



GREATER
SHEPPARTON
SECONDARY
COLLEGE

YEAR

9

SUBJECT SELECTION GUIDE

2025





GREATER
SHEPPARTON
SECONDARY
COLLEGE

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CORE SUBJECT OVERVIEW

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ENGLISH

Description of 21st century skills:

This subject has been designed to enhance and strengthen students' literacy skills in a range of key areas, with a focus on developing critical thinking skills through writers' notebooks. Students will cultivate collaboration and communication skills through their work in book clubs; also developing leadership and social and cultural awareness in their discussions. Students will utilise a range of ICT literacy skills across the curriculum as they develop and demonstrate their learning and understanding in a variety of formative and summative assessment tasks which enable them to show their curiosity, initiative and adaptability.

Description of the learning:

Year 9 English focuses on developing students' skills in reading, writing and speaking & listening through the use of the readers' and writers' workshop program. Students will respond to a range of texts, many of their own choice, in their own readers' notebooks, and develop their skills as writers through daily practice in their writers' notebooks. They will cultivate specific skills using reading and writing strategies which will be developed and enhanced through mini-lessons demonstrated by the teacher. Students will then have the opportunity to practice and develop their own skills and responses in their notebooks and in formal pieces of writing. Students will study texts such as poetry, short stories, non-fiction texts and novels.

Description of the assessment:

Regular formative assessment will take place in the form of entries in the reading and writing notebooks, student/teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, and formal essays. Students will work in groups and individually, establishing and consolidating their abilities to communicate and collaborate. Students will be expected to draft and edit their work, making choices about audience, voice, purpose and other literary devices in order to achieve their goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding. Showing the development of higher order thinking skills will be a key component of the assessment in English in Year 9 as students move towards the more complex requirements of senior English.

Contact person: Caitey Wilton

EAL ENGLISH

Description of 21st Century Skills:

This subject has been designed to build students communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture. The following 21st century skills will underpin the teaching of English EAL and will be the foundation of every lesson:

- Critical thinking skills that allow the learners to process information in a variety of different ways
- Communication skills that allow the learners working together to improve their receptive and productive language skills
- Creativity skills that allow learners to make new connections and share their knowledge in a variety of different ways
- Collaboration skills that allow learners to work with others to reinforce newly learned vocabulary and grammar

Description of the Learning:

EAL English focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students to integrate their knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

- Reading and Viewing
- Writing
- Speaking and Listening

This subject provides individualised support and extension activities are incorporated into every lesson.

Description of the Assessment:

Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Assessments will also include a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

Contact Person: Megan Dixon

HEALTH

Description of 21st Century Skills:

This subject has a theoretical focus. Students participate in one health session a week for the duration of the school year.

The Health components of the course have been designed to develop the skills and knowledge of the students to be able to make informed decisions regarding their own and others health, safety and well being. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will incorporate the use of ICT to deliver effective feedback to self and peers.

- Performance of roles in a SEPEP unit
- Providing and implementing feedback through the use of ICT

Description of the Learning for Health Education:

The health component of this core subject focuses on the importance of current health issues that young people are faced with in our community. The theory sessions will present up-to-date information on a variety of topics

and students will apply their knowledge in scenario style situations. Positive and negative consequences will be unpacked, and risk-taking behaviours investigated. Topics covered include drugs and alcohol, mental health and wellbeing, safety and reproduction. Students will also have the opportunity to attend GV Passport, Taking Care of Me and One punch presentations to consolidate their learning that has taken place in class.

Description of the assessment:

- Written reflections for GV Passport, Taking Care of Me and One Punch presentations

Contact person: Alicia Cornelius

HUMANITIES

Description of 21st Century skills:

In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem-solving and social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop foundational literacy skills in ICT, finance, culture and civic literacy.

Description of the learning:

In this subject students will develop an understanding of the history of the Industrial Revolution and Australian society up until the conclusion of World War 1. Students will learn about the geographical knowledge and skills surrounding biomes and food security, and the interconnection between people and places. In civics and citizenship students will study the Australian Government, democracy, citizenship, diversity and identity. In economics and business students will examine business and work environments and develop their skills in financial literacy and making consumer decisions. Students will also explore Australia's place in a global economy. Students will spend time examining the reasons and events of the 'Holocaust'.

Description of the assessment:

A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analysis and written tasks.

Contact person: Craig Parker

MATHEMATICS

Description of 21st century skills:

This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems and communicate their ideas. Students will use technology to aid this.

Description of the learning:

Mathematics in Year 9 focuses on learning a variety of topics from number and algebra, measurement and geometry, statistics and probability from the Victorian Curriculum. Students will extend their knowledge into the understanding of new concepts and being able to apply these skills in a range of contexts, moving from concrete through to visual and abstract representations. Students will continue to develop problem-solving skills and perseverance through undertaking challenging tasks. Students learn through communicating with their teachers and their peers, and learning will involve ongoing verbal and written interaction.

Description of the assessment:

Within this subject, students will complete a range of assessments including problem-solving, projects and tests to measure their understanding and skill development. Students will complete pre and post assessments as a tool to measure their growth and highlight their individual needs. Students will also be able to show their understanding by completing projects where they apply their learning to new contexts e.g. creating their own survey questions, gathering data from peers, then representing and analysing this real-world data.

Contact person: Tara Richardson

SCIENCE

Description of 21st century skills:

This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the scientific method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and acquire the skills needed to make informed decisions about local, national and global issues.

Description of the learning:

Throughout this unit students develop their knowledge and understanding through a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas:

Biological science: How multicellular organisms rely on their internal systems to respond to changes to their environment, including responses coordinated by the nervous system.

