Years 7 - 10
Subject Handbook
2017
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‘Vision Inspired Action’

Principal’s Foreword

We are proud of our students’ achievements and character at Ashwood High School. At Ashwood High School we share a fundamental belief that all students can and will succeed; we know our students as people and as learners. The Middle School structure maximises student engagement through high quality teaching and differentiated curriculum and assessment, thereby challenging and supporting each and every student. The Middle School curriculum at Ashwood High School is academically rigorous in the way it is envisaged, developed, documented, delivered, experienced and evaluated. The academic curriculum is augmented by a range of stimulating inquiry based tasks that are highly engaging, enhancing student curiosity, thereby lifting both student motivation and learning confidence.

In 2017, the Accelerated Curriculum & Enrichment (ACE) Program will be implemented in both Years 7 and 8. This select entry program is premised on two educational concepts: curriculum acceleration and curriculum enrichment. Curriculum acceleration enables students to cover coursework at a faster pace; curriculum enrichment encourages the study of more complex and abstract concepts and a greater emphasis on higher order thinking skills such as analysing, synthesising, generalising and recognising relationships.

Our Middle School curriculum lays strong foundations for successful entry and completion of Senior School curriculum at Ashwood High School. Through a commitment to a depth and breadth of subjects, we collectively maximise students’ opportunities and choices to further tertiary studies and career pathways. We understand that the educational landscape has become increasingly competitive in recent times. Ashwood High School offers a range of resources and programs at this critical stage of secondary education to guide, challenge and support students and families with their goal setting, career planning and study skills programs.

School Context
Ashwood High School is a co-educational secondary school which aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world. Having served as an integral part of the community of Ashwood since 1958, Ashwood High School interweaves strong traditions centred on the value of respect with a modern understanding of education. Our newly built $23 million state-of-the-art facilities are situated on a 17 hectare site with spacious, unparalleled grounds. At Ashwood High School we develop critically aware, reflective, resilient, confident and independent learners for life. We are proud of our strong sense of community and provide a welcoming, safe, secure and orderly learning environment.

School Motto and Mission Statement
Vision: The School motto is ‘Vision Inspired Action’. In order to realise this motto, Ashwood High School has developed an agreed “Mission Statement”; our aim is to ensure:

‘The ongoing development of a learning community of staff, students and parents committed to a culture of engagement, empowerment and excellence based on high expectations, authentic relationships and mutual respect. This school culture promotes personal growth leading to meaningful citizenship and successful pathways to further studies and employment through students’ academic success.’

Good to Great
Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four pillars of a GREAT school:
1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.
‘CHOIR’ – Ashwood High School’s Five Core Values:

In order to support our School’s Motto and Mission, our school community has developed the Ashwood High School – ‘CHOIR’. ‘CHOIR’ reflects Ashwood High School’s five core values that underpin our teaching, leadership and learning behaviours, actions and decisions.

Community (of Learning and Trust)
It is an honour and source of pride to be part of the Ashwood community. A strong sense of community empowers trust, autonomy and self-efficacy. Our school culture, structures and processes recognise and appreciate diversity. Our teaching and learning programs address, support and encourage the range of learning styles, capabilities and interests of all members of our school community ensuring access and inclusion through a belief that there is strength in difference. The school focuses on the holistic development of each person through a strong emphasis on the value of co-curricular programs that enhance learning, personal development, school and community connectedness.

High Expectations
Students and staff alike will aspire to do their personal best. Each student and staff member will continue to be challenged and supported to achieve their best academically and personally through effort. The school achieves high standards through having high expectations. The school believes in high levels of accountability and transparency that creates a culture of responsibility and discipline. Our school has a firm but fair and consistent approach to discipline where students gain an understanding of the balance between rights and responsibilities and all members of the community are accountable for their own actions. Our school aims to provide for a safe, ordered and secure learning and working environment for all.

Optimism (Reflection and Resilience)
The school will thrive as a result of a positive attitude and spirit towards continuous improvement (at an individual and school level). All members of the community will aspire to demonstrate an intense ‘heart felt’ enthusiasm (passion) to achieve school and personal goals, striving for excellence at an individual and collective level. A positive attitude towards reflective practice, coupled with a culture of honest giving, receiving and interpreting feedback will instil resilience and self-belief, which involves the ability to maintain positive and consistent effort in the face of personal challenge.

Innovation (Creativity and Sustainability)
Our school believes that significant positive change must be explicitly linked to our moral purpose. This involves the application of new ideas and use of highly effective structures, processes and thinking tools to solve problems in transformational contexts. This involves harnessing creative thinking and emerging technologies to create a sustainable future. Sustainability also refers to a purposeful use of human and physical resources to improve student learning, wellbeing, engagement and pathways towards a bright future within a global economy and community.

Respect
The four respects: Respect for teachers, Respect for peers, Respect for School and Community, Self- Respect. This includes courtesy and manners, which our school will teach, model, encourage and expect. These are honourable behaviours that underpin mutual respect and community expectations.
Four Key School Priorities
Our school is committed to realising student wellbeing, engagement and achievement through focused effort on our School’s four key priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

Educational Philosophy
At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students’ outstanding achievements:

- Dux – ATAR 99.5
- 38% of VCE Chemistry Study scores over 40
- 72% of VCE Specialist Maths Study scores over 40
- 46% of VCE Mathematical Methods Study scores over 40
- Over 80% of students entering tertiary education.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.

Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

Principal’s Commitment
Create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied.

Approaches to Learning and Study in the Middle School at Ashwood High School
Enhancement and extension are brought to fruition in the Middle School through a whole school approach to explicit instruction that is augmented by a range of highly relevant and engaging differentiated learning tasks that are both stimulating and challenging. Our learning programs in the Middle School are purposeful, clearly defined, differentiated and challenging, enabling students to experience powerful, progressive and precise learning. Ashwood High School teachers systematically employ higher order questioning to enhance and deepen student understandings.

Teaching practices throughout the school are informed by a range of data sources. We connect feedback to data about student attitudes, behaviours, actions and performance. Our focus on the effective use of assessment and feedback for learning encourages behaviours that are responsible and positive to optimise student engagement and curiosity in their learning.

Ashwood High School implements a whole school approach to linking learning intentions with success criteria. Our teaching practices harness learning intentions, narrative and pace so students are more secure about their learning, more willing to take risks, enhancing student understandings and achievement.
We continue to revise, update and improve our curriculum and teaching practices to lay strong foundations for the future; preparing Middle School students for success in the Senior School. The development and implementation of the Victorian Curriculum is ongoing, and thus you will notice changes in the units offered and the ways in which they are assessed and reported upon. A number of new subjects offered in 2017 reflect improvements that have resulted from the introduction and refinement of the Victorian Curriculum, and feedback from students, parents and colleagues. The ‘subject titles’ in 2017 reflect our commitment to ‘Plain’ English, indicating our focus on academic standards. Improved teaching spaces, practices and implementation of a new 1:1 learning device policy continues to complement and support the Middle School curriculum; providing students with opportunities to engage with studies in conventional and transformative ways.

Consistent with the school vision and values, the curriculum focuses on developing the capacity of each individual so he / she may continue to learn and grow based on our commitment to the fundamental belief that all Ashwood students can and will experience success. The literature context supports the notion that students’ educational outcomes are best met when there is a strong partnership between home and school. With this, parent(s) / guardian(s) are encouraged to discuss and explore with their son / daughter the available options and opportunities offered by our Middle School curriculum to identify a personalised program which best meets the student’s interests and aspirations. From a parent perspective, I know that these important conversations that we have with our children assist in laying strong foundations for commitment and enthusiasm to learning, personal growth and sustained success.

It is highly recommended that students explore the rich and diverse opportunities offered by our Middle School curriculum. Students should discuss their learning goals and aspirations with teachers, support staff, parents and family members. Subject and pathway selections must be based on an informed understanding of the Middle School Curriculum Handbook and a commitment to challenge, relevance, enjoyment and success. As the new Principal I wish all students and families the best as we collectively embark upon an exciting and rewarding learning journey that matters.

