

Dare, Connect, Learn.

William Ruthven
Pathways 2020
**Course Selection
Handbook 9/10**



**WILLIAM RUTHVEN
SECONDARY COLLEGE**

Dare, Connect, Learn.

Principal's Message

It is with great excitement I look forward to your work as Year 9 and 10 students at William Ruthven Secondary College in 2019. You are now moving from a structured program which gave you a taste of a range of subjects to a program where you have choice in the specialisations you wish to pursue. This is a time full of possibilities and a time which will be immensely rewarding if you value the learning, the experience and contribute with a great deal of hard work! Learning is about curiosity- exploring the many aspects of Science, Humanities, English, Mathematics, The Arts and Technologies, which are described in this book. Your teachers will help you make the right choices for your future based on our values of Leadership Excellence Acceptance Respect Now @ WRSC. These values will help you to persist and succeed whatever your dreams may be.



Judith Benney

Principal

Our Values



Leadership: Encouraging all students to see themselves as self-motivated, independent learners in all aspects of their lives. Encouraging all students to seek wonder and inquire into the world around them.



Excellence: All members of the college community pursue excellence and take responsibility for learning and achieving their full potential.



Acceptance: All members of the College community value diversity as a strength and cultivate an openness of mind. All members work collaboratively in teams and develop the skills to solve new problems. Acceptance also builds on encouraging a safe, orderly learning environment based around positive relationships.



Respect: All members of the College community cultivate mutual respect, responsibility, integrity and respect for learning.

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Victorian Curriculum

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 includes four capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through all of the learning areas.



Personal & Social



Intercultural



Ethical



Critical & Creative
Thinking

Peel (Year 9)

As we were considering the needs of the students and the curriculum, we realised that, in order to provide students with the breadth and depth of skills and knowledge that they require by the time they complete schooling, there needed to be three key areas. When applying this to the apple metaphor, they were:



The Peel: Base subjects.

Flesh: Electives. Students control the direction of their learning through choice

Core: The Student. Each student is at the core of their learning. Their well-being and engagement with learning and the WRSC community is seen as critical to their achievements. These factors will be supported through the Pastoral Care, Horizon Planning and Entrepreneurial Programs.

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Peel continued...

PEEL is an interdisciplinary subject, designed to develop all necessary skills in the core subjects of English and Maths. The subject will be driven by driving questions and includes the key knowledge and skills of the following domains:

- Humanities
- Science
- Health

Students will be required to develop skills and knowledge through a study of theme, hurdle tasks and engaging in project-based learning in the real-world. Students will be both supported and challenged to apply their core learning in the society in which they live.

Students' literacy and numeracy skills will be explicitly taught, practiced and applied in meaningful project-based learning experiences to provide deep learning for each student.

Year 10

If a year 10 student takes part in a VCE program they will do less term electives.

The VCE subjects open to Year 10 students in 2019 are:

General Maths, Psychology, Computing and Visual Communication.

At Year 10 the academic program consists of core and elective subjects. Students must do the following core subjects:

- English
- Maths
- Science

Year 10 English is based on the study of three main areas:

- Reading and Viewing
- Writing
- Speaking and Listening.

Year 10 Mathematics includes the study of the following topics: Financial mathematics, algebra, measurement, linear relationships, trigonometry, statistics, geometry, probability and non-linear relationships.

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EAL (English as an Additional Language)

EAL students will be in an EAL subject for year 9 and 10. It runs for 2 sessions a week.

In order for students to be part of this program there electives choices will be:

Year 9	Year 10
1x PE elective 1x Humanities elective 1x Art elective 1x Technology elective (design or digital technology) 2X EAL	1x PE elective 1x Humanities elective 1x Art elective 1x Technology elective (design or digital technology) 2x EAL

Elective Selection Guidelines

Students select both Semester and Term electives. All Semester and Term elective subjects are open to both Year 9 and Year 10 students in 2020.

Students have played a leading role in the development of the new elective program, their voices have been listened to and acted upon in order to develop a broad suite of subjects that are in alignment with the Victorian Curriculum whilst having our student's passion for learning at the heart.

Semester Electives

These electives are inspired by student requests and Victorian Curriculum requirements. Students will complete three semester electives each semester for two periods a week. Overall, students will complete six semester electives each year.

Year 9	Year 10
1x PE elective 1x Science elective 1x Humanities elective 1x Art elective 1x Technology elective (design or digital technology) 1x Free Choice	1x PE elective 1x Humanities elective 1x Art elective 1x Technology elective (design or digital technology) 2x Free Choice

Elective Selection Guidelines Continued

Term Electives

Term electives are opportunities for students to pursue their interests and possible career pathways. Students will complete two term electives each term for three periods a week. Overall, students will complete eight term electives for the year.

2 of those term electives must be Humanities.

Humanities Explained

Over a 2 year cycle students must complete the following:

2 x History Semester Electives (1 per year)

1 x Civics and Citizenship Term Elective

1 x Geography Term Elective

1 x Economics Term Elective

Please note: While Y-Challenge is within the Humanities subject area it must be chosen as your free choice semester elective and not as part of the humanities cycle.