Chemical science: Composition of matter, the structure of atoms and an introduction to the periodic table. Chemical reactions, including combustion and acid base reactions are also investigated.

Physical science: The components and design of electric circuits for diverse purposes and the concepts of voltage and current are investigated. Explaining the interactions of magnets using the field model and investigating the composition and use of electromagnets will be studied.

Extended scientific investigation: Students will be provided with the opportunity to investigate, plan, conduct, and present their findings into an extended investigation task on an agreed topic.

Description of the assessment:

Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with freedom in presentation formats.

Contact person: Sarah Beattie

LEADERSHIP & EXTENSION ELECTIVES

CRIMINOLOGY (ADVANCED SCIENCE)

Description of the learning:

Ever watched CSI, Criminal Minds or Bones and thought "Wow! I want to do that as a job?" In this subject we will be looking at the science, psychology and legal systems being depicted in these kinds of shows. We will explore the roles of forensic scientists, forensic psychologists and the Australian legal system and then use our knowledge to solve mysteries.

This is an advanced science unit and is aimed at highly motivated students wishing to extend themselves. It is recommended for students wishing to be considered for early entry into VCE Biology or VCE Psychology.

Contact person: Sarah Beattie

NOTE: *Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, BAR rubric and teacher recommendations.

eSports

Description of the learning:

Competitive video games are a vast growing medium of competitive sports, with the most common form of gaming being eSports. eSports are organised, multiplayer video game competitions, primarily played between professional teams with a focus on teamwork and competition.

Students undertaking this unit will learn about the eSports industry, develop skills in marketing and branding eSports

teams, and develop their personal skill at playing eSports with a focus on training, exercise and teamwork. While this unit will require the students to play video games, the focus is on serious, elite training and not on casual game play.

Contact person: Will Lees

EXTENSION MATHEMATICS

Description of the learning:

This subject is designed for students who enjoy the challenge of Mathematics, as a way to enrich their understanding of the subject. Students will undertake a range of tasks such as complex problem solving, involving investigation and the application of their knowledge to different contexts. Students will explore new areas of Mathematics, including researching famous mathematicians and their contributions to the field. Students will also have the opportunity to participate in the annual Mathematics Challenge.

Contact person: Tara Richardson

NOTE: *Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, BAR rubric and teacher recommendations.

LITERATURE (EXTENSION ENGLISH)

Description of the learning:

Do you enjoy reading? Do you love stories? If so, this subject is for you. We will study novels, short stories, poetry and plays in detail. Students will study some set texts as a class, and in some cases, they will be able to choose. This subject is designed to extend students working at or above Year 9 level.

Students will develop a deeper understanding of characters and messages. They will examine the world of the text and writer's styles more closely and explore how classical texts are often re-interpreted in the modern day. They will respond to texts in activities which prioritise student choice. Students will study at least one classical text, and examine, analyse, compare and create creative responses.

Students will also investigate the industries surrounding literature; including editing, publishing, reviewing, analysing, recreating, advertising and selling.

Contact Person: Caitey Wilton

NOTE: *Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, BAR rubric and teacher recommendations.

MATHEMATIC ELECTIVES

ADDITIONAL MATHEMATICS

Description of the learning:

This subject is designed for students who want to improve their fundamental skills, understanding and fluency in maths with a strong emphasis on building students' confidence. Students will engage in a range of learning tasks designed to develop their understanding of mathematical concepts from concrete representations through to abstract. The topics studied will focus primarily on number and its related sub-strands, while aspects of measurement and geometry will be included for application.

Contact person: Tara Richardson

SCIENCE ELECTIVES

A SENSE OF HUMUS (HEALTHY SOILS, HEALTHY FOOD)

Description of the learning:

Regenerative agriculture is the future of farming and the future of the planet. It involves working with nature to heal our damaged soils, growing healthy soil ecosystems, healthy plants, healthy animals and healthy people. Regenerative agriculture has the potential to sequester more carbon back into our soils, to make a significant impact in the atmospheric levels of CO₂ and slow climate change. Farmers all over the world are changing their practices and following the five principles of healthy soils, along with using livestock as a tool to achieve this.

This unit will spark wonder and a change in paradigms regarding food production and the environment, a sense of hope that agriculture is not the enemy of climate change if done regeneratively.

In this unit students develop practical skills and build an understanding of the interconnectedness of living things and the environment. Students work collaboratively to maintain and develop the worm farm, compost bins and vegetable gardens. Students will undertake soil testing, collect data and monitor the health of the soil and vegetation over time. They will learn to make biological fertilisers and use these in the gardens. They will learn about sustainable living, growing their own food, building with recycled and natural materials and building local communities.

Students learn about:

- The five principles of healthy soils
- Holistic Grazing Management
- Permaculture
- Biodynamics
- Three pillars of sustainability
- The four cycles (carbon, water, energy flow, community dynamics)
- The 5Rs (refuse, reduce, re-use, re-purpose, recycle)
- The role of dung beetles
- Biological fertilisers
- Companion planting
- Competition
- Natural weed
- Pest management
- Soil testing and more.

This unit involves a balance of classroom and outdoor work, excursions to local regenerative farms and visits from industry professionals and community members.

Contact person: Sarah Beattie

EARTH ROCKS

Description of the learning:

Geology is like a detective story concerned with the history of the earth over the course of its 4.5-billion-year life. In this unit, we uncover how the earth was formed, its structure and composition. We explore the geological processes involved in the formations seen on earth's surface. We investigate the theory of plate tectonics and how it relates to earthquakes and other natural disasters. We unearth the different types of rocks and fossils and how they are formed.