**Outstanding State-of-the-Art Collaborative Learning Centre (Middle School Centre) and Associated Facilities**

Middle School students at Ashwood High School enjoy our brand new Collaborative Learning Centre, which was opened in February, 2015. The Collaborative Learning Centre incorporates architectural design principles to optimise student learning and educational outcomes. This new facility provides Middle School students with classrooms that encourage inquiry, disciplined and accountable learning. The Collaborative Learning Centre (Middle School Centre) provides for flexible teaching and learning spaces that support explicit formal teacher instruction, inquiry, quiet study and collaborative group work.

Brett Moore  
Principal
The Ashwood High School Year 7-10 Subject Handbook is designed to inform students and parents of the requirements for the successful completion of the Year 7-10 Curriculum and to provide an overview of the studies available for Years 7-10 in 2017. Please note subjects listed are those proposed subjects for 2017. All students are advised that the subjects offered will only run if there are sufficient student numbers.

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**The Structure of the Curriculum**

The curriculum for Year 7-10 reflects the new Victorian Curriculum.

**The Subject Disciplines are:**
- English
- Mathematics
- Science
- Arts
- Humanities
- Languages
- Physical Education and Health
- Technologies

**Other Compulsory Units of Study include:**
- French (Years 7 & 8)
- Challenge (Year 9)
- Take Action (Year 10)
- STAR (All students Years 7-10)
- Sport (Year 7-10)

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Sport (Years 7 – 10)

All students in Years 7-10 participate in the Ashwood High School Sports program. As part of the school’s membership in the Mullum Mullum Division teams will compete in age group round robin sporting events each term. Students will select the sport they wish to participate in at the beginning of each term. During the term they will train in this sport with the goal of participating in the round robin events. Successful teams in the round robins progress through to Eastern Metropolitan Region Championship and then ultimately Victorian State Championship level if they are successful. Successful individuals in swimming, athletics and cross-country progress to the Mullum District Athletics, Swimming and Cross Country Events.

For Further Information on the Sport program at Ashwood High School please contact Mr Chris Tipping or the Sports Coordinator.

STAR (Years 7 – 10)

Students in Years 7 – 10 at Ashwood High School participate in the STAR program, which is a multi-aged group of students from across the four year levels. This program aims to develop skills in personal learning, goal setting, study habits, study techniques, time management, personal reflection, interpersonal skills, communication, resilience, citizenship, relationship building, teamwork and leadership.

This program encourages active involvement in extracurricular activities and promotes connectedness to peers and the School. It builds positive relationships between teachers and students. STAR group is an integral aspect of our House structure. It fosters team spirit and a sense of healthy competition across a wide range of activities within and between Houses.

STAR group provides an opportunity for cross age mentoring and for the contribution of ideas and suggestions toward whole school improvement and activities. For further information on the STAR program at Ashwood High School please contact Ms Shelley Haughey or one of the House Coordinators.

Ashwood High School Curriculum Units 2017

Understanding the Codes

As a convenience for timetabling and other purposes, a code system is used to identify the units offered. The code is made up of three parts. The numerical part of the code indicates the level the unit is offered. The letters indicate the subject discipline.

For example: 8ENA → 8 = Level of Unit
               EN = English Unit
               A = class identifier (to distinguish between multiple classes)

Subject codes include:
- AR = Art
- CH = Challenge (Yr 9 only)
- DD = Drama / Dance
- DT = Digitech
- EN = English
- FR = French
- FS = Food Studies
- HU = Humanities
- IT = Information Technology
- MA = Mathematics
- MU = Music
- OS = Outdoor Studies
- PH = Physical Education / Health / Nutrition
- SC = Science
- TA = Take Action (Yr10 only)
- VA = Visual Art
- VM = Visual Communication / Media
LEVEL 7

Digitech (7DT)

In Digitech, students will study IT/Media for one term and Design Technologies (Wood, Metal and Plastics) for one term. In IT/Media, students are introduced to the process of digital media production. They are introduced to a range of software and will learn the processes by which information is communicated, organised and presented to consumers.

The Design Technologies course explores the practical project possibilities of the design technology workshops, as well as basic safety requirements. As they create and produce 3D products, students will be exposed to both Wood and Metal workshops where they will be given an understanding on each of the room’s safety aspects and the design process. Students will be tested on basic machinery use and will obtain certificates to identify their success.

For further information regarding Digitech at Ashwood High School please contact the Arts/Tech/Health&PE Coordinator or the Head of Curriculum.

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**Key Knowledge:**
In IT/Media, students undertake the investigation and production of different media products, including:

- Web Pages
- TV Ads
- Computer Games
- Conventions of genre

In Design and Technologies, students learn about:

- Sustainable, economic and ethical design considerations in meeting community needs
- A range of different materials and production techniques
- How designed solutions have changed over time
- How developments in materials tools and equipment influence designers
- Project management processes and coordination

**Key Skills:**

- File organisation, digital design and editing
- Production processes, equipment and technologies to collaboratively and individually create media products
- Evaluation of how they and others use conventions of genre and production elements to make meaning for audiences
- Apply principles and elements of design to evaluate the success of a digital product in meeting the needs of different audiences
- Investigate opportunities for design

**Assessment Tasks:**

- Folio
- Topic tests
- Planning documents
- Practical Tasks
- Workbook Folio
- Examination
Drama / Dance (7DD)

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Performing Arts, they make and respond and learn to appreciate the specific ways this occurs in two disciplines: Dance and Drama.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others’ cultures and communities. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view.

In Drama/Dance, students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of dance and drama and emerging and existing technologies available to them. Students learn to think, move, speak and perform with confidence. In making and staging theatre they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for presentations.

For further information regarding Drama / Dance at Ashwood High School please contact the Arts/Tech/Health/PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Drama/Dance, students participate in a number of workshops and group performances. They know:
- how their body can communicate messages and emotions
- how their voice can alter and change when representing different characters and objects
- that status is important when creating characters
- how the stage is divided and is used for specific purposes
- the importance of analysing and exploring styles from different times and places

Key Skills:
- Body awareness and expressive skills to communicate through performance confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and others’ performances
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks
- Knowledge and understanding in controlling, applying the elements, skills, processes, forms, styles and techniques of performing arts
- Sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance and drama by making and responding as active participants and informed audiences.

Assessment Tasks:
- Performances
- Analytical and Evaluative Oral and Written work
- Research tasks
- Examination
English (7EN)

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students’ reflective and critical analysis skills. The study of language includes the competent use of language and the development of students’ knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to: evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

For further information regarding English or EAL at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing

In Year 7, students will study four texts, two of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other two will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Assessment Tasks

- Responding to texts
- Written tasks
- Oral communication
- Examination
French (7FR)

Students develop an understanding about the role of language and culture in communication when learning a foreign language such as French. Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In our world, people are required to negotiate experiences and meanings across languages and cultures. A bilingual or multi-lingual approach is the norm in most parts of the world.

The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate effectively in written and spoken French. The focus is on both language and culture. French is closely related to English, sharing a root language with Latin and bearing many linguistic similarities to modern day English.

The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world and to understand more about themselves in the process. The curriculum is designed with a focus on intercultural language learning which enables students to participate meaningfully and hence, understand more about themselves and their own culture in the process.

French language will be brought to life through the exploration and appreciation of the culture of France and Franco-countries of the world. Students may have the opportunity to travel to French speaking countries such as New Caledonia or participate in exchange programs.

