2. Test– Students will be tested on their understanding of economic concepts as well as the major factors that entails the major concepts to develop their consumer & financial literacy skills.
3. Budgeting Research Project – Common Assessment Task – “Planning & budgeting for a holiday!” where students will use an Inquiry Based Approach to research and plan an ideal holiday and create a budget for it, or their “Dream #LYF” where they research possible careers and incomes and then choose their dream house and car to purchase.



HUMANITIES: History

9HI1 History - Tyrants, Gods and Monsters

Course Description

What does it mean to be a good leader? What is the best way to rule a group of people? What happens when leaders fail? Ancient Greeks and Romans were very interested in questions like these and they resonate strongly with us in the 21st century. This subject will explore the myths, buildings, artworks and people central to these questions. Students selecting this subject will be honing their analytical, evaluative and critical thinking skills and they will be able to foster their own creativity and historical empathy.

Assessment Tasks

1. Students will complete a multimedia task where they explore a myth that relates to power.
2. Students will maintain a detailed and comprehensive workbook including questions and notes and will complete an infographic that draws on their skills of synthesis and analysis.
3. Students will complete a context analysis of one building of power. Students will first study a building in depth and then they will need to analyse a smaller section in detail.



MEDIA

9ME1 Media – Exploring Real Images

Course Description

The subject explores how images are constructed and presented to the viewer. Still life photographic images and Film/Video are reviewed in terms of their content and structure. Students have the opportunity to gain hands on experience with digital photography and are introduced to the photographic process. Students further explore magazines looking at genre.

Assessment Tasks

1. *Effective Images Report.* Students research and write a report on the effectiveness of images used to sell a product to a target audience. They develop an understanding of how media texts are produced in different contexts.
2. *Final Production.* Production of photography folio and either a video or magazine to suit a particular audience.
3. *Production Journal.* Each student records her involvement in the production process, studio and daylight photography, of either a video or a magazine and comments on the success of the final product. Students plan productions to suit a particular audience.

9ME2 Film and Video Development

Course Description

This unit explores how films are constructed to engage the audience and convey meaning. To understand how a film works, the codes and conventions used to construct the story are isolated and studied. The different elements of a variety of films are studied to give students an insight into the film-making process. Video techniques, planning, scripting, organising a shoot, camera techniques and computer editing are covered in this unit.

Assessment Tasks

1. *Film Analysis.* Students write a report on a specific film and how it uses production conventions to present its message. They develop an understanding of production styles, formats and genres. Students use a range of skills in identifying, analysing and interpreting media texts.
2. *Pre-Production.* Students plan and write a script and produce a storyboard using film codes and conventions.
3. *Video Production.* Students present their final production to the class. They demonstrate skills and techniques appropriate to media production.
4. *Students create independent media tasks* using editing software. They apply their knowledge and skills towards a video production.



MUSIC

9MU1 Music – Mix Masters- Exploring, DJing, and Creative Music Elements

Course Description

"MixMasters – Exploring, DJing, and Creative Music Elements" is a comprehensive course designed to blend the art of DJing with essential music theory and song forms. Students will explore digital audio workstations (DAWs), while exploring DJ techniques. The curriculum covers key music theory concepts, including scales, harmony, rhythm, and structure, to enhance musical creativity and performance. Through practical projects and live performance opportunities, students will develop skills in digital music production, music production and DJing

Assessment Tasks

1. *Composition/Recording*- Creation of two songs/tracks in contrasting styles.
2. *Research Assignment*- Exploration of a style of music linked to composition.
3. *Written Test*- Theory and aural concepts such as intervals, scales, chords, and rhythm.

9MU2 Music – Music Theatre

Course Description

Do you enjoy acting, singing and dancing? Do you have a passion for performing? Do you want to develop confidence in front of an audience? Have you always wanted to perform in a musical production but never had the opportunity? Then this subject is for you! This course caters for performers of all levels and experience. Students will gain insight into the entire process involved in creating and performing live musical theatre. This includes auditioning, choreography, lighting, costumes, direction, props, stage make-up and sets. An excursion to a live musical theatre production is included in this subject therefore an additional cost will be involved.