This unit requires students to work in groups and individually to develop their understanding of their world and how change over time has impacted earth's minerals and resources.

Students apply their understanding of energy and forces to global systems including continental movement. Students explore the biological, chemical, geological and physical evidence or different theories, including the theories of natural selection and 'The Big Bang theory'.

Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale, enabling students to predict how changes will affect equilibrium within these systems.

Contact person: Sarah Beattie

POSITIVE PERFORMANCE PSYCHOLOGY

Description of the learning:

Did you know happy people are more successful? Let's focus on your strengths instead of your weaknesses, prepare for the good in life instead of dwelling on the bad, and take the best parts of yourself to live a meaningful life.

Positive Psychology focuses on how emotions can greatly impact functioning. This unit allows students to identify what makes people happy and how happiness is defined and measured. Students explore their individual strengths, inspiration and gratitude and identify ways in which they can utilise these to achieve their full potential in life. Students also investigate Performance Psychology, which will allow them to practice the many

ways that can improve their overall performance, both educationally and personally. For this outcome, factors such as anxiety, fear of failure, stress, sleep, relaxation, positive mindset and teamwork will be investigated. Students will learn to independently plan, select and use appropriate investigation techniques, including scientific experimentation, to collect data and address ethical issues associated with psychological research. Students undertake a variety of learning activities, including research investigations, case studies, writing tasks, diary writing, group discussion, community projects, volunteering and research activities.

Contact person: Sarah Beattie

YOUR ENVIRONMENT

Description of the learning:

This subject will explore the broad and exciting field of Environmental Science. What do you think would happen if all of the trees in the rainforest were cut down, or if chemicals were spilled in a river, or if rainfall increased drastically?

Environmental Science incorporates biological, chemical and physical components of the environment and the relationships between these and the plants and animals that live within it. Students will begin by investigating global systems, atmosphere and the lithosphere – constructing energy flow diagrams to help with their understanding of energy and nutrient flow through ecosystems paying specific attention to the relationship between plants and animals. As we move through the unit we begin to look more closely at the local area and the issues that are close to the heart for our community in the Shepparton area. Salinity, water management, industry, urban impacts on environment, conservation and land rehabilitation are examples of topics that will be explored by students.

Students will complete a major project on one of these issues that impacts the local area, making links with local environmental organisations in order to gain an appreciation of these.

Field work will be undertaken to monitor a range of environmental aspects including plant and animal populations and get involved in taking some responsibility for the care and maintenance of this land. Relationships with the local Catchment Management Authority and other environmental groups such as Landcare and River Connect will allow students to gain an appreciation for the work being done at a local level to help manage the environment around us in the Shepparton area.

Contact Person: Sarah Beattie

MUSIC ELECTIVES

BAND/INSTRUMENTAL

(This elective must be undertaken all year)

Description of the Learning:

It is a requirement that you learn a brass, woodwind, string or percussion instrument to participate in this class. This year-long unit develops the skills required to perform both ensemble and solo music. During the unit you will rehearse in a concert band setting, look at common styles of music for your instrument, participate in a research project on your instrument and attend a concert presented by a high-quality symphonic band or orchestra. Students will participate in community and festival performances.

It is widely known that regular participation in structured instrumental music improves both literacy and numeracy. Competencies of collaboration and creativity are fostered in the rehearsal process. Character qualities like persistence and grit result as students overcome the challenges offered by the graded repertoire selected.

Students rehearse in a band setting through carefully selected repertoire that promotes both instrumental and artistic development. Students will investigate the chief masters of their chosen instrument and present their research to the class. Students are encouraged to listen to past and present masters of their instrument with a view to developing their own sound.

Competency on the student's selected instrument is the main focus of this subject, so assessment will be in the form of performances, both in ensembles and solo. Assessment will be ongoing as part of the rehearsal process with some formal assessment of technical work. Students will gain feedback from any performances given.

Contact person: Lachlan Gallacher

BEAT PRODUCER

Description of the learning:

This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within the mini-tasks and communication skills will be built upon in the presentation of compositions and projects.

Beat Producer provides students with the opportunity to develop their skills in electronic music production, composition, multimedia creation (film, animation and sound) and starting an online business. The students explore various production methods that strengthen their composition and creative skills through exploring music loops, song creation, film soundtracks and podcasts.

Students build skills to be able to critically analyse composition and production techniques that range from the basic to a professional level, used in podcasting/radio and studio recordings.

By the end of the unit, students are able to start a business as a musician or DJ by creating webpages, using music streaming platforms and creating other virtual music products – MP3s, posters, banners and much more. Topics include: Fundamentals of production, song form analysis, song writing basics, podcast and song creation, soundtracks, and animation and foley.

Contact person: Lachlan Gallacher

MUSIC

Description of the Learning:

This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs.

Music focuses on teaching students the elements of music, with the fundamental belief that music is for any student, no matter how much experience they have. Students will have the opportunity to play a selection of instruments, all while exploring a wide variety of musical genres from different eras. Students will explore rehearsal techniques, reading music/chords/tab; prepare for performance; study composition, and improve their aural skills throughout the course.

Students will be assessed on their implementation of the various elements of music into their group performances. There will be the opportunity to present a song in a variety of ways including:

- Recording
- Class performance
- Performing for the teacher
- School or community performance

Contact Person: Lachlan Gallacher

PITCH TO PERFORMANCE (VOICE)

Description of the learning:

In Pitch to Performance, students will sing and explore the use of technical skills and how music theory is applied to create harmony in singing. Students will examine different song themes, eras and genres, and explore the meanings behind the music they choose. They will create musical ideas and express themselves through the development of improvisation and song-writing skills. They will look at how other cultures have used music to celebrate, teach and tell stories.