For further information regarding French at Ashwood High School, please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge:
In French, students will use language for communicating in, interpreting, creating and exchanging meaning on topics including:

- Greetings and introductions
- Personal profiles
- Nationalities
- Numbers 1-60
- Identifying and describing people
- Talking about school, home and social life

In Year 7, students will use a prescribed text and workbook which must be purchased prior to the commencement of the school year. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills:

- Learn to, listen to, read, view, speak and write in French with accuracy and purpose
- Appreciate, enjoy and use the French language to convey information and facilitate interaction with others
- Learn verb conjugation of verbs, particularly high frequency verbs such as avoir and être
- Learn and use frequently used adjectives in French
- Competently use new vocabulary and grammatical structures in French

Assessment Tasks:

- Listening / Speaking Activities
- Reading Activities
- Written Tasks
- Examination
Humanities (7HU)

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment. In Humanities, students will investigate studies across all four disciplines of History, Geography, Civics and Citizenship and Economics and Business.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

For further information regarding Humanities at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

History

**Key Knowledge:**
- Aboriginal and Torres Strait and Islander Peoples and Cultures
- Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) - Egypt

**Key Skills:**
- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past
- Analyse the causes and effects of significant events that caused change and/or a decline over the period.
- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that lead to progress.

Geography

**Key Knowledge:**
- Water in the World:
- Place and Liveability:

**Key Skills:**
- Collect and record relevant geographical data from primary and secondary sources
- Represent data and information in various forms and with appropriate conventions including: maps and graphs
- Analyse data, explain distribution patterns, processes that influence characteristics of places and human impacts upon and responses to natural phenomena
Civics and Citizenship

Key Knowledge:
- Government and Democracy
- Laws and Citizens
- Citizenship, Diversity and Identity

Key Skills:
- Evaluate a range of factors that sustain democracies
- Analyse the ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
- Compare and evaluate the key features and values of systems of government

Economics and Business

Key Knowledge:
- Consumer and Financial Literacy
- Work and Work Futures

Key Skills:
- Investigate the rights and responsibilities of consumers and businesses and describe their contributions to society.
- Describe the nature and investigate the influences on the work environment.

Assessment Tasks:
- Research report/written tasks
- Data representation and analysis
- Topic tests
- Exam
Mathematics (7MA)

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students’ prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for senior Mathematical studies.

For further information regarding Mathematics at Ashwood High School please contact the Maths/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In Mathematics students investigate the key areas of:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The course content is presented so that there is a balanced and progressive development of skills and knowledge throughout the year. Students are expected to solve problems with and without the use of technology.

Key Skills:
- Solve problems involving positive and negative numbers
- Solve problems involving the four operations with fractions and decimals
- Use variables in simple algebraic equations
- Identify and locate points on the Cartesian plane
- Use formula to find the area and perimeter of simple 2D shapes
- Investigate the relationship between parallel lines and transversals
- Understand issues involved in the collection of data
- Calculate the mean, median, mode and range of a data set
- Define sample spaces and calculate probabilities of simple chance events
- Design and implement algorithms using a simple programming language

Assessment Tasks:
- Coursework
- Topic tests
- Examination
Music (7MU)

In Music, students will become familiar with the elements of Music such as rhythm, pitch, dynamics, expression, timbre and texture. They will cover the four key areas: exploring, creating, performing and responding to Music. Students will engage in music performance through singing, playing instruments and creating music in a range of styles. They will develop their technical ability, expression and performance skills. Students will develop their music literacy through traditional and non-traditional notation and explore the ways technology can be used. Students will also explore the social, cultural and historical influences of music.

For further information regarding Music or Instrumental Music at Ashwood High School please contact the Arts/Tech/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Music, students explore and investigate

- Elements of Music
- Solo/Ensemble
- Musical Notation
- Guitar, keyboard, voice
- Composition, improvisation and aural works using technology
- Indigenous Music

In Year 7, students will need to have access to digital apps (garage band).

Key Skills:

- Learn to listen to, use and manipulate elements of music when creating music
- Practice technical and performance skills
- Interpret, rehearse and perform Vocal and Instrumental parts in unison and harmony
- Develop music notation and terminology
- Develop Listening appreciation skills used to communicate musical ideas

Assessment Tasks:

- Performances
- Analytical and written work
- Research task
- Examination
Physical Education, Health and Nutrition (7PH)

Physical Education, Health and Nutrition aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

In Year 7 Health and Nutrition the focus will be on the whole person. We will develop resilience and establish and maintain respectful relationships and inclusivity through the focus on evaluating strategies to manage personal, physical and social changes that occur as students grow older. They will learn how to justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.

The Physical Education component of this course will allow students to demonstrate control and accuracy when performing specialised movement skills. They will apply movement concepts and strategies to suit different situations. Students will undertake an investigation into the cultural and historical significance of a range of different physical activities. Students will participate in a range of skills through sports such as: Athletics, Swimming, Netball, Badminton, and Fitness Testing.

For further information regarding Physical Education, Health and Nutrition at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Physical Education, Health and Nutrition students will know:
- Physical changes during puberty
- Respectful Relationships
- Self-Identity
- Risk Taking
- Food Choices
- Fitness components
- Movement concepts and strategies

Key Skills:
Physical Education, Health and Nutrition aims to develop the skills to enable students to:
- Access information to take positive action to protect, their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- identify and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing
- acquire movement skills, concepts and strategies to respond confidently, in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
Science (7SC)

Students enter the classroom with a range of ideas and conceptions about the physical world. The science classroom extends and explores these ideas so that students are able to base their understanding on scientific theories, laws and practices. Science encourages students to question and to be curious about the world around them. It helps students to build a base of knowledge that allows them to formulate opinions, create ideas, and hypothesise. Through studies in science, students will develop the ability and confidence to participate in and contribute to debate and discussion concerning a plethora of topical issues, including sustainability and the environment.

The Science curriculum supports students to develop the scientific knowledge, understandings and skills across all of the science disciplines. They will participate in practical investigations and develop the ability to formulate, test and support hypotheses, conduct tests and experiments, and identify and utilise appropriate equipment and apparatuses.

For further information regarding Science at Ashwood High School please contact the Mathematics/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In Science, students focus on explaining phenomena and its applications. Key content includes:

- Using evidence to improve understanding of a scientific idea
- Apply scientific knowledge to generate solutions to contemporary problems and explain how these solutions may impact our society
- The differences between and within groups of organisms and how classification assists to organise this diversity
- Interactions between organisms can be describes in terms of food chains and food webs and how this is affected by human activity
- Properties of different states of matter in terms of the motion and arrangement of particles
- Mixtures contain a combination of pure substances that can be separated using a range of techniques
- Phenomena on Earth (e.g. seasons and eclipses) are caused by the relative positions of the Sun, Earth and the Moon
- Earth’s renewable and non-renewable resources; water is an important resource that cycles through the environment
- The change in an object’s motion is caused by unbalanced forces acting on that object and that gravity is a force that pulls objects towards the centre of Earth

Key Skills:

- Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
- Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
- Recording and representing data in meaningful and useful ways.
- Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion and identifying trends, patterns and relationships in data, with reference to the evidence.
- Conveying information or ideas to others through appropriate representations, text types and modes.

Assessment Tasks:

- Investigations
- Topic Tests
- Examination
Visual Art (7VA)

In Art, students will learn about how and why artists and designers create artworks and they will consider them from the viewpoint of the artist and the viewer. They will create their own artworks and develop their skills through the exploration of different materials, techniques and art forms such as drawing, painting and mixed media. They will consider the world we live in and discover new ways to communicate and represent their experiences, ideas and imagination.

In Visual Communication Design, students design and present visual information of products using sketches, concept and working drawings, and then models. The emphasis is on developing students’ understanding and awareness of communication concepts and skills, related to graphic, industrial and fashion design fields. Students will experience a number of software programs and learn how to draw on the computer. This unit also introduces students to illustration, photography, technical drawing, freehand drawing and modelling. Students will develop the ability to explore ideas and solve problems creatively and imaginatively.

For further information regarding this subject at Ashwood High School please contact the Arts/Technology/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Art and Visual Communication Design students will know:

In the Art Strand
- How artists explore and express ideas
- Design development processes
- Different ways to apply mediums and techniques
- Strategies to solve problems to refine their ideas and techniques
- How cultural contexts affect artworks and responses to them

In the Visual Communication Design Strand
- Design Process
- Design Elements and Principles
- Design Thinking
- Technical drawing
- Computer Illustration

Key Skills:
- Identify, analyse and evaluate the use of materials, techniques and technologies
- Explore and express ideas
- Manual and digital drawing methods
- Application of media and materials
- Development and present visual communications for different purposes

Assessment Tasks:
- Practical Tasks
- Analysis
- Examination
LEVEL 8

Digitech (8DT)

In Digitech, students will study IT/Media for one term and Design Technologies (Wood, Metal and Plastics) for one term.