Semester Elective Descriptions

The Arts

<p>Boring it ain't, 'cause all we do is PAINT</p> <p><i>How do you use the painting medium to create art? How does painting help to express the world around us?</i></p> <p>Students explore a variety of painting techniques, mediums and activities to develop a 'painting folio'. We will use oil paint, watercolours and acrylic. Students also create a 'mood board' consisting of a range of their favourite images and illustrations and investigate two artists (historical vs contemporary) and develop a written analysis. Students will go on an excursion to the NGV and other CBD galleries to witness famous paintings in 'the flesh'.</p> <p>Pathway to Art and Studio Art</p>	<p>Design Demons</p> <p><i>How do we follow the design process to create, using the design process?</i></p> <p>This is a design taster course where students will have the opportunity to design for different purposes such as architecture and illustrations. It is a mix of technical drawing, freehand drawing and using a computer.</p> <p>Pathway to Visual Communication and Design</p>
<p>Digi Art</p> <p><i>How can we use digital art/digital programs to communicate our ideas?</i></p> <p>Students explore a range of digital art and graphic design programs, choosing the most desired application. Students then develop a 'digital folio', choosing a theme, researching ideas and developing introductory 'studies' or designs prior to the final outcome – This will be geared towards a final project which you decide upon (open ended – with the idea of constructing something which might include a comic book strip, an animation, digital images etc).</p> <p>Pathway to Art, Visual Communication and Design</p>	<p>Draw Like Da-Vinci</p> <p><i>How can we use drawing to express the world around us? How do you draw?</i></p> <p>Students explore a variety of drawing styles, materials and activities to develop a 'drawing folio'. Students also create a 'mood board' consisting of a range of their favourite images and illustrations and investigate an artist of their choice. Students will go on an excursion, exploring art galleries in the CBD which specialise in illustration and drawing mediums.</p> <p>Pathway to Art</p>
<p>Print Makin' and Shakin'</p> <p><i>How do we create art without drawing and painting?</i></p> <p>Students are able explore printmaking techniques such lino and screen printing to create artworks. They investigate positive and negative space and methods to create texture. They look at a range of artist who have used printmaking for their artwork.</p> <p>Pathway to Studio Art</p>	<p>Sculpture Vultures</p> <p><i>How can we express ourselves through 3D art?</i></p> <p>Students follow the art making process used by professional artists to experiment with different media and create finished artworks. They investigate different materials such as wire, papier mache and plaster. To inform their designs they look at the work of professional artists.</p> <p>Pathway to Studio Art</p>

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School of Rock

What are different instrumental roles when performing as a band?

Students will learn the basics of the Ukulele, guitar, bass guitar, keyboard, drums and percussion. Students will experience playing in a band, forming smaller bands to learn their chosen songs and perform. Students will work on developing their 'ear' and look at different types of music notation. Students will rehearse and polish items for whole school performances. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with the teacher.

Pathway to Music

Trash to Treasure

How can we create sustainable design/art that have low impact on the environment?

Students recycle products to create new pieces. They explore artists and designers who have repurposed objects. They create objects from both natural and man-made materials.

Pathway to Art, Visual Communication and Design

Design Technologies

Food and Health for Life

Do we eat to live or live to eat?

Students have the chance to consider how to prepare and select foods that focus on current food and health trends. Students will follow the production and preparation of food from paddock to plate and complete a project in which they grow, harvest and cook a selected fruit or vegetable. In most practical classes where possible students will use fresh, seasonal produce from the garden to achieve nutritional concepts and investigate the health benefits.

Pathway to Food Studies

Food by Design

How does this food get on my plate? How is it made? Can I have a go?

Students will be introduced to a range of kitchen skills and processes used in food production. These skills will include preparation and cooking techniques, food styling and presentation, nutrition, ingredient selection and recipe modification. Safe work habits and food hygiene will be through investigated and practiced. Students will be required to select their own recipes and cater for groups or individuals with specific needs. Students will be required to work in teams and individually investigate, design, produce and evaluate their set tasks. Students will produce a range of practical items, including a group buffet, main meals, baked goods, desserts and special occasion foods. This elective should be considered by students with a genuine interest in developing their knowledge of theory behind common foods and skills in food production.

Pathway to Food Studies

'Zip it' make a Pencil case and get yourself sorted

How do designers make and create?

Students follow the design process to create a pencil case they can use at school. They research and design a topic of their choice and then produce a simple pencil case with a zip. They personalise their pencil case with methods and media such as applique, fabric paint, transfers and hand stitching.

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Digital Technologies

Coding	The Machines are Coming!
<p data-bbox="151 436 614 459"><i>How can I code a computer program?</i></p> <p data-bbox="151 504 805 660">Students will learn either C++ or Python coding to be able to make their own games or control robotics in future electives. They will work on how to code for different actions, graphics and for different applications.</p> <p data-bbox="151 862 630 884">Pathway to Computing and Informatics</p>	<p data-bbox="837 436 1396 459"><i>How can I program, build and operate robots?</i></p> <p data-bbox="837 504 1492 817">Students will learn to code using language specific to the robotics kit chosen (eg Scratch, C++). They will then have an opportunity to build a robot (using Hummingbird and Arduino kits), program it and operate it to do various functions/activities. Students could then apply this knowledge to try and overcome a real-world issue using a robot as part of the solution. Majority of class time will be hands-on learning first with the coding and then with how to build, program and operate their robot.</p> <p data-bbox="837 862 1316 884">Pathways to Computing and Informatics</p>

English

English Literature

How do poets and writers create meaning through their work?

The study of literature investigates how poets and writers create meaning through their work. Students will learn how to analyse poems and interpret their literary meaning. The course will also allow students to choose poetry which they would like to examine independently and produce as a presentation. English Literature will also explore works from famous historical and contemporary authors. Assessment will include a written analysis on the relevant novels studied in class during the semester.