There will be guest speakers from the music industry who will talk about their profession and give students an insight into future possibilities. Students will perform both solo and ensemble works a number of times during the semester and will contribute to the organising of performances - both at school and in the community. The unit concludes with a live performance to an audience.

Contact person: Lachlan Gallacher

ARTS ELECTIVES

ART

Description of the Learning:

In this elective, students will have the opportunity to explore a range of drawing, painting and printmaking materials and techniques. They will develop skills in using these materials to create different visual effects and to communicate ideas. Students will analyse how imagery and messages are conveyed in Artworks and develop an understanding of how the meaning of Art can be interpreted differently. Students

maintain a visual diary/folio which records the development of their practical work. Students work through a design process: exploring ideas and materials, using artistic inspiration, refining, evaluating, and presenting their work.

- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

CERAMICS AND SCULPTURE

Description of the Learning:

Students aim to create ceramic artworks by combining a selection of stylistic features from historically significant cultures with their own personal ideas and influences. Students investigate the styles and characteristics of various cultures, artists and art movements. They develop an understanding of how perspectives and ideas have impacted on ceramic artworks throughout history. Students consider their own views and interests and connect the inspiration from their learning to the planning of their own works. They make aesthetic choices in the development of their designs by manipulating selected features from research into personalised artworks. Students work

through a process of exploration, refinement and evaluation. They develop skills in design drawing and apply ceramic construction and decoration techniques in the creation of their artworks. Students maintain a visual diary which documents the visual and intellectual development of their practical work.

- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

DANCE

Description of the Learning:

Love to dance? Do you enjoy learning new dance routines, performing dance, watching others dance & creating your own dances? Dance is a form of artistic expression, entertainment and fitness. This is a very practical subject where you get to dance nearly every lesson! It develops problem-solving techniques, creative thinking, and leadership skills and is an important part of many cultures around the world. In this unit you will perform for an audience and be a part of the GSSC Dance Showcase with costumes and lights. In class, dance students will learn choreography from their teacher, regularly take part in skill development through warm ups, learn about safe

dance practice techniques and explore the elements of dance and choreographic devices to create your own dances using a genre of your choice. There are many significant performers and choreographers across different genres who have pioneered dance into what we see today. We will be investigating some of these people and their impact in dance around the world.

- **Some additional rehearsal time will be required leading up to the Dance Showcase performance.**
- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

DIGITAL ART AND PHOTOGRAPHY

Description of the Learning:

Have you ever given thought about making artworks purely on the computer? Then Digital Art/Photography is for you. In this elective, students will develop an understanding of how a range of software and digital devices can be used to create Digital Art/Photography works, both mobile and desktop, and how these are part of our everyday life. What is the difference between a good photograph and a great one? The photographer, not the camera! Students will analyse and interpret the work of digital artists that they find interesting

and that can be used in the development of their own work. Students will be invited to enter competitions and have their work displayed around the school.

- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

DRAMA (THEATRE STUDIES)

Description of the Learning:

Welcome to the world of theatre! In this subject, you will begin to explore the rich and vast history of theatre; exploring theatrical styles from a range of cultures and periods. From some of the oldest forms of 'clowning' and comedy to gritty modern drama, students will be asked to include specific stylistic 'ingredients' to develop their scenes. Actors will learn how to make and interpret original characters and create exciting stories for presentation to an audience. You will also be given published scripts to interpret and will work closely with others in groups, learning lines and rehearsing collaboratively.

Year 9 drama is essential for those of you looking ahead to VCE Theatre Studies or VCE Drama - especially if intending to fast-track. This class provides vital knowledge of theatre history and practical skill foundations which will be expected in later courses. At Year 9, we also being exploring how to watch and evaluate live professional theatre performances (another skill essential in VCE). This class becomes a tight-knit team as we work with a sense of fun, play and creative exploration!

- **Students must supply their own laptops for this class.**
- **Some additional rehearsal time will be required leading up to and on the day of this performance.**

Contact Person: Leona Gibbs

MEDIA ARTS

Description of the Learning:

Keen on making videos, want to make an impact and experiment with ideas and stories to construct new and alternative viewpoints with images and sounds? In year 9 Media we explore a range of techniques for media products, including print publication, video, photography, sound and/or animations. Students view and analyse a range of media products from other times and cultures and develop a general understanding of the history and development of the media process. Students use editing

software and professional cameras to develop skills in media production. This cross-cultural unit allows students to develop their personal interests within the media process for presentation to an audience.

- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

VISUAL COMMUNICATION, DESIGN & TECHNICAL DRAWING

Description of the Learning:

In Visual Communication students build knowledge around two-dimensional and three-dimensional technical drawings. Students research and build knowledge in the History of Advertising through the Design Elements and Principles. They gain an understanding of the design process to make

their own products, advertisements and promotional materials. Students use various digital platforms to refine and develop their design process to make their own products, advertisements and promotional material.

- **Students must supply their own laptops for this class.**

Contact Person: Leona Gibbs

TECHNOLOGY ELECTIVES

BUILDING AND CONSTRUCTION

Description of the Learning:

This subject allows students to experience the skills and pathways associated with the building and construction industry. Through a hands-on approach, students will be given the opportunity to develop fundamental skills in Carpentry and various other trades. Students will undertake their learning both indoors, outdoors, independently and as part of a team. They will be exposed to plant (industrial space) and equipment that are trade specific and be given individual choices when deciding what items to produce.