In IT/Media, students extend their understanding of the process of digital media production. Through the process of production, students explore conventions of different media forms and how to understand and meet the needs of audiences. They further develop their knowledge of a range of software and develop their skills in file organisation, digital design and editing.

In Design Technologies, students work on solving problems using the basic principles of design with an emphasis on creative thinking in the wood and metal workshops. They are introduced to new techniques and safety procedures to cut, shape and join metals and other materials. Students will experience a variety of materials including plastics, gems and more as they create increasingly elaborate pieces based on research and a thorough design process.

For further information regarding this subject at Ashwood High School please contact the Arts/Technology/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
- In IT/Media, students learn about different media products, including music videos, web pages and record covers.
- In Design Technologies, students learn about:
  - Sustainable, economic and ethical design considerations in meeting community needs
  - A range of different materials and production techniques
  - How designed solutions have changed over time
  - How developments in materials tools and equipment influence designers
  - Knowledge of materials and their properties

Key Skills:
- Develop and use production processes, equipment and technologies to create media products
- Evaluate how they and others use conventions of genre and production elements in different media forms to make meaning for audiences
- Apply principles and elements of design to evaluate the success of a digital product in meeting the needs of different audiences
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Investigate opportunities for design
- Project management processes and coordination
- Independently and safely produce effective designed solutions using a range of materials and tools

Assessment Tasks:
- Folio
- Topic tests
- Planning documents
- Practical Tasks
- Workbook Folio
- Examination
Drama / Dance (8DD)

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. In Performing Arts, they make and respond and learn to appreciate the specific ways this occurs in two disciplines: Dance and Drama.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others’ cultures and communities. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view.

In Performing Arts, students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of dance and drama and emerging and existing technologies available to them. Students learn to think, move, speak and perform with confidence. In making and staging theatre they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for presentations.

For further information regarding Drama or Dance at Ashwood High School please contact the Arts/Tech/Health/PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Dance and Drama, students participate in a number of workshops and group and solo performances. They know:
- How to use and manipulate their body to effectively communicate messages and emotions
- How to use and manipulate their voice
- How to use and manipulate status, character and mood when presenting performances
- How to utilise the stage effectively for specific purposes
- The importance of analysing, evaluating and exploring styles from different times and places

Key Skills:
- Body awareness and expressive skills to communicate through performance confidently, creatively and intelligently
- Choreographic and performance skills and evaluation of their own and others’ performances
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity and innovation through group and solo performances
- Knowledge and understanding in controlling, applying, analysing and evaluating the elements, skills, processes, forms, styles and techniques of performing arts to engage audiences and create meaning
- Developing innovation and sense of curiosity and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance and drama by making and responding as active participants and informed audiences.

Assessment Tasks:
- Performances
- Analytical and Evaluative Oral and Written work
- Research tasks
- Examination
English (8EN)

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students’ reflective and critical analysis skills. The study of language includes the competent use of language and the development of students’ knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to: evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

For further information regarding English or EAL at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge:
In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing

In Year 8, students will study three texts, two of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other two will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Assessment Tasks:

- Responding to texts
- Written tasks
- Oral communication
- Examination
French (8FR)

French explores our place in the world and help to break down the barriers of misunderstanding whilst fostering an appreciation for the diversity of other societies. The acquisition of a second language provides students with greater opportunities for employment with global organisations and the confidence to travel and explore the world.

Research shows that many skills are acquired through the study of a second language including the development of social skills, gaining confidence in using unfamiliar words, understanding how language works and developing the ability to problem solve. Until recently French was the international language of the world, the language of science and literature, and the Olympic Games are still conducted in both languages. Much of modern day English has its origins in the French language and you will recognise words like menu, chef, Grand Prix, and tennis. Your studies in French will complement and enhance your understanding of how the English language works and provide a platform from which to access other languages.

In French, students will focus on developing the communication skills required for everyday conversations and situations. The areas of speaking, reading, listening and writing in French are all important for effective communication and understanding. French language will be brought to life through the exploration and appreciation of the culture of France and the many other French-speaking countries of the world. Students may have the opportunity to travel to French-speaking countries such as France and New Caledonia and to participate in exchange programs with these countries.

For further information regarding French at Ashwood High School, please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge:
In French, students will use language for communicating, interpreting, creating and exchanging meaning on topics including:
- Family
- Likes and dislikes
- Pets and animals
- School and school subjects
- Daily routines, including school routine

In Year 8, students will use a prescribed text and workbook which must be purchased prior to the commencement of the school year. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills:
Students will:
- Learn to, listen to, read, view, speak and write in French with accuracy and purpose
- Appreciate, enjoy and use the French language to convey information and facilitate interaction with others
- Learn verb conjugation of verbs, including reflexive verbs and high frequency verbs such as Faire and Aller
- Competently acquire and use new vocabulary and grammatical structures in French

Assessment Tasks:
- Listening / Speaking Activities
- Reading Activities
- Written Tasks
- Examination
Humanities (8HU)

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

For further information regarding Humanities at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

In Humanities, students will investigate studies across all four disciplines of History, Geography, Civics and Citizenship and Economics and Business:

Key Knowledge:

History
• European and the Mediterranean World - The Vikings
• The Asia-Pacific World - The Polynesian expansion across the Pacific (c700-1756)
• Expanding Contacts: Discovery and Exploration - The Spanish Conquest of the Americas (c1492-1572)

Geography
• Landforms and Landscapes
• Changing Nations

Civics and Citizenship
• Government and Democracy
• Laws and Citizens
• Citizenship, Diversity and Identity

Economics and Business
• Resources Allocation and Making Choices
• Consumer and Financial Literacy
• The Business Environment
• Enterprising Behaviours and Capabilities
• Economic and Business Reasoning and Interpretation

Key Skills:

History:
• Explain different historical interpretations and contested debates about the past
• Describe and explain the broad patterns of change over the period from the ancient to the modern world
• Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
• Analyse the different perspectives of people in the past
• Analyse the causes and effects of significant events that caused change and/or a decline over the period.
• Evaluate the role and achievement of a significant individual, development and/or cultural achievement that lead to progress.

Geography:
• Collect and record relevant geographical data from primary and secondary sources
• Represent data and information in various forms and with appropriate conventions including: maps and graphs
• Analyse data, explain distribution patterns, processes that influence characteristics of places and human impacts upon and responses to natural phenomena

Civics and Citizenship:
• Evaluate a range of factors that sustain democracies
• Understand the ways that they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
• Compare and evaluate the key features and values of systems of government
• Explain key principles of Australia’s system of justice and analyse the role of Australia’s court system

Economics and Business:
• Analyse various consumer and enterprising behaviours which impact on individual consumers, businesses and governments
• Examine relationships and trends and generate a range of alternatives for an economic or business issue or event and evaluate the potential costs and benefits of each alternative.

Assessment Tasks:
• Research report/written tasks
• Data representation and analysis
• Topic tests
• Exam
Mathematics (8MA)

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students’ prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for senior Mathematical studies.

For further information regarding Mathematics at Ashwood High School please contact the Maths/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In mathematics, students explore a wide range of mathematical concepts including:

- Using mental and written strategies to estimate and carry out operations with integers and apply the index laws.
- Identify and describe rational and irrational numbers.
- Estimate and solve everyday problems involving profit and loss, ratios and percentages.
- Simplify algebraic expressions and expand and factorise linear expressions.
- Solve linear equations and graph linear relationships.
- Convert between units of measurement.
- Find the perimeter and area of parallelograms, rhombuses and kites.
- Name the features and calculate the circumference and area of circles.
- Calculate time involving time zones, timetables and 24hr conversions.
- Explain issues related to the collection of sample data and discuss the effects of outliers on means and medians of the data.
- Model situations with Venn diagrams and two-way tables.
- Use appropriate language to describe events and experiments.
- Determine complementary events and calculate the sum of probabilities.