Pathway to Literature

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Health & Physical Education

<p style="text-align: center;">Health and Wellbeing</p> <p><i>How can we ensure the optimal health of our mind, body and soul?</i></p> <p>Students will undertake a range of low intensity and aerobic activities designed to strengthen our physical, mental, social, spiritual and emotional health. These activities may include yoga, pilates, meditation and walking.</p> <p>Please be aware this subject will incur a subject fee of \$60.00 for activities.</p> <p>Pathway to Health and Human Development</p>	<p style="text-align: center;">Invasion Games</p> <p><i>How do we apply, skill, game sense, fitness and strategy to succeed in Invasion Games?</i></p> <p>Students will engage in a range of Invasion Games. Within each sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. Sports may include, AFL, Soccer, Basketball, Touch Rugby, Netball, Volleyball, Badminton and Lacrosse.</p> <p>Pathway to Physical Education</p>
<p style="text-align: center;">Net/Wall/Striking</p> <p><i>How do we improve skills in net/wall and striking sports in order to succeed in games?</i></p> <p>Students will participate in different net, wall and striking sports. Students will develop an understanding of the different rules and scoring systems assigned to each sport. They will also improve their hand eye coordination and striking skills through skills practice and modified games. Students may visit professional training and playing facilities during the unit where they will be able to demonstrate their development in their striking abilities. There will be a theory component.</p> <p>Pathway to Physical Education</p>	<p style="text-align: center;">Personal Training</p> <p><i>How are we able to improve fitness levels through a variety of training methods and principles?</i></p> <p>Students will engage in a variety of training methods in order to develop their fitness. Activities may include cardio, weight training, interval activities and circuits. Students will learn about different training methods and principles.</p> <p>Please be aware this subject will incur a weekly cost for activities at times when students visit the gym.</p> <p>Pathway to Physical Education</p>

Outdoor Education

How can participation in outdoor activities develop me as person in all aspects of life?

This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These could include Bushwalking, Rock Climbing, Sailing, Kayaking, Bike Riding, Camp Cooking, Surfing, Orienteering, Swimming, Life Saving, Archery, Commando Course, High Ropes and an overnight camp. The students will develop skills in various outdoor activities as well developing skills in goal setting, communication, planning, team building, evaluation and safety.

Please be away this subject will incur a \$300 fee to cover excursions.

Pathway to Outdoor Environmental Studies, VET – Sport and Receptions, Careers – Park Ranger, Tour Guide, Surveyor, Marine Biologist

Humanities

Y – Challenge *How can I make a difference?*

This unit is based on understanding the values and motivations of humanitarian work. It will look at the history of organisations such as Red Cross, looking at the principles at which they are based and the range of work they do. Students will explore the motives of volunteers and research the range and impact of volunteer work. The unit will look at the values at which underpin the United Nations and its Geneva conventions and examine how they are enforced. The students will undertake a volunteer community placement of 15 weeks and reflect on the effect of their work.

Changing Cultures

History

How does culture change over time?

Students will investigate the history of either Australia and/or an Asian society and investigate major features of life. You will examine culture from music, TV shows to film, sport, fashion and art. You will attempt to understand how through a globalising world, culture has influenced and changed over time. The subject will explore changing beliefs and values and how they influenced the Australian way of life.

Pathway to History

Is that Right?

History

Why are some people deprived of basic human rights?

Students will **develop an awareness of indigenous struggles during the early to latter part of the 20th Century in Australia. Students are able to contrast and compare human rights struggles in Australia and other fights for civil rights from around the world. Students will also learn to recognise the motivation that has prompted individuals to lead a cause in upholding human rights despite the cost and danger that is sometimes involved.**

Pathway to History and Legal Studies

Making a Nation

History

What ideas and conditions was Australia built on?

Students learn about Australia between 1750 – 1918 and how the events in this time shaped the society in which we live today. Students leave with an understanding of a period that saw the emergence of political parties, the struggle of women to gain a share in political rights and a growing sense of national identity. Students will then discover how World War 1 became a turning point in our history.

Pathway to History

Mistakes Were Made: History Gone Wrong

History

Can mistakes of history teach us as much as the victories?

They say history is written by the victors, but we also learn from past mistakes. We consider history's big winners and losers, studying the tactics and strategies which lost wars and caused the downfall of empires. From Ancient Rome to the Aztecs, from Revolutionary China to the Great Australian Emu War of 1932, we explore a range of events proving that you don't have to win to make history.

Pathway to History

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Languages

Destination Italy A	Italian Destination Italy B
<p data-bbox="145 439 751 465"><i>What do tourists need to know when visiting Italy?</i></p> <p data-bbox="145 504 783 757">A study of Italian culture and way of life. This will include art, history, music, use of gestures, cooking, film and a general celebration of being Italian. Students will have the opportunity to practice their skills in real life situations i.e. speaking to Italian shop keepers in Lygon Street. For students to gain a level of competency in written and spoken Italian. Semester 1 only.</p> <p data-bbox="145 795 783 853">Students will undertake a series of communicative tasks based on the following themes:</p> <ul data-bbox="193 860 539 1144" style="list-style-type: none">• Greetings• Feelings• Directions /Around town• Signs• Buying tickets• At the airport• At the bus/tram stop• At the bank• At the post office	<p data-bbox="815 439 1414 465"><i>What do tourists need to know when visiting Italy?</i></p> <p data-bbox="815 504 1453 757">For students to gain a level of competency in written and spoken Italian. An in-depth study of Italian culture and way of life. This will include art, history, music, use of gestures, cooking, film and a general celebration of being Italian. Students will have the opportunity to practice their skills in real life situations i.e. speaking to Italian shop keepers in Lygon Street. Semester 2 only.</p> <p data-bbox="815 795 1453 853">Students will undertake a series of communicative tasks based on the following themes:</p> <ul data-bbox="863 860 1342 1115" style="list-style-type: none">• Shopping• Making a purchase• Eating out• At the cafe`/ restaurant• Changing money• At the hotel• Buying a souvenir• Asking for information or assistance