The subject will promote critical and creative thinking and will have a focus on investigation, generating designs, planning and managing, and evaluation. An emphasis will be placed on the safe and correct use of equipment while working on an online Occupational Health and Safety unit. Building and Construction at Year 9 is a great experience for students who may be interested in VET Building and Construction as a future pathway.

Contact Person: Claire Garnham

COMPUTING - ROBOTICS

Description of the learning:

This unit will inspire students to think about how important computer programming is in our everyday lives. The students will gain experience in programming through a mixture of direct teaching, experimentation, exploration, and tutorials. Working in pairs, students will complete project-based learning in a computer science and STEM environment, enabling them to improve critical thinking, problem-solving and collaboration skills.

Students will learn how to control robots using sensors. They will then program and download these programs to control a variety of motors that will mobilise their robot. Students will learn to reprogram, experiment, and control the functions of their robot.

Their first robot will have to successfully navigate a course by controlling a sequence of exact steps from the programmer.

When they have completed the introductory program, the students will then construct and program a second robot simulating how robots are working in industry.

Contact person: Claire Garnham

FABRICATION AND ENGINEERING

Description of the Learning:

This subject gives students the opportunity to develop skills with engineering and fabrication trades. Within the engineering module, students will learn to use a range of hand and power tools including the operation for complex machines to construct their products with precision. The use of precision measuring tools will be used throughout construction. Drawing interpretation will be a major focus, along with the design process.

Within the fabrication module students will use a range of techniques to manufacture products out of metal.

Fabrication incorporates numerous engineering skills such as welding, folding, bending and a range of power tool operations, such as angle grinding, cutting and polishing. Fabrication encourages students to adopt problem solving techniques throughout the design and construction of chosen model. This is a great subject for those who are possibly interested in either the fabrication trades or VET engineering as a future pathway.

Contact Person: Claire Garnham

PRODUCT DESIGN AND TECHNOLOGY

Description of the learning:

Students are encouraged to explore certain themes and concepts in their work to inspire product development.

This unit provides a broad range of opportunities and experiences that build knowledge and understanding. Students will produce design solutions that demonstrate diversity. They are taught how to apply techniques to generate creative ideas and develop innovative solutions. Students will have the opportunity to incorporate a variety of materials and processes, depending on the needs of the solution.

Much emphasis is put on furniture design and manufacture. Students study how existing products can be further

improved and respond effectively and creatively through the application of design methodology. Students are exposed to traditional manufacturing methods, skills, techniques and processes as well as Computer Aided Design (CAD) which help to inspire creativity in developing products.

All students will design and manufacture products that respond to a design brief. The correct and safe use of hand and power tools, as well as plant machinery gives them the opportunity to learn about and engage in a workshop environment.

Contact person: Claire Garnham

FOODS

CAFÉ CULTURE

Description of the learning:

In this elective students examine modern Australian café culture. Students will cook a range of foods including fresh fast food, popular breakfast brunches and lunches. They will look at coffee and tea and their place in a fair-trade world and operate a café at school. Students will examine global trends and the impact food

miles have on the environment. We will use a variety of cooking techniques and equipment; students will investigate, design, produce and evaluate their meals.

Contact person: Claire Garnham

LET'S ENTERTAIN

Description of the Learning:

Would you like to entertain your friends and others? This course will help you develop skills in menu planning, preparation, and presenting food safely for a range of occasions. You will learn to make foods for each part of the menu including finger foods, soups, entrée, mains, and desserts. You will also learn to cater to people with

dietary and cultural needs. Additionally, you will learn food presentation skills such as garnishing, decorating and food photography.

Contact Person: Claire Garnham

THE WORLD ON YOUR PLATE

Description of the learning:

Are you interested in trying new and interesting foods? Would you like to travel the world through food? In Australia, we are lucky to have a wide variety of foods to choose from. In this unit, you will taste many foods from around the world including investigating our own indigenous and native foods. We will then move onto Italy, Greece, Turkey, Middle East, China, Indonesia, and other cultures that exist in our local community. You will learn

about their history, geography and traditions in addition to experiencing new ingredients and methods of investigation.

You will develop basic skills such as safety, hygiene, knife use, time management and recipe interpretation. New techniques will be gained through food preparation and presentation. There may also be opportunities to visit local restaurants and learn from a variety of different cultural groups in our community.

Contact person: Claire Garnham

HUMANITIES ELECTIVES

AROUND THE WORLD

Description of the learning:

Students will plan an 'around the world' trip, delving into rich tapestries of culture, histories, and landscapes from the Far, Middle, and Near East, Mediterranean, Asian and Oceanic regions. From the majestic pyramids of Egypt to the tranquil shores of the Pacific Islands, students will explore diverse civilisations and ecosystems. Through immersive

mapping exercises and dynamic research projects, they'll sharpen their geographical acumen and uncover fascinating insights into our interconnected world. This subject will cover skills and knowledge in the areas of Geography and History.

Contact person: Craig Parker

INVENTIONS

Description of the learning:

This subject investigates the stories behind the most outstanding inventions and breakthroughs throughout history up to and including the modern era. We investigate technical, medical and cultural successes throughout history from the printing press, medical successes such as the 'bionic ear', the era of modern smart phones and the emergence of home entertainment systems such as Nintendo and PlayStation. We look at what made these inventions successful, as well as explore the reasons behind why ideas and inventions failed. In the second part of this subject we unpack how businesses have in the

past marketed and advertised their inventions to ensure success with special focus on the past 20 years and the era of environmental awareness. Students will have the opportunity to design an invention, idea or concept and develop a marketing campaign around their concept with the possibility of local excursions and interactions with local businesses. This subject is aiming to be a paper free subject and it is highly recommended all students have their own device to complete work on the school's network.