Key Skills:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Detect algorithmic errors using testing procedures and related analysis
- Acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Assessment Tasks:

- Coursework
- Topic tests
- Examinations
Music (8MU)

In studying Music, students will cover four key areas which include exploring, creating, performing and responding to Music. Students will continue to develop their understanding and use of the elements of Music such as rhythm, pitch, dynamics, expression, timbre and texture. Students engage in performing music through singing, playing and creating music in a range of styles. They will develop their technical ability, expression and performance skills. Students will develop their music literacy through traditional and non-traditional notation and explore the ways technology can be used. Students will explore social, cultural and historical influences.

For further information regarding Music or Instrumental Music at Ashwood High School please contact the Arts/Tech/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Music, students continue to explore and investigate
- Elements of Music for example blues structure,
- Solo/Ensemble
- Musical Notation
- Guitar, keyboard, voice – popular chord progressions
- Composition, improvisation and aural works using technology
- World Music

In Year 8 students will need to have access to digital apps (garage band)

Key Skills:
- Learn to listen to, use and manipulate elements of music when creating music
- Develop technical performance skills
- Explore specific performance skills
- Interpret, rehearse and perform Vocal and Instrumental parts in unison and harmony
- Identify and use music notation and terminology
- Develop Listening appreciation skills used to communicate musical ideas

Assessment Tasks:
- Performances
- Analytical and written work
- Research task
- Examination
Physical Education, Health and Nutrition (8PH)

Physical Education, Health and Nutrition aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

In Year 8 Health and Nutrition the focus will be on the whole person. We will develop their resilience and establish and maintain respectful relationships and inclusivity through developing strategies and resources to manage changes and transitions and their impact on identities. They analyse factors that influence emotional responses and gather and analyse health information. There will be a specific focus on nutrition and the nutritional needs across the lifespan.

The Physical Education component of this course will allow students to practice and apply personal and social skills when undertaking a range of roles in physical activities. The concept of fair play, safety and inclusive participation is explored. Participation in a range of skills through sports such as; Softball, Volley Ball, Ultimate Frisbee, Basketball, Gymnastics and Athletics.

For further information regarding Physical Education, Health and Nutrition at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Physical Education, Health and Nutrition students will know:
- Sexuality
- Nutrition
- Hydration
- Risk taking associated with Drug Use
- Harm minimisation
- Sexual Education and Contraception
- Movement concepts and strategies

Key Skills:
Physical Education, Health and Nutrition aims to develop the skills to enable students to:
- Access and evaluate information to take positive action to protect, their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing
- Acquire and apply movement skills, concepts and strategies to respond confidently, in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
Science (8SC)

Students enter the classroom with a range of ideas and conceptions about the physical world. The science classroom extends and explores these ideas so that students are able to base their understanding on scientific theories, laws and practices. Science encourages students to question and to be curious about the world around them. It helps students to build a base of knowledge that allows them to formulate opinions, create ideas, and hypothesise. Through studies in science, students will develop the ability and confidence to participate in and contribute to debate and discussion concerning a plethora of topical issues, including sustainability and the environment.

The Science curriculum supports students to develop the scientific knowledge, understandings and skills across all of the science disciplines. They will participate in practical investigations and develop the ability to formulate, test and support hypotheses, conduct tests and experiments, and identify and utilise appropriate equipment and apparatuses.

For further information regarding Science at Ashwood High School please contact the Mathematics/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In Science, students focus on explaining phenomena and its applications. Key content includes:

- Using evidence to improve understanding of a scientific idea
- Apply scientific knowledge to generate solutions to contemporary problems and explain how these solutions may impact our society
- Applying an understanding of microscopic and atomic structures, flows of energy and matter to describe the relationship between an object or organism’s form and function
- Working with scales of space and time, including the size of atoms and the slow geological processes
- Introduction to the notion of particles and describe and measure transfers of energy and/or matter
- Using examples to illustrate how light forms images and describing the properties of sound
- Comparing the process of rock formation and analysing the sustainable use of resources

Key Skills:

- Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
- Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
- Recording and representing data in meaningful and useful ways.
- Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion and identifying trends, patterns and relationships in data, with reference to the evidence.
- Conveying information or ideas to others through appropriate representations, text types and modes.

Assessment Tasks:

- Investigations
- Topic Tests
- Examination
Visual Art (8VA)

In Art, students will extend their knowledge about how and why artists and designers create artworks and they will consider them from the viewpoint of the artist and the viewer. They will reflect upon how cultures and societies influence art and ways in which art contributes to a creative society, then, use this information as a basis for their own artworks. They will develop their artistic skills through the exploration of different materials, techniques and art forms such as drawing, painting and ceramics to imaginatively communicate their experiences and ideas to others.

In Visual Communication Design, students explore the world of design and embark on self-directed design projects, whereby they may explore areas such as architecture, industrial/product, graphic, interior and landscape design. Students will create two-dimensional (2D) drawings and three-dimensional (3D) models. Students may use a combination of traditional and computer-based techniques. This course will be tailored to meet student interests in the topics that are taught.

For further information regarding this subject at Ashwood High School please contact the Arts/Technology/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Art and students Visual Communication Design will know:

In the Art Strand
- How artists explore and express ideas
- Design development processes
- Different ways to apply mediums and techniques
- Strategies to solve problems to refine their ideas and techniques
- How cultural contexts affect artworks and responses to them

In the Visual Communication Design Strand
- Design Process
- Design Elements and Principles
- Design Thinking
- Technical drawing
- Computer Illustration

Key Skills:
- Identify, analyse and evaluate the use of materials, techniques and technologies
- Explore and express ideas
- Manual and digital drawing methods
- Application of media and materials
- Development and present visual communications for different purposes

Assessment Tasks:
- Practical Tasks
- Analysis
- Examination
LEVEL 9 CORE SUBJECTS

English (9EN)

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students’ reflective and critical analysis skills. The study of language includes the competent use of language and the development of students’ knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to: evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

For further information regarding English or EAL at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge:
In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:
- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing

In Year 9, students will study four texts, three of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other two will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills:
- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Assessment Tasks:
- Responding to texts
- Written tasks
- Oral communication
- Examination
Humanities (9HU)

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment. In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

For further information regarding Humanities at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

In Humanities, students will investigate studies across all four disciplines of History, Geography, Civics and Citizenship and Economics and Business.

Key Knowledge:

History:
- Industrial Revolution
- Australia and Asia
- World War One

Geography:
- Biomes (Environmental Communities) and food security:
- Geographies of Interconnection:

Civics and Citizenship:

Economics and Business:
- Resources Allocation and Making Choices
- Work and Work Futures

Key Skills:

History
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1750-1939
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates

Geography:
- Identify and analyse significant spatial distributions and evaluate their implications
- Collect and record relevant geographical data from primary and secondary sources
- Represent data and information in various forms and with appropriate conventions including: maps and graphs
- Analyse data, explain distribution patterns, processes that influence characteristics of places and human impacts upon and responses to natural phenomena
Civics and Citizenship:
- Evaluate a range of factors that sustain democracies
- Analyse the ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
- Compare and evaluate the key features and values of systems of government

Economics and Business:
- Explain economic performance indicators and examine how Australia’s economy is performing.
- Discuss the variations that exist between economies and the way in which globalisation is affecting the Australian and global workforce

Assessment Tasks:
- Research report/written tasks
- Data representation and analysis
- Topic tests
- Exam
Mathematics (9MA)

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum at Ashwood High School provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.

As students progress through the curriculum levels they develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. Each topic is delivered in a way which reinforces and consolidates students’ prior learning and challenges them with extension activities where applicable. The use of technology becomes increasingly important in order to solve complex mathematical problems and to prepare students for senior Mathematical studies.