Mathematics

Linear Algebra	Quadratic Algebra
<p data-bbox="151 1529 770 1556"><i>How does algebra effect all areas of mathematics?</i></p> <p data-bbox="151 1594 807 1848">This subject is highly recommended for students considering General Maths at VCE. This subject allows students to build upon their knowledge of linear algebra with aspects such as solving, transposing and substituting. The students will also look at how to best graph linear equations on a cartesian planes and look at solving real work problems such as break-even points through the use of Simultaneous equations.</p> <p data-bbox="151 1910 472 1937">Pathway to General Math</p>	<p data-bbox="836 1529 1359 1556"><i>How do mathematicians control the future?</i></p> <p data-bbox="836 1594 1492 1883">This subject is highly recommended for students considering Maths Methods at VCE. This subject allows students to consolidate prior knowledge of algebra and extend their knowledge, while investigating application to the real world. The students will investigate solving and plotting parabolas using the quadratic formula and completing the square method. They will also apply their skills to model and solve authentic problems.</p> <p data-bbox="836 1910 1174 1937">Pathways to Math Methods</p>

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Science

<p style="text-align: center;">CSI</p> <p><i>How can forensic science help to solve crimes?</i></p> <p>Students will learn about the different types of science that help to solve crimes. They will be doing a practical a week and then learn the theory and science behind it. Areas they will learn about include fingerprinting, blood types, DNA profiling, hairs & fibres, eyewitness observations, physical evidence (footprints, tyre prints, lip prints, teeth impressions, etc.), handwriting analysis, post mortem evidence and entomological (insect) evidence.</p> <p>Pathway to Biology and Psychology</p>	<p style="text-align: center;">Newton to Einstein</p> <p><i>How have the discoveries of physicists changed the way we understand our world around us?</i></p> <p>Students will explore how the concepts of displacement, velocity, acceleration, and forces are used by Newton's Laws of motion to explain the movement of planets in the solar system, falling objects on earth, and the motion of everyday objects like cars and projectiles. Students will undertake practical explorations into the nature of light, the transfer of heat, and investigate how scientific models have continuously changed as new scientific discoveries were made leading up to the discoveries of Einstein and his contribution to the physics world.</p> <p>Pathway to Physics</p>
<p style="text-align: center;">Our place in the Universe</p> <p><i>Was the moon landing faked? Are we alone in the universe? How did our universe begin?</i></p> <p>Students will learn about the science behind missions into space, the moon landings, life cycle of stars, history of the discovery of things in the universe, creation of the universe, our solar system, reality of living on Mars, black holes, dark matter, constellations, astrology, solar and lunar events (eclipse, blue moon), comets, asteroids and evidence of alien life. Students will have choices in their project-based learning and will also have options of excursions/after school activities.</p> <p>Pathway to Biology</p>	<p style="text-align: center;">Surgery 101</p> <p><i>How does the human body work and how do we keep it healthy?</i></p> <p>Students will investigate different human body systems (digestive, respiratory, circulatory etc.) and the diseases or health problems that happen within these systems. They will be able to dissect a range of organs or parts of systems such as lungs, hearts, stomach, eyes, livers, kidneys, brains etc. and conduct experiments/activities that will enhance their understandings of these body parts. They will be able to research any diseases that affect these body systems and look at the microorganisms that cause them. Practical /hands-on work will make up approximately 40 % of their class time. Students could also make up a case study of a particular disease including photos, symptoms, microscope slides etc. They could then swap their case study with other students and try their hand at being a doctor and diagnosing the disease.</p> <p>Pathway to Biology</p>
<p style="text-align: center;">Things That Make You Go Boom</p> <p><i>How do we use explosives in our world?</i></p> <p>Students will learn about the science behind why things explode, how we use explosions and how we can survive explosions. How can we blow up an incoming asteroid? What would happen if North Korea dropped an atom bomb on Sydney? Is it safe to eat bananas? How many bananas do you need to eat to become radioactive? What does the Nobel Peace prize have to do with blowing stuff up?</p> <p>Pathway to Chemistry and Physics</p>	

Term Elective Descriptions

The Arts

<p style="text-align: center;">Keep Calm and Contour</p> <p><i>How does the use of makeup enhance a performance?</i></p> <p>Students will explore the varying different uses of makeup in theatre: stage makeup, makeup for TV, face painting, special effects makeup. Students will follow the Design Process to learn more about these before focusing on a topic of their choice. Students will investigate, generate ideas, produce designs, evaluate their work, plan and manage their project and present a finished product.</p>	<p style="text-align: center;">The Mask</p> <p><i>How is art used in celebrations?</i></p> <p>Students will investigate how masks have been used historically and culturally. They will use mixed media to explore and develop ideas to create unique mask designs.</p>
<p style="text-align: center;">Mini World Diorama</p> <p><i>How can we create dioramas to visualize our ideas?</i></p> <p>Students follow the design process to plan, visualize, and design a three-dimensional model in response to a client brief. They are encouraged to exercise their imagination and experiment with a range of materials. Students learn techniques to assemble and construct model designs.</p>	<p style="text-align: center;">Project Runway</p> <p><i>Is fashion art?</i></p> <p>Students become fashion designers. First learning about the different fashions of the past. They then create a fashion range of their own. They present their designs on sample boards with fashion illustrations. They conclude the unit creating a fabric design using illustrator.</p>
<p style="text-align: center;">The Voice</p> <p><i>How can we entertain people using just our voices?</i></p> <p>Students will learn how to warm up their voices properly and about different ways in which the voice can be used in music: Beatboxing, rapping, sound effects, singing. Students will be given the opportunity to run the warm up sessions and get to the chance to choose/create the material used. Students will learn how to recreate songs using just their voices to replicate instruments and re-arrange songs to suit their voices. Students will work on developing their 'ear' as well as looking at different types of music notation. Working in small groups and larger ensembles will also be part of the elective with students rehearsing and polishing items for whole school performances. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with the teacher.</p>	<p style="text-align: center;">Skateboard Deck Design</p> <p><i>How do we apply the design processes to the development of a skateboard deck design?</i> <i>How do artists make meaning through images, icons and symbols?</i> <i>What technical and creative skills are required to design skateboard deck graphics?</i></p> <p>You will learn to apply the design process to create an artwork for a skateboard deck design. This elective will introduce you to techniques that inspire, develop and refine your ideas. You will learn a range of drawing and painting techniques that will help your creative concepts come to life. Please be aware there is a \$40.00 cost for materials associated with this elective.</p>

Design Technologies

Bakehouse

How do we make a cake and eat it too?