Contact person: Craig Parker

KNOW YOUR ROOTS

Description of the learning:

Do you Know Your Roots? In this subject, centred around the story telling of the South Pacific and the Middle East, you will engage in a range of activities designed to get you out of the classroom and thinking about the way music, dance, food, art, sport and textiles connect to and maintain culture. A hands on and experiential subject, Know Your Roots will allow you to develop social connection through experience and performance. You will build an understanding of

South Pacific Islander and Middle Eastern cultures, while interacting in a culturally safe environment. In partnership with community organisations such as Point of Difference Studio and Ethnic Council Shepparton, Know Your Roots, has been designed to affirm a sense of belonging amongst our culturally diverse student population here at GSSC.

Contact person: Craig Parker

LAW MAKERS AND BREAKERS

Description of the learning:

Who makes the law? And what happens if you break it? As part of this subject students will first learn the basics of Victoria's justice system.

Looking at the law makers of Australia, students will examine why laws exist, how laws are made and what citizens can do to get laws changed.

The focus will then move to the law breakers of Australia, using current domestic legal issues to learn about domestic law concepts, both criminal and civil.

During this subject students will explore police brutality as well as visit the Shepparton Law Courts.

Finally, students will use current international legal issues to learn about international law, investigating topics such as child soldiers and gun laws across the globe.

Contact person: Craig Parker

LET'S MAKE AND KEEP MONEY

Description of the learning:

As students approach the age of being able to obtain part time work, this subject commences the journey of how young people can make and more importantly manage their money in a complex world.

We will investigate the various work opportunities (casual v part time), types of income (wage v salary), taxation and superannuation.

Importantly, we will look at how to grow money that financial institutions offer (bank deposits), the basics of the stock exchange and new opportunities such as 'Bitcoin'

investments, and hold money such as how to manage 'pay later', identify and avoid scams.

Everyday living costs will be investigated and what the best strategies there are when it comes to dealing with shopping, 'bill shock', and being an environmental conscious consumer (the pros and cons of Electrical Vehicles) and Budget for the household, including saving for a car.

Contact person: Craig Parker

ON COUNTRY

Description of the learning:

Do you know what On Country means? In this subject, students will find the answers to these questions and more by developing their understanding of the Traditional Owners of Shepparton, the Yorta Yorta and Bangerang people.

Designed to increase students' local knowledge, this subject will look at key Yorta Yorta people (past, present and emerging), including people like Sir Doug Nicholls, after whom the Indigenous AFL round is named. Students

will research Aboriginal enlistment in the wars, at a time when Aboriginal people were not included as citizens by the Australian Government. They will examine key local movements such as the Cumeragunja Walk-Off and cement their understanding of its significance by participating in an excursion to the Flats. There will also be an opportunity to engage in more creative tasks, such as the annual Turtle Muster, run in conjunction with Kaeila Arts.

Contact person: Craig Parker

WORLD HERITAGE

Description of the learning:

How does the world protect places of significant cultural, natural, or historical value? Who determines what gets protected and why? How are the Temples of Angkor in Cambodia or Uluru preserved for future generations? This subject will investigate famous historical sites from around the world, what makes them culturally, naturally,

or historically important, and the international body tasked with helping protect these places for all of humanity; now and into the future. For a full list of sites for investigation Google the 'UNESCO World Heritage List'.

Contact person: Craig Parker

HEALTH, PHYSICAL AND OUTDOOR EDUCATION ELECTIVES

All students are required to select at least on PE elective.

Please note the inclusion of an intensity rating scale. This indicates how physically active you are expected to be in practical sessions.



COMPETITIVE SPORTS

Are you a competitive person? Do you love competing on Sports Days? If so, this is the subject for you! This subject has a practical focus for two sessions each week for a semester. Students will develop the physical and social skills for participating in a variety of sports, and will suit individuals who enjoy being involved in part of a team. Classes will engage in the following units for movement and physical activity of this subject.

- Invasion games (basketball, netball, soccer, touch footy, ultimate frisbee)
- Net/wall games (volleyball, tennis, spike ball)
- A variety of striking and fielding games (cricket, softball/ baseball)

Contact person: Alicia Cornelius

BOYS RECREATION AND A HEALTHY LIFESTYLE

Intensity 

Description of the learning:

In this boys only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. croquet, tenpin bowling, body combat/ boxing, lawn bowls, golf, tennis, squash, recreational walking, table tennis, self defence, jiu-jitsu), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.

Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet, and ensuring a healthy work-life balance.

Contact person: Alicia Cornelius

FITNESS TRAINING



Description of the learning:

Are you wanting to take your training to the next level?

Do you want to learn how to use gym equipment in a safe environment?

During this subject you will learn how fitness works within the National Physical Activity Guidelines.

Students who are interested in improving their own fitness are able to look deeper into the fitness components.

Individuals will complete a variety of different fitness tests and take part in a range of practical sessions with the aim of improving their levels of fitness.

This class works predominantly out of the strength and conditioning centre under the instruction of a qualified group fitness instructor.

Contact person: Alicia Cornelius

GIRLS RECREATION AND A HEALTHY LIFESTYLE



Description of the learning:

In this girls only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. walking, body pump, softcrosse, yoga/pilates, ten pin bowling, tennis, water aerobics/swimming, squash, table tennis, self defence, jiu-jitsu), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.

Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement in these sports. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet and ensuring a healthy work-life balance.

Contact person: Alicia Cornelius

OUTDOOR EDUCATION (Summer Adventure – Semester 1)



Description of the Learning:

Practical skills and a theoretical background knowledge will be developed in order to prepare students for safe and enjoyable experiences in the bush or on the water, or outdoor experiences including hiking, orienteering and surfing. Topics covered include: first aid, minimal impact and lightweight camping, bushwalking and its history, navigation and beach safety. Students are expected/required

to participate in local excursions and overnight camps as they form part of the practical components of this unit.

Contact Person: Alicia Cornelius

Please note: There will be a fee involved for all students who select Outdoor Education subjects in order to cover costs for camps and excursions.

OUTDOOR EDUCATION (Winter Adventure – Semester 2)



Description of the learning:

Practical skills and a theoretical background knowledge will be developed to prepare students for safe and enjoyable experience, ranging from alpine to riverina environments. Topics include water and catchment management and alpine environments, as well as aquatic safety and recreation.

Local excursions and overnight camps form the practical components of this unit and students are expected/required to participate.

Contact person: Alicia Cornelius

Please note: There will be a fee involved for all students who select Outdoor Education subjects in order to cover costs for camps and excursions.

NOTE: Attendance of practical experiences are highly recommended. Camps will cost approximately \$320 for the semester.

Pre-requisites for choosing specialist sport electives:

- Must be actively involved in the sport club or looking to join a club in the upcoming season
- Interested in development of skills and knowledge of the sport.

SPECIALIST AFL DEVELOPMENT (Semester 1)



Description of the learning:

Love your AFL Footy? Do you find yourself screaming at the TV whilst watching a game? In this subject we look at coaching and playing and training to improve our own football skills. This is much more than just going out and playing games of footy though! Students will look at all aspects of improving performance, covering nutrition, training methods, injury management, recovery as well as employing strategy and tactics to gameplay.

This requires students to have a home club who they play for on weekends and a competent skill level.

To conclude the unit, students will each run a training session that will be designed to improve team and/or individual performance.

Contact person: Mitchell Jones

SPECIALIST BADMINTON



Description of the Learning:

Specialist Badminton is a unit designed around improving basic badminton skills, tactical awareness, court craft when playing singles, doubles and mixed. This unit has both a practical and theoretical component focussing on advancing individuals to a higher level in this age group.

Practical work will involve special awareness, court craft, umpiring and fitness training. The aim will be to increase student's enjoyment of the game by broadening their knowledge of their personal management skills, self-discipline and a commitment to mastering the sport.

Contact Person: Alicia Cornelius

SPECIALIST BASKETBALL DEVELOPMENT (Semester 1)

Intensity 

Description of the Learning:

Basketball is one of the highest participation sports in Australia and throughout the world. Australia performs extraordinarily well at the elite level, regularly competing for medals at both the World Cup and the Olympic Games. Skills acquired through specialist basketball coaching are widely transferrable to other sports, demonstrating the value specialist programs provide the athlete.

Students who select this unit will be exposed to a quality basketball coaching, further developing their individual offensive and defensive skills, as well as learning team offensive and defensive structures.

Students will be expected to be participating in domestic basketball competitions, with this program complementing their development and providing them the opportunity to take their learning to their domestic clubs.

Contact Person: Alicia Cornelius

SPECIALIST SOCCER DEVELOPMENT (Semester 1)

Intensity 

Description of the learning:

Soccer is played by 250 million people worldwide, across more than 200 countries, making it the world's most popular sport. Australia performs at an elite level, in both men's and women's competitions. Skills acquired through specialist soccer development are widely transferrable to other sports as well as the work force, demonstrating the value specialist programs provide athletes.

Students selecting SSD need to be prepared to fully participate in both theory and practical classes and be

willing to coach their class in basic level skills. They will further develop their individual offensive and defensive skills and learn team offensive and defensive structures.

Students will be expected to participate in skill development drills, regular gameplay, as well as designing and completing fitness training programs and creating lesson plans to improve individual fitness for athletes in the sport.

Contact person: James Sheehan

SPECIALIST VOLLEYBALL DEVELOPMENT (Semester 1 and 2)

Intensity 

Description of the Learning:

Specialist volleyball is a unit designed around improving basic volleyball skills, court systems and tactical awareness. This unit has both practical and theoretical components focusing on advancing to a highly competent level for this age group.

Practical work will involve spatial and tactical awareness, court systems, umpiring and fitness training. An aim will be to increase students enjoyment of the game by broadening their knowledge of training methods, improving their personal management skills and developing their self-discipline and commitment to the sport.

Contact Person: Alicia Cornelius

LANGUAGE ELECTIVES

Students selecting this course must have completed Year 8 as a prerequisite. This ensures they have the foundational knowledge and skills needed to effectively engage with the advanced material in this unit.

ARABIC (Semester 1 and Semester 2)

Description of the learning:

In Year 9 Arabic, students will further hone their Arabic language skills while delving into a variety of fascinating topics. From exploring the diverse countries, nationalities, and gestures of the Middle East to comparing life between the region and Australia, students will gain valuable insights into cultural differences and similarities.

Throughout the year, students will also examine shopping and career dynamics influenced by cultural norms. They will learn about family, traditions and dress codes. Additionally,

they will research the significance of Ramadan and Eid, two important cultural celebrations in the Middle East.

Join us on this exciting journey of language acquisition and cultural discovery as we explore the intricacies of the Arabic language and the diverse traditions of the Middle East!"