For further information regarding Mathematics at Ashwood High School please contact the Maths/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In year 9, the key knowledge areas are:

- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of three-dimensional objects. Explain similarity of triangles and apply Pythagoras’s theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.
- Use the index laws to solve problems involving very small and very large numbers, and express numbers in scientific notation. Simplify a range of algebraic expressions. Find the distance between two points on the Cartesian plane and the gradient, equation and midpoint of a line segment.
- Compare techniques for collecting data, and identify questions and issues involving different data types. Construct histograms and back-to-back stem-and-leaf plots. Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. Calculate relative frequencies to estimate probabilities. List outcomes for experiments and assign probabilities for those outcomes and related events.

Key Skills:
The Mathematics curriculum aims to ensure that students:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Assessment Tasks:

- Coursework
- Topic tests
- Examinations
Physical Education and Health (9PH)

The domain of Physical Education and Health aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

Students will participate in topic based workshops relating to units such as: Healthy Choices, Mental Health and Wellbeing, Allied Health professions and services, Personal Identity, Outdoor and Recreational activities. Students will develop their confidence as individuals as well as improving their ability to work in teams and develop their leadership skills.

Students will analyse the impacts of attitudes and beliefs about diversity on community connection and wellbeing. Students will perform and refine different skills in challenging movement situations and apply peer feedback to enhance their own and others performance. Students will have the opportunity to investigate how the role of physical activity and outdoor recreation have changed over time and partake in a series of external programs.

For further information regarding Physical Education, Health and Nutrition at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Physical Education and Health students will know:

- Mental Health
- Wellbeing
- Allied Health services
- Personal Identity
- Ethical behaviour
- Cultural relevance in sport
- Minimal impact

Key Skills:
Physical Education, Health and Nutrition aims to develop the skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, and enhance their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing to build and manage respectful relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently and competently in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
Science (9SC)

Students enter the classroom with a range of ideas and conceptions about the physical world. The science classroom extends and explores these ideas so that students are able to base their understanding on scientific theories, laws and practices. Science encourages students to question and to be curious about the world around them. It helps students to build a base of knowledge that allows them to formulate opinions, create ideas, and hypothesise. Through studies in science, students will develop the ability and confidence to participate in and contribute to debate and discussion concerning a plethora of topical issues, including sustainability and the environment.

The Science curriculum supports students to develop the scientific knowledge, understandings and skills across all of the science disciplines. They will participate in practical investigations and develop the ability to formulate, test and support hypotheses, conduct tests and experiments, and identify and utilise appropriate equipment and apparatuses.

For further information regarding Science at Ashwood High School please contact the Mathematics/Science Coordinator or the Head of Curriculum.

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**Key Knowledge:**

In Science, students focus on explaining phenomena and its applications. Key content includes:

- Scientific understanding are refined over time through a process review by the scientific community
- Neurons transmit electrical impulses; an animal’s response to a stimulus is coordinated its nervous system
- Organisms relying on internal systems to respond to changes in their environment
- Matter is made up of atoms which are composed of protons, neutrons and electrons
- Types of chemical reactions are used to make products and are represented by balanced chemical equations
- The theory of plate tectonics explains patterns of geological activity and continental movement

**Key Skills:**

- Formulate questions or hypotheses that can be investigated and isolating independent, dependent and controlled variables.
- Independently plan and execute appropriate investigations to collect reliable data, assess risks and ethical issues
- Use appropriate equipment to collect and record accurate and reliable data and use repeat trials to improve accuracy, precision, and reliability
- Use a range of representations (graphs, keys, models, and formulas) to record and summarise data from students’ own investigations and secondary sources, to represent patterns and distinguish between data
- Analyse patterns and trends in data, identify inconsistencies and draw conclusions that are consistent with evidence
- Use scientific concepts to evaluate conclusions, solve problems, analyse the validity of information, suggest alternative explanations and describe specific ways to improve the quality of data
- Communicate scientific ideas for a purpose, including constructing arguments and using appropriate scientific language, conventions and representations

**Assessment Tasks:**

- Investigations
- Topic Tests
- Examination
Year 9 Challenge Program (9CH)

All Year 9 students at Ashwood High School will complete The Challenge Program.

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” The last part of this statement is the essence of inquiry-based learning. The Challenge Program is designed to expand students thinking beyond their own world and foster the concept of wonderment and awe in the world around them.

This subject is based around the theory of Inquiry Based Learning and developing student’s thoughts, opinions, ideas and finished products that expand and complement the work that is undertaken in all other areas of the curriculum. The students will undergo learning inside and outside of the classroom which will challenge them to think beyond the 4 walls of their school and homes.

We understand that students in Year 9 are at a unique age where they are trying to find themselves and connect with peers and other people around them. This program will provide an opportunity for students to challenge themselves in self-identity, self-esteem, pathways and opportunities, and move past the norms of society to work through to find their place and where they belong.

Students will undertake a range of different project based units that are largely self guided and designed for them to better understand their place in the world. Assessment for this subject will fall under the standards of:

- Personal and Social capabilities
- Critical and Creative Thinking
- Ethical Capabilities

Key Skills
- Group work
- Communication
- Project management
- Inquiry
- Reflection and evaluation
- Interpersonal
- Critical and creative Thinking

This subject is one of the opportunities provided at Ashwood High School to help develop students as worldly and compassionate citizens, provide them with the interpersonal skills needed to succeed in the wider community, and that will instil the school values through action.

For further information regarding The Challenge Program at Ashwood High School please contact Ms Shelley Haughey.
LEVEL 9 ELECTIVES

Art (9AR)

This course offers a broad exploration into the various ways 2D and 3D art is produced by and for different personal, historical and cultural contexts. They will have the opportunity to develop their ideas and artistic skills to produce individual and collaborative artworks using a range of mediums and art forms such as painting, drawing and ceramics. They will create and present their artworks for a particular audience. The students will explore the ideas, issues and concepts behind artworks and learn the value of art in society. They will consider ways the presentation of artworks helps to connect with different audiences such as street art, public art and gallery exhibitions. The students will be introduced to a range of different artworks through research and an excursion.

For further information regarding Art at Ashwood High School please contact the Arts/Technology/Health & PE Coordinator.

Key Knowledge:
In Art students learn about:

- Artworks from different times, places and cultural contexts
- Different ideas and intentions behind artworks
- A range of techniques, processes and mediums used them to create artworks
- Presenting artworks for specific audiences

Key Skills:
- Research and investigation of artworks made for different purposes in different cultural settings
- Respond and interpret art through analysis, interpretation and evaluation of artworks
- Explore and express personal ideas through the design and creation of artworks
- Develop skills in the use of a range of mediums
- Effective presentation of artworks for a particular audience
- Develop an awareness of safe and sustainable practices in art

Assessment Tasks:

- Practical Tasks
- Analysis
- Examination
Food Studies (9FS)

Food studies and nutrition is an important part of maintaining the healthy life balance. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of nutrition in their daily life. They will also increase their awareness of nutritional issues within our society as well as studying the perception that people have of themselves such as body image and self-esteem.

Food Studies is an important subject in the development of young people to ensure that they have an accurate knowledge base of the food that is around them and how they are able to take control and make informed decisions about their food choices.

Food studies uses the design process to develop creative design solutions to a problem that is presented to the students. Using the Research, Design, Create and Evaluate processes the students will find individual solutions that suit them and the problem. This subject gives students the opportunity to explore both theoretical and practical tasks as they work each week in the kitchen producing a different recipe that combines the theoretical learning with the practical task.

For further information regarding Physical Education, Health and Nutrition at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Food studies students will learn about:
- Macronutrients
- Micronutrients
- Processing techniques
- Design process
- Food models

Key Skills:
Food Studies aims to develop the skills in the following areas:
- Investigate, generate and critique designed solutions for sustainable futures
- Create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Learn how to transfer the knowledge and skills from theoretical to practical application
- Design skills: Investigating, Generating, Producing, Evaluating, Planning and Managing
- Sustainable thinking skills when designing

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
French (9FR)

Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In an increasingly globalized world, it is important for people to be able to understand and express ideas in global languages such as French; there are over 52 French-speaking countries around the world.

Students acquire communication skills in French. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate in and comprehend written and spoken French. Through engaging with a variety of texts and with French speakers, students will be able to understand the relationship between French language and culture and develop their intercultural capabilities. Students will be able to understand themselves as communicators.