In this elective, students are offered the opportunity to make numerous sweet and savoury recipes. Students will prepare traditional pastries, breads, cakes and slices as well as other healthy baked items. Students will be given opportunities to experience tea tastings and food and drinks that complement each other and would be served at a high tea setting. Recipes from all cultures will also be prepared and evaluated. Students will be encouraged to create, develop and change recipes to suit a particular need or demands of an individual. The subject will finish with a high tea buffet consisting of many different recipes prepared and baked by the class.

Café Culture

How do we prepare and cook that food we eat out at cafes and restaurants?

This semester long course will provide opportunities for students to study and experience Melbourne's café culture. Students will have the opportunity to produce a variety of café foods including breakfasts, light meals, cakes and coffees. Course outcomes will be achieved through a series of design briefs allowing students to investigate, design, produce and evaluate food and drink products. A range of complex equipment and ingredients will be utilised during the semester. Café Culture allows students to pursue interests in various hospitality vocations including pastry work, café style and baristas, giving each student the grounding, which could lead to an apprenticeship, further VCE Food Technology studies or VET Hospitality.

Design, Bake and Decorate

Can a cake become a masterpiece?

This subject is designed to engage students in the techniques and skills required to decorate a variety of commonly baked products. It incorporates elements of design and the design process. Students will have the opportunity to create fondant models following a theme and to apply piping techniques to selected items. Students will also improve their general skills and knowledge of baking and be introduced to a range of techniques and types of icing commonly utilised by pastry chefs. It is envisaged that as well as small food items such as cupcakes and biscuits, a fully decorated small cake will be produced.

Assessment will take the form of a workbook portfolio of design options, decorating activities and the production of a themed cake.

Students who undertake this subject will acquire practical decorating skills and also be able to creatively solve problems in order to achieve required designs.

Multicultural Munchies

How can we use food as a way of life, a way of expressing our culture and celebrating milestones in life?

In this subject student have the chance and opportunity to develop design thinking and design processes. Multicultural Munchies will involve some design thinking and the explicit use of design processes to create designed solutions for an identified user and purpose. It involves developing designed solutions that take into consideration a range of factors, such as ethics, functionality, and sustainability, related to the identified need and that can be evaluated using identified criteria for success. This semester long course will provide opportunities for students to study and experience food as a way of life and expression of our culture/s. Food brings us together on special occasions and many special memories will usually involve food.

During this course students will focus on how we are inspired by food through our own personal history and our interactions with other cultures. Topics will include cooking for health, commemorations foods, influences on our eating habits from different cultures. The students will work collaboratively to develop a greater understanding of not only the design process but a chosen culture, one that is not their own or familiar to them.

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Digital Technologies

Build a PC	IT Skills
<p data-bbox="153 434 807 495"><i>How do you build a PC? How do you network computers?</i></p> <p data-bbox="153 533 807 719">Students will learn how to build a basic computer from scratch. They will also learn how computers “talk” to each other through networking from basic networking such as within our school to the use of routers and larger networking systems. The complexity of this unit will be driven by the needs of the students.</p>	<p data-bbox="831 434 1398 461"><i>How do I use basic programs on my computer?</i></p> <p data-bbox="831 533 1485 685">Students will learn about how to use all components of Excel, PowerPoint, Publisher and Word. They will also learn how to use a search engine effectively and how to begin to use Google Scholar. This elective will also be driven by the needs of the students.</p>

English

Genre Genius	How to win an argument: Competitive Debating
<p data-bbox="153 1106 533 1133"><i>What makes a great narrative?</i></p> <p data-bbox="153 1171 807 1323">The students will learn how to craft and edit their narratives in order to publish by the end of term. They will develop their personal style and voice and explore a range of genres. Students will showcase a piece of writing for their final assessment.</p>	<p data-bbox="831 1106 1158 1133"><i>How do I argue effectively?</i></p> <p data-bbox="831 1171 1485 1458">Students learn to excel at the art of the argument by learning skills and strategies of formal debating. Students will learn how to structure and craft their arguments and engage the audience. Team debates will be organised fortnightly. They will explore a range of topics of interest to them and current events and walk away with an appreciation of a well- formed argument, awareness of current events and increased confidence.</p>
Media Studies	So you think you can write?
<p data-bbox="153 1583 756 1610"><i>How do journalists and the media unveil the truth?</i></p> <p data-bbox="153 1648 807 1800">Students will discover the life and times of prolific journalists through films and reading about them. They will also have a go at being investigative journalists, choose an issue that interests them and create a series of short articles that exposes the truth.</p> <p data-bbox="153 1848 373 1874">Pathway to Media</p>	<p data-bbox="831 1583 1362 1610"><i>How can we use creative writing in industry?</i></p> <p data-bbox="831 1648 1485 2024">Students will learn how to craft and edit their work in preparation for publication by the end term. Students develop their personal style and explore a range of writing genres including: journalism, graphic novels, blog writing, advertisement, script writing, song writing, speech writing. The subject is passion-led and focused on developing students' own writing style and voice. Students will create their own writing portfolio throughout the unit. Students select their favourite genre after developing their writing portfolio, and develop, create and showcase a piece of work for their final assessment.</p>

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Health & Physical Education

How do we apply, skill, game sense, fitness and strategy to succeed and be competitive in the school sports competition?

Competitive School Sport – Basketball

The year 9/10 Basketball team will be chosen from this elective.

Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

Competitive School Sport – Netball

The year 9/10 Netball team will be chosen from this elective.

Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

Competitive School Sport – Soccer

The year 9/10 soccer team will be chosen from this elective.

Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

Competitive School Sport – Volleyball

The year 9/10 Volleyball team will be chosen from this elective.

Students will participate in the school sport for that term. Within the sport they will explore the skills required, the energy systems used, tactics/strategy and the application in a competitive environment. This elective is predominantly practical however there may be a small theoretical aspect when learning about tactics.

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Humanities

Getting Back to Business

Economics

How can I become a successful Entrepreneur and be innovative in business?

Students will discover their own sense of entrepreneurship, while investigating some of the world's leading entrepreneurs and innovations. Having gained an understanding of how business influences consumer decisions, students will create an innovative product or idea and prepare a 'Shark Tank' style pitch. This includes an explanation of the price, target markets and key competitors which they'll face.

Pathway to Business Management and Accounting

Cops and Robbers

Civics and Citizenship

*How Does Australia's Legal System Work?
Is Australia's Legal System the best in the world?*

How Does Australia's Legal System Work? Is Australia's Legal System the best in the world? Students will develop an understanding of the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments. Students will conduct a mock criminal trial and will analyse current issues relating to possible changes in the law. E.g. Same Sex Marriage.

Pathway to Legal Studies

How to Feed the World

Geography

How can we ensure there is enough food to go around?

Students investigate how humans are ruining ecosystems (biomes). Students will look into the natural features of biomes, flora and fauna as well as human uses and the negative consequences of environmental change. We then look at the challenges of feeding the world and making sure there is enough.

Pathway to Geography

Money Matters

Economics

What skills do I need to be a confident and clever consumer?

Students learn the necessary skills and knowledge to understand the power of money and the economic choices we make. You will learn important consumer and financial concepts covering the importance of savings and investments for the individual and the economy. Topics covered will include consumer education, income, budgeting, tax & superannuation.

Pathway to Accounting and Business Management

Our Global Village: Life Around the World

Geography

What is life and wellbeing like for people around the world?

Students will investigate global human living standards and cultures. Students learn how a growing population in different countries affects the lives and wellbeing of their citizens. They will research how governments have responded to changing population needs.

Pathway to Geography

Humanities Continued...

Power To the People

Civics & Citizenship

How does our political system work and why should I be actively involved in it?

Students will learn about the most important part of our democracy – Our Parliaments – including Federal and State parliament. Through a mock election students will learn the role of political parties and the formation of government in Australia's political system. They will learn how Parliaments are elected to govern and how making laws is one of their main roles.

Tourism Geography

Do Tourists have a positive or negative impact on our world?

This geography unit will provide you with an understanding of trends in tourism and why tourism is so important to different economies around the world. You will learn how tourism has changed and the factors which are continuing to shape the nature of tourism. Students will investigate different ecotourist destinations such as Kangaroo Island & Whistler and the steps that must be taken in order to protect our important cultural and famous landmark around the world.

Pathway to Geography

Work Futures Economics

What skills do I need for the world of work?

This economics unit teaches the necessary skills and knowledge to succeed in work beyond school. You will investigate different career pathways, training and employment and forms of work such as contract, part-time, casual and full-time work options. You will develop your ability to apply and secure jobs. You will leave with an understanding of how the world of work has changed and have an ability to adapt to different work opportunities and make smart choices.

Pathway to VCAL and Business Management

Languages

A linguistic study of Spanish, French, Italian and Latin

What common factors link all these languages?

A practical introduction into the basic conversational and written modes of French, Spanish and Italian. A study of how Latin is linked to French, Spanish and Italian. A study of word origins including their historical significance.

Made in Italy

What products and inventions are Italians famous for manufacturing?

Students will undertake a series of communicative tasks based on the following themes:

- Italian crafts and manufacture
- Scooters and Cars
- Fashion
- Milano the heart of the Italian economy
- Art and artisanship in Florence
- Technology
- Food and coffee

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Mathematics

<p style="text-align: center;">Improve Your Math</p> <p><i>How can I feel confident in my basic math?</i></p> <p>This subject is designed for students who would like to feel more confident in their numeracy skills. Students will practice their multiplication, division, fractions, decimals and percentages. They will practice order of operations (BODMAS) and learn to interpret data. They will learn a range of strategies that will allow them to perform calculations in their heads and use the technology available to them now and in the future. This subject will also look at growth mindset and thinking positively about the skills that students have mastered.</p> <p>Pathway to VCAL Numeracy or General Math</p>	<p style="text-align: center;">Calculating Landscape Design</p> <p><i>How can I draw and finance a landscape that a builder could follow?</i></p> <p>Students will learn how to draw scale drawings and apply ratios to their design. Students will investigate perimeter, area, surface area and volume of a variety of shapes. They will investigate costs of different building materials. Their final project will be to design and price a backyard filled with a range of plants, play areas and water features.</p> <p>Pathway to General Math</p>
<p style="text-align: center;">Math over Time</p> <p><i>When am I ever going to need this and what difference will it make?</i></p> <p>Students will explore the developments of mathematics by different cultures over time that culminates in our understanding of mathematics today. Students will investigate how our society has been affected by the creation of mathematical concepts. They will explore the historical, cultural and personalities that contributed to the creation of these concepts.</p>	<p style="text-align: center;">Real Life Financial Math</p> <p><i>Can you work smarter and not harder by using your money wisely?</i></p> <p>Students will investigate loans, stocks and other areas of financial math. Students will be required to develop a portfolio of their work over the term. They will use this portfolio to become financial advisors and give advice based on different scenarios.</p> <p>Pathway to General Math</p>