Contact person: Maria Carla Stevens

FRENCH (Semester 1 and Semester 2)

Description of the learning:

The Year 9 French unit aims to develop linguistic proficiency, cultural awareness, and communication skills, preparing students for advanced studies in French language and culture. Students continue to build upon previous years' foundations while expanding their proficiency.

In vocabulary expansion, students focus on everyday topics like living arrangements and school, while exploring complex vocabulary related to personal interests and current events. Grammar instruction involves reviewing previous concepts and introducing advanced structures such as verb conjugations and sentence formations.

Reading comprehension is enhanced through engagement with authentic French texts, where students extract meaning and make inferences. Writing activities, including journal entries and creative writing, emphasise clear expression using appropriate language structures.

Listening and speaking skills are honed through interactive exercises, role-plays, and group discussions. Students practice understanding spoken French and engaging in conversations. Cultural understanding deepens as students explore French-speaking cultures worldwide, including customs, traditions, and cultural products like music and film.

Significant technology integration enhances the learning experience, with students utilising online resources and language learning apps to practice language skills beyond the classroom.

Contact person: Maria Carla Stevens

ITALIAN (Semester 1 and Semester 2)

Description of the learning:

In Italian at Year 9, students continue to explore everyday spoken and written Italian language, developing the skills for information exchange, giving opinions and making comparisons. Throughout this course students will refine their Italian language abilities while deepening their understanding of Italian culture and history.

Through exposure to diverse texts and engaging activities, they will be immersed in real-life scenarios, applying their language skills in authentic contexts. By studying Italian, students not only enhance their linguistic competence but also gain an appreciation for the rich tapestry of Italian heritage.

Each semester has a distinct focus:

“Dove abiti? Che lingue parli?” (Where do you live? What languages do you speak?):

This topic explores countries, languages, nationalities, and weather, delving into the unique regions of Sicily and Emilia Romagna. Additionally, students learn about Italian dialects, an integral component of Italy’s cultural legacy.

“Quale mezzo prendiamo?” (Which mode of transport shall we take?):

Here, students acquire the language skills necessary for navigating travel and commuting, including the utilisation of public transportation in Italy. Traditional Italian modes of transportation are also examined, enhancing students’ understanding of Italian culture.

Embark on a journey of linguistic and cultural discovery – study Italian at Year 9 and open doors to a world of opportunity and enrichment.

Contact person: Maria Carla Stevens

JAPANESE (Semester 1 and Semester 2)

Description of the learning:

This course allows students to continue to learn Japanese, based on what they learnt in **Years 7 and 8**. Students further develop their Japanese language competence, expand their understanding of language as a complex system and of how culture influences the way people behave. An emphasis is placed on developing basic communication skills in both spoken and written contexts. Students develop an understanding of polite and humble/casual speech and when to use it. They expand the number of Kanji and adopt it in their writing passages. Topics are studied through written and visual texts, including manga and anime.

The course follows the Obento Supreme textbook and covers chapters one to five.

Themes included are: Inviting someone to events and participating in activities:

- Moving house and describing the location of someone or something
- Describing people and things
- Making comparisons
- Talking about school subjects and school life
- Weather
- Seasons
- Seasonal social events.

Contact person: Maria Carla Stevens

GREATER SHEPPARTON SECONDARY COLLEGE

Year 9 Elective Preferences Sheet

Student Name: _____

Instructions:

- It is recommended that students choose a selection of electives from a wide variety of subject areas.
- Students will be studying eight electives across the year (four electives in Semester 1 & 4 electives in Semester 2).
- Write an elective next to the preference number, in order from one to 16. One is your first choice, through to 16. Make sure that
ALL of your selections are subjects that you would like to study.
- **LANGUAGES** and **Band/Instrumental** – if students choose a Language elective or band/instrumental, they will take the subject in both semesters. This will count as two electives and they will have six choices left.
 (Eg. Japanese would take preference as two subjects on the list (one & two) as it goes for the entire year).
- **Please note:** Some electives (such as Health & PE) only run in Semester 1 or Semester 2.

First Preference Electives

PREFERENCE ORDER	PREFERENCE NUMBER
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

Reserve Electives

PREFERENCE ORDER	PREFERENCE NUMBER
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

Student Signature: _____

Parent Signature: _____

GREATER SHEPPARTON SECONDARY COLLEGE

Year 9 Extension Electives Application

At year 9 students are able to apply for a position in extension electives in the areas of English, Mathematics, Science and Personal Capabilities.

If you would like to apply for any of the extension classes, please remove this page and discuss this with the relevant teacher/s.

Student Name: _____

Literature (English)

Requirement: At or Above standard in English

English Teacher Signature: _____

Extension Mathematics

Requirement: At or Above standard in Mathematics

Mathematics Teacher Signature: _____

Criminology (Science)

Requirement: At or Above standard in Science

Science Teacher Signature: _____

GREATER SHEPPARTON SECONDARY COLLEGE

Year 9 Select Entry Specialist Sport Application

If you would like to apply for any of the select entry specialist sport classes, please remove this page and discuss this with the relevant teacher/s.

Student Name: _____

Specialist Australian Rules Football (AFL)

Requirement: At or Above standard AFL skills

PE Teacher Signature: _____

Specialist Basketball

Requirement: At or Above standard basketball skills

PE Teacher Signature: _____

Specialist Cricket

Requirement: At or Above standard cricket skills

PE Teacher Signature: _____

Specialist Netball

Requirement: At or Above standard netball skills

PE Teacher Signature: _____

Specialist Soccer

Requirement: At or Above standard soccer skills

PE Teacher Signature: _____

Parent Signature: _____



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