By level 9, students expand their vocabulary and experiment with different modes of communication. Students use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences.

For further information regarding French at Ashwood High School, please contact the English/Humanities/LOTE Coordinator or the head of curriculum

Key Knowledge:
In level 9 French, students develop their grammatical and vocabulary competences through studying a wide range of topics. These include; fashion and popular culture, maps and localities, sports and leisure activities, future plans, the home and household items and descriptions of people. Students will build on their counting knowledge to be able to count to 100. They continue to develop their confidence in comprehending written and spoken French and their competencies in creating their own written and spoken pieces.

Key Skills:
At level 9, students learn to:

- Use compound tenses to describe events happening in the near future
- Give instructions using specialized verb tenses
- Give and understand directions
- Conjugate both regular and irregular verbs
- Use demonstrative adjectives to denote nearness
- Describe the physicality and personality of people
- Use object pronouns to increase fluidity and avoid repetition
- Begin to give their opinion using a range of verbs

Assessment Tasks:
- Reading tasks
- Writing tasks
- Speaking and listening
Visual Communication Design / Media (9VM)

In studying Visual Communication Design and Media, students develop their skills in designing and producing digital media products. They develop an understanding of the technical codes of different media forms such as short film and movie trailers, and print productions such as DVD and movie posters. They explore how audiences understand the symbolic codes that construct media texts in different genres. Students will learn and apply design elements and principles to create media products that meet the expectations of audiences.

VCD and Media units prepare students for the myriad challenges in interpreting and creating media products. As constant consumers of media, young people need to develop skills in recognising codes and conventions and the way they shape society's interpretations of events and narratives presented to them in different media forms. Students will deepen their understanding of the complexities of media production in terms of practical media skills, and an understanding of the principles and practices of design to meet the needs of a media consumer.

For further information regarding Visual Communication Design / Media at Ashwood High School please contact the Arts/Tech/Health/PE Coordinator or the Head of Curriculum.

Key Knowledge:

In Media, students develop their knowledge of:
- Conventions of different genres
- Technical and symbolic codes
- Film production, including pre and post production procedures

In Visual Communication Design, students develop their knowledge of:
- Design Process
- Elements and Principles
- Design Thinking

In Year 9, students will create their own films, design and create movie posters and movie trailers. Students will explore various software and hardware, using video cameras, Photoshop, editing and sound mixing software.

Key Skills:
- Develop and present visual communications that meet the requirements of a specific brief and target audience
- Use digital drawing methods to create visual communications in specific design fields
- Develop and refine media production skills
- Plan structure and design media artworks
- Analyse how technical and symbolic elements are constructed in media artworks

Assessment Tasks:
- Folio
- Topic tests
- Planning documents
- Examination
Music (9MU)

In studying Music, students will cover four key areas which include exploring, creating, performing and responding to Music. Students will use their voices, instruments and technology with greater independence to work individually and in small groups. They explore music as an art form drawing on complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. Students draw on music from other cultures and identify characteristics of performance styles and genres and how musicians influence cultural expression. They will develop their technical ability, expression and performance skills. Students will develop their music literacy through traditional and non-traditional notation. They will explore the ways technology can be used for analysis, evaluation, composition and performance. Students will study the social, cultural and historical influences on Music.

For further information regarding Music or Instrumental Music at Ashwood High School please contact the Arts/Tech/Health & PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Music, students will
• Develop their own personal performance style
• Explore instrumentation, dynamics and expressive techniques
• Notate pitch and rhythmic patterns, intervals and chords
• Interpret arrangements of a piece using musical features across a range of styles
• Further develop as a soloist and ensemble member
• Discuss the cultural identity of music

In Year 9 students will use Music technology software

Key Skills:
• Explore specific aural skills aimed at enhancing their understanding of music
• Refine their analysis and listening appreciation of musical works
• Practise technical and expressive skills for solo and group performance
• Develop ensemble skills with an understanding of each member's role
• Interpret and evaluate their own performance and those of others
• Composing and arranging skills to communicate a particular style or genre

Assessment Tasks:
• Performances
• Analytical and written work
• Research task
• Examination
LEVEL 10 CORE SUBJECTS

English (10EN)

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students’ reflective and critical analysis skills. The study of language includes the competent use of language and the development of students’ knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to: evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue.

All the English units focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. As reading plays such an important part in English, the units offered at each level are based on the study of texts. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

For further information regarding English or EAL at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

Key Knowledge:
In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:
- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal writing

In Year 10, students will study four texts, three of which must be purchased prior to the commencement of the school year. Two texts will be paired to provide a basis for comparative analysis, and the other two will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

Key Skills:
- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Assessment Tasks:
- Responding to texts
- Written tasks
- Oral communication
- Examination
English as an Additional Language (10EAL)

**EAL Special Requirements**

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.

English as an Additional Language (EAL) is compulsory for students who qualify under the specific guidelines for EAL support. The course addresses the English language needs of the students and focuses on improving their reading, writing, speaking and listening skills in English, which enables students to be more successfully in achieving their Secondary School goals and Further Education goals. In addition, improvement in English skills will enable students to more successfully interact socially and with their English-speaking peers. Better English skills will also enhance students’ ability to negotiate their way through the various areas of Australian society.

This unit focus on developing core skills in the three modes of reading and viewing, writing, listening and speaking. The focus of the speaking and listening is students’ development in comprehending spoken English and in using it for communication in both formal and informal contexts. Students develop reading in English, including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts. The development of skills for encoding English into its written form as well as skills for composing, editing and presenting a range of written genres is focused. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

For further information regarding English or EAL at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum.

**Key Knowledge:**

In EAL, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film and other multimodal texts
- Media texts
- Personal and analytical writing

In Year 10, students will study three texts and two texts will be paired to provide a basis for comparative analysis, and the other will be studied separately for students to respond to both creatively and analytically. The details of these texts are published in the booklists which are available in Term 4 each year.

**Key Skills:**

- Produce and respond to oral texts, read and respond to written texts and communicate in written English for social interaction and in the school context across the curriculum.
- Understand and produce written English texts which are used in a variety of contexts
- Identify how different contexts affect the way spoken and written English is used and interpreted.
- Understand the relationship between text and context, audience and purpose.
- Control over the linguistic structures and features of written English

**Assessment Tasks:**

- Responding to texts
- Written tasks
- Oral communication
- Examination
Mathematics Methods 10 (10MM)

At Ashwood High School we believe it is critical for all students to achieve success in mathematics. Mathematics forms a crucial foundation for many life skills, as well as a basis for a host of careers, and as such is a key component of the curriculum. We understand that each student is different and will progress through the range of mathematical standards at a different pace. By Level 10, many students have considered their future mathematical studies at VCE level and will have considered whether to pursue studies in General Mathematics, Mathematical Methods or Specialist Mathematics in Year 11.

The aim at Ashwood High School is to prepare every student for their chosen Mathematics pathway. With this in mind, all students complete Mathematics Core curriculum during Semester One which provides the background knowledge common to all Year 11 Mathematics subjects. In Semester Two, students enrol in either Mathematics Methods Level 10 or Level 10 General Mathematics based on their interests, career aspirations and recommendation from their maths teacher. This recommendation is based upon performance in Semester One.

During Semester Two, Mathematics Methods prepares students for study in Mathematical Methods and/or Specialist Mathematics. The focus is on algebra, functions and probability. Content is taught from both the Level 10 and selected Level 10A skills from the Victorian Curriculum. There is a focus on using technology to solve complex real-world applications. Students planning to study Mathematical Methods and/or Specialist Mathematics in VCE, must seek a recommendation from their maths teacher prior to enrolling in Level 10 Mathematics Methods.

For further information regarding Mathematics at Ashwood High School please contact the Maths/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In Mathematics students investigate the key areas of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The course content is presented so that there is a balanced and progressive development of skills and knowledge throughout the year. Students are expected to solve problems with and without the use of technology.

Key Skills:

- Solve measurement problems involving volume, surface area, similarity, Pythagoras’ theorem and trigonometry
- Calculate measures of centre and spread, interpret the relationship between two variables and discuss the validity of statistical claims
- Use algebra to solve equations and model real world situations with and without the use of technology
- Graph a range of functions including parabolas, circles, hyperbolas, exponential functions
- Understand the symmetry of the unit circle and use radians as an alternative measure of angle
- Determine probabilities of multi-step events, use Venn diagrams and probability tables to determine probabilities of chance events
- Apply knowledge of percentages to real world contexts such as profit and loss, discounting, GST and simple and compound interest
- Simplify and perform the four operations with surds and algebraic fractions
- Implement algorithms using a general purpose programming language

Assessment Tasks:

- Coursework
- Topic tests
- Examination
At Ashwood High School we believe it is critical for all students to achieve success in mathematics. Mathematics forms a crucial foundation for many life skills, as well as a basis for a host of careers, and as such is a key component of the curriculum. We understand that each student is different and will progress through the range of mathematical standards at a different pace. By Level 10, many students have considered their future mathematical studies at VCE level and will have considered whether to pursue studies in General Mathematics, Mathematical Methods or Specialist Mathematics in Year 11.

The aim at Ashwood High School is to prepare every student for their chosen Mathematics pathway. With this in mind, all students complete Mathematics Core curriculum during Semester 1, which provides the background knowledge common to all Year 11 Mathematics subjects. In Semester 2, students enrol in either Mathematics Methods Level 10 or Level 10 General Mathematics based on their interests, career aspirations and recommendation from their maths teacher. This recommendation is based upon performance in Semester 1.

During Semester 2, General Mathematics Level 10 prepares students for study in VCE General Mathematics or VCAL Numeracy at Year 11. The focus is on mathematics used in daily life and many different occupations. Financial maths, statistics and measurement are the main areas studied. The study of algebra is consolidated and built upon, in order to solve more complex measurement, financial and statistical problems.

For further information regarding Mathematics at Ashwood High School please contact the Maths/Science Coordinator or the Head of Curriculum.

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**Key Knowledge:**
In Mathematics students investigate the key areas of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The course content is presented so that there is a balanced and progressive development of skills and knowledge throughout the year. Students are expected to solve problems with and without the use of technology.

**Key Skills:**

- Solve measurement problems involving simple and composite 2D and 3D shapes using Pythagoras’ theorem and trigonometry
- Calculate measures of centre and spread, interpret the relationship between two variables and discuss the validity of statistical claims
- Calculate and interpret the gradient of a straight line, calculate midpoints and lengths of lines, and understand the relationship between parallel and perpendicular lines
- Apply knowledge of percentages to real world contexts such as profit and loss, discounting, GST and simple and compound interest
- The use of unknowns in maths to solve problems
- Implement algorithms using a general purpose programming language

**Assessment Tasks:**

- Coursework
- Topic tests
- Examination
Humanities (10HU)

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

For further information regarding Humanities at Ashwood High School please contact the English/Humanities/LOTE Coordinator or the Head of Curriculum

In Humanities, students will investigate studies across three of the four Humanities disciplines of History, Civics and Citizenship and Economics and Business. Geography skills and knowledge are covered in the elective unit: Outdoor Studies.

Key Knowledge:

History:
- World War Two
- Rights and freedoms / The Globalising World

Civics and Citizenship:
- Government and Democracy
- Laws and Citizenship

Economics and Business:
- Consumer and Financial Literacy
- The Business Environment
- Work and Work Futures
- Enterprising Behaviours and Capabilities
- Economic and Business Reasoning and Interpretation

Key Skills

History:
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1939-present
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates
Civics and Citizenship:
- Evaluate a range of factors that sustain democracies
- The students analyse the ways that they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities
- Compare and evaluate the key features and values of systems of government

Economics and Business:
- Analyse economic and business trends across the local and global markets through familiar, unfamiliar and complex problems
- Discuss the implications of trends and changing working environments on the individual, business and economy.

Assessment Tasks:
- Research report/written tasks
- Data representation and analysis
- Topic tests
- Examination
Physical Education and Health (10PH)

The domain of Physical Education and Health aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood High School we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

In Year 10, students will have the opportunity to choose a Health or Physical Education strand.

Students undertaking the Health strand will focus on what is Health and will explore the issues that have an impact on their own health and individual human development. Various health promotion programs and behaviours will be examined. Drug use and its link to Mental Health and Wellbeing will be investigated. Same sex relationships will be explored through the investigation of how empathy and ethical decision making contribute to respectful relationships. This strand is a pathway to VCE Health and Human Development.

Students undertaking the Physical Education strand will focus on designing, implementing and evaluating personalised plans for improving or maintaining their own and others’ physical activity and fitness levels. Students will analyse the impact of Biomechanics and skill acquisition when performing movement sequences and how they can apply and transfer movement concepts and strategies to challenging movement situations. Students will develop knowledge of the human body, including cardiorespiratory, musculoskeletal and energy systems. They will reflect on how fair play and ethical behaviour can influence the outcomes of movement activities. This strand is a pathway to VCE Physical Education.

For further information regarding Physical Education, Health and Nutrition at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:

Health Strand
- Mental Health and Wellbeing
- Harm Minimisation
- Addictive Behaviours e.g. sugar consumption and gambling
- Cyber bullying
- Components of health and development

Physical Education Strand
- Fitness Training
- Biomechanics and skill acquisition
- Benefits and barriers of physical activity
- Body systems (cardiorespiratory and musculoskeletal)
- Energy systems

Key Skills:

Physical Education, Health and Nutrition aims to develop the skills to enable students to:
- Access, evaluate and synthesise information to take positive action to protect, and enhance their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing to build and manage respectful relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently and competently in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
Science (10SC)

Students enter the classroom with a range of ideas and conceptions about the physical world. The science classroom extends and explores these ideas so that students are able to base their understanding on scientific theories, laws and practices. Science encourages students to question and to be curious about the world around them. It helps students to build a base of knowledge that allows them to formulate opinions, create ideas, and hypothesise. Through studies in science, students will develop the ability and confidence to participate in and contribute to debate and discussion concerning a plethora of topical issues, including sustainability and the environment.

The Science curriculum supports students to develop the scientific knowledge, understandings and skills across all of the science disciplines. They will participate in practical investigations and develop the ability to formulate, test and support hypotheses, conduct tests and experiments, and identify and utilise appropriate equipment and apparatuses.

For further information regarding Science at Ashwood High School please contact the Mathematics/Science Coordinator or the Head of Curriculum.

Key Knowledge:
In Science, students focus on explaining phenomena and its applications. Key content includes:
- The transmission of characteristics between generations involves DNA and genes
- The theory of evolution and natural selection is supported by scientific evidence
- Global Systems (e.g. The Carbon Cycle) involve interactions in the atmosphere
- Chemical reactions involve rearranging atoms; matter cannot be created or destroyed
- Chemical reactions are important and involve a transfer of energy
- Motions of objects involve interactions of forces and can be described using the laws of Physics

Key Skills:
- Formulate questions or hypotheses that can be investigated and isolating independent, dependent and controlled variables.
- Independently plan and execute appropriate investigations to collect reliable data, assess risks and ethical issues
- Use appropriate equipment to collect and record accurate and reliable data and use repeat trials to improve accuracy, precision, and reliability
- Use a range of representations (graphs, keys, models, and formulas) to record and summarise data from students’ own investigations and secondary sources, to represent patterns and distinguish between data
- Analyse patterns and trends in data, identify inconsistencies and draw conclusions that are consistent with evidence
- Use scientific concepts to evaluate conclusions, solve problems, analyse the validity of information, suggest alternative explanations and describe specific ways to improve the quality of data
- Communicate scientific ideas for a purpose, including constructing arguments and using appropriate scientific language, conventions and representations

Assessment Tasks:
- Investigations
- Topic Tests
- Examination
Year 10 Take Action (10TA)

All year 10 students at Ashwood High School will undertake Take Action.

This subject is designed so that