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Science

<p style="text-align: center;">Consumer Chemistry</p> <p>What is the chemistry behind many of our everyday consumer products?</p> <p>Students will learn about the chemistry behind a variety of consumer products such as testing for food groups (proteins, fats and carbohydrates), food products (preservatives, colours, additives), make-up, soap/detergents, toothpaste, etc. They will make many of these substances or will conduct tests on a range of consumer products in order to analyse their components and quality.</p> <p>Pathway to Chemistry</p>	<p style="text-align: center;">Life on Earth</p> <p>What variety of organisms live on Earth? How are living organisms dependent on each other?</p> <p>Students will learn about the variety of living organisms on Earth from simple unicellular organisms through to insects, fish, amphibians, reptiles, birds and mammals. They will look at their characteristics and how these organisms depend on each other in food chains/webs and how human activity has disturbed or damaged these relationships. We will be conducting tests on local waterways such as Edwardes Lake to determine how our lifestyle/pollution has impacted on the local environment. We will also explore how we can lessen our impact on the environment and its organisms and how we can help to mend the damage that has been done.</p> <p>Pathway to Biology</p>
<p style="text-align: center;">Mind Tricks</p> <p>How does our mind trick us into tasting things differently to others, and seeing things that aren't there?</p> <p>Students will investigate how their taste perception is influenced by differing taste buds, branding and packaging of food and our culture. They will also look at how visual illusions can trick our mind into seeing things that are different from reality, and the different cues our brain uses to make sense of what we see.</p> <p>Pathway to Psychology</p>	<p style="text-align: center;">The Mystery of Our Memories</p> <p>How do we remember things? Why do some things stick with us more than others? Why do we forget? Can we recall 'forgotten' information. How do we improve our memory?</p> <p>In this unit students will be able to learn about how our memories are encoded, stored, and retrieved, and ways in which we can improve our memory. They will also look at how we learn and ways to change behaviour. Students will run a range of experiments testing memory and learning throughout the term, and collate their work in a final presentation.</p> <p>Pathway to Psychology</p>

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Choose Your Semester Electives

You need to select 6 Semester long subjects including:

- 1 x PE elective
- 1x Art elective
- 1 x Science elective
- 1 x Humanities elective
- 1xTechnology elective (design or digital technology)
- 1 x Free choice from any domain

Also choose a second preference for each subject area.

Please write your semester long elective subject selections in the table below:

Domain	Subject Name Preference 1	Subject Name Preference 2
PE		
Art		
Science		
Humanities		
Technologies		
Free Choice		

Choose Your Term Electives

You need to select 8 Term Electives and 3 reserve Term Electives.

2 Term Electives must be from Humanities (Geography, Civics & Citizenship and Economics)

However, if you pick a VCE subject you only need 4 Term Electives

Please write your term long elective subject selections in the table below:

Subject Number	Domain	Subject Name
1	Hums	
2	Hums	
3		
4		
5		
6		
7		
8		
Reserve #1		
Reserve #2		
Reserve #3		

General Information

Culture and Values

The college values are Leadership Excellence Acceptance Respect Now. The verb **LEARN** is embedded in the values as it is the College's core business. The success of our work relies on good relationships which will be built between parents, staff, students and the wider community.

The college's engagement policy is based on the belief that everyone has a right to learn and to feel safe.

The curriculum is designed to be flexible, relevant and adaptable according to the needs of the students in a Twenty First Century world. The college responds to changes in the tertiary education environment, the wider-community and the needs of the work-place. Our objective is to equip and enable our students to participate successfully as individuals in our local and broader community.

The college environment fosters a sense of student efficacy. Students are supported to become increasingly self-disciplined, reflective and to develop sound learning and thinking skills. They develop the skills to communicate clearly in a variety of forms and to successfully work independently and in teams. The college's programs develop students' abilities to understand and be tolerant of a range of viewpoints.

Catering For Diverse Learners and Additional Requirements

Students have diverse talents and interests. Each teacher aims to extend students in the classroom by diversifying the curriculum and providing varied and challenging materials and activities suited to students' abilities. Those who are students of English as a Second Language, receive support from a specialist teacher within a mainstream class. Similarly, there are students who get additional support for the development of oral language. Students with special needs are catered for within classrooms and by individual or small group tutoring.

Expectations

The last year of Middle School offers many challenges and opportunities to students. There are many opportunities for them to take an active role in College life and to show leadership and responsibility.

Students are expected to take responsibility for their behaviour, working cooperatively with their teachers and peers in their learning.

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There is a strong expectation that work will be submitted on time and that if difficulty is encountered in doing so, they will apply to the classroom teacher for an extension prior to the due date. Students should familiarise themselves with the college's policies.

Expectations (continued)

Students are required to attend on all designated days, including excursion days, house sports days and other College activity days. In the case of absence, students are required to provide the College with a medical certificate or signed note from home, immediately on their return to school. In the case of more than two consecutive days of absence, parents are requested to contact the Level or appropriate Sub-School Co-ordinator.

Promotion and Academic Success

Students are reminded that the College applies its promotion policy to all students and that students are required to meet attendance requirements. If a student's attendance is below 90% then a meeting will be held with the co-ordinator and Assistant Principal to establish whether the student will be promoted in the following year.

Attendance

Regular, punctual attendance is essential. The school must be notified of all student absences, by parents or carers, via a call to the Middle School Attendance Officer, on the day of the absence or by entering the absence on COMPASS. Attendance to all classes, home room assemblies and camps is compulsory

Absences

A note from a parent/guardian is required to explain each absence. This, along with all medical certificates must be given to the Middle School Attendance Officer, immediately on return to school.

Lateness

Students who arrive late to school must report for a late pass, a note from a parent/guardian explaining the lateness should be given to the person on duty. If there is no note or valid explanation, the students will need to report for a detention at lunchtime on that day. Students must be on time for each class; lateness disrupts the work of the class. Persistent lateness will be dealt with by the classroom teacher. If there is no improvement, the matter will be referred to the Level Coordinator.

Leaving the School during the Day

Students are not permitted to leave the school grounds during the school day without permission. It is expected that where possible, medical, dental and other appointments are made outside school hours.

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How to Obtain Permission to Leave Early

If a student wishes to leave school early, a note must be provided by the parent/guardian explaining the reason for leaving early and the time the student needs to leave. This note must be presented to the Level Coordinator no later than recess. The Level Coordinator will issue you with two Early Leaver's passes.

Before you need to leave, show one pass to your class teacher, keep this pass. Before you leave the school grounds, take the second pass to the General Office and sign the Early Leavers' book. Leave this pass in the Early Leavers' book. If you return to school later in the day, you need to report to the Office and sign in.

Excursions and Expeditions

Excursions and expeditions are an integral part of the academic program of the college. Students are required to attend and take part in all learning activities planned by the college and to return to the college signed permission notices and payment as required. If in unusual circumstances, students are unable to attend, they will be required at school, to complete replacement classwork prepared by the teacher.

An Inquiry Approach

All of our subjects will adopt an inquiry approach to the learning based on a driving question (electives) or a theme (Peel). This type of learning involves project based assessment which will be celebrated in an exhibition of their final product. The theme for Term 4 will be based around our city and will culminate in the City Experience Week in November. The cost of the week-long City Experience will be announced at the beginning of the 2018 academic year.

Student Behaviour Management

To ensure the college can provide a productive and safe learning environment for all members of the College, WRSC has adopted a model of student behaviour management that involves students understanding their responsibilities and obligations.

Behaviours that may cause distress or disruption are viewed as an infringement of others' rights to feel safe, to learn and to teach without interference. All cases are initially dealt with in a restorative manner that provides an opportunity for the student to accept responsibility for and rectify any harm caused by their actions. If a student is exited from class, they will incur a detention. Students are required to negotiate a return to class agreement with their class teacher, if behaviour is an issue.

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Organisation

Every student is required to purchase and daily use a school diary as an aid to organization. All due work and homework is to be listed here. Parents are asked to weekly check and sign each week's entries.

BYOD (Bring Your Own Device)

The implementation of the new curriculum model harnesses 21st Century Learning Design and draws upon technology to enhance the learning experience for the learner. Students are required to bring their own device and this will be equipped with the necessary software technologies for their subjects.

Homework

The completion of regular homework is an expectation of all students. At Year 9, there is an expectation of two hours of homework per night. Parents are expected to supervise this work. Homework may include:

- Continuing work on projects from classes at school.
- The summarising, revisiting and revision of classwork
- Reading (recreational or subject related).

Communication between School and Home

William Ruthven Secondary College believes that communication between school and home is important in fostering the development of each student. All students at William Ruthven receive live feedback for each of their learning tasks. This includes a rubric and can be accessed by families and guardians through the compass portal. We welcome feedback and participation from our parent and guardian community at all stages throughout the year. We value communication and regularly use the skoolbag app and our Facebook page to keep our community updated on events. Additionally, the following opportunities have been provided for parents to meet with teachers:

Parent Teacher Interviews End of Term 1 & 3

Formal Victorian Curriculum Assessment End of Term 2 & 4

To inform parents of upcoming events, the College Newsletter is published at the end of each month and posted on the college website and on COMPASS. Hard copies are available at the Office. Parents are asked to update the school office with their current contact details (including email addresses) so that newsletters and other relevant notices can be sent digitally.

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Enhancement Opportunities

Challenges and Competitions

- National Competitions in areas such as Mathematics, English and Science.
- Local Competitions such as debating and a wide range of sporting competitions.

Music Arts and Technology Programs

- The annual Arts and Technology show is a showcase of art, drama, textiles, music and multimedia
- Through the Instrumental Music Program students can access tuition in a range of instruments and join college bands and ensembles

Leadership Programs

The college offers an opportunity for students in the Middle School to develop their leadership qualities. This is done through a formal process of application, voting by peers and an interview with the sub-school leader and college principals.

The successful applicants represent the school at various school functions. They develop their skills in public speaking and fundraising, whilst being part of the Student Representative Council. They take a leading role in the college by organising year level and school assemblies.

There are opportunities for the student leaders to undertake leadership courses to enhance their skills in these roles as they progress to the senior school and beyond college life. A Community Connections program allows students in Years 7 to 9 to undertake volunteering assignments. This experience develops their independence, communication skills and teamwork whilst allowing them to assist others.

Frequently Asked Questions

What subjects should I choose in my Term Electives?

We want students to be seeking learning experiences that they have strong interests and passions in.

How were compulsory subjects selected?

WRSC is required by the VCAA to teach to the Victorian Curriculum. In order to cover most of this, we kept compulsory subjects in and gave students choices in order to cover the remaining parts of the curriculum. For example, many of the skills required in Science apply to any topic so that we can still teach them in any elective.

Why are Year 9 and 10 Electives combined in 2019?

This makes it possible to offer even more elective choices for students.

Why are some electives Semester based and some Term based?

Semester based subjects contain more Victorian Curriculum required by VCAA. Term based subjects still meet those state curriculum requirements but to a lesser degree which allows more freedom to meet student choice and interest.

Will students at Year 9 still get enough Maths, English, Science etc.?

Definitely, the main subjects will still be covered in 'normal' subjects and also covered in the new electives. If a student has a strong interest in Maths, English or Science they can elect to take numerous electives thereby experiencing more than in a traditional model of education.

Why have more electives and student choice?

Research and best practice from high performing schools (internationally and in Australia) tells us that when students have more say in their learning, both student interest and student results improve.

How were the electives chosen?

Students were asked: 'What they would like to learn?' and 'What are their aspirations?' Student focus groups worked with teachers to determine topics and subject names.

Teachers have taken student requests and matched them with VCAA state curriculum requirements and teacher expertise.