Assessment Tasks

1. *Theatre Performance*. Students will participate in the preparation and performance of a musical production.
2. *Theatre Review*. Students present a critical review of a musical.
3. *Folio*. Students will keep an annotated folio of research tasks, class assignments and development of their character and performance skills.



SCIENCE

9SC1 Science – Forensic and Investigative Science

Course Description

This subject is a hands-on practical based subject where you will participate in a range of investigations using everyday science from the world around us.

You will learn how scientists:

- Collect and interpret evidence from crime scenes.
- Use the chemical properties of substances to analyse and test food.
- Use critical thinking to make decisions based on data.
- Design investigations that enable us to reliably test our predictions and draw valid conclusions.
- Think about the ethical impacts of scientific discoveries and how this affects human societies and the environment.

You will work in small teams to propose topics to investigate, and to plan and conduct experiments that will help test your predictions. You will learn how to record and analyse your data, and use your maths skills to interpret your results in relation to your scientific knowledge. You will present and share your results both verbally to the class and in written reports, as well as share your ideas in class discussions.

You will build on the knowledge covered in the core science course to enhance your knowledge in chemistry, biology, physics and psychology, and improve your understanding of how science happens in the real world. This subject will help you think about which branch of science you are interested in and will help you with your VCE subject selection.

Assessment Tasks

1. *Practical Report.* Use the scientific method to conduct experiments, describe your results, and comment on the scientific significance of your results.
2. *Research Project.* Research how evidence was used (or misused) in a criminal case and cast your judgement based on your findings.
3. *Practical Investigation.* Design your own scientific investigation into the properties of food or other household substances.



TEXTILES

9TX1 Passion for Fashion

Course Description

This unit allows students to imagine and create the fashion label of their dreams by using sewing processes to create a ready-to-wear fashion label line of garments from commercial patterns. Students investigate Fast Fashion and consider its impact on our lives and the environment. Students recycle and remodel textiles products otherwise destined for landfill. This unit aims to extend the student's sewing skills and be creative in generating their own fashion label.

Assessment Tasks

1. *Folio Development*. Students create a mood board and complete a number of concept drawings. They present final sketches of their dream fashion garment or outfit.
2. *Garment Construction*. Students complete one finished garment or garments depending on the complexity of the garment's construction technique.
3. *Recycle Re-model Project*. Students create an item of clothing or fashion accessory using recycled or upcycled materials.



VISUAL COMMUNICATION

9VC1 Retail Design

Course Description

In this Visual Communication Design unit, students explore and develop their creative capacities together with their drawing and design skills. Students use the design process to discover, define, develop and deliver solutions for design messages, objects and environments. They investigate product branding through logo development, packaging, labelling and promotion. The importance of design in a retail setting is examined through the development of a store concept and interior design to market the brand.

Assessment Tasks

1. *Visual Diary* written research, inspiration, exploration and evaluation to support the design process and the making of final design and drawings.
2. *Folio* of major designs and drawings.
3. *Design analysis* of different design fields.

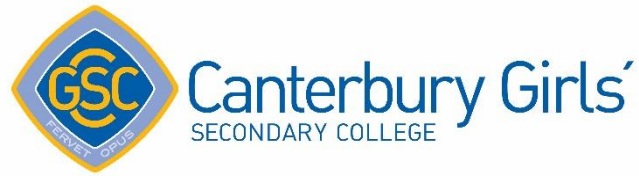
9VC2 Drawing & Design

Course Description

In this Visual Communication Design unit, students use drawing to communicate and visualize concepts in the design fields of messages, object design and design environments. Students use a variety of manual and digital methods, media and materials to work within stages of the design process. 2D and 3D technical drawing, creative thinking, typography, imagery and illustration are practiced. The theory and analysis of Visual Communications in graphic, product, interior, architectural and interactive design are examined.

Assessment Tasks

1. *Visual Diary* and written research, inspiration, exploration and evaluation to support the design process and the making of final design and drawings.
2. *Folio* of major designs and drawings.
3. *Research* that analyses each design field.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



Please Note: All handbooks are accurate at the time of printing. Year 9 & 10 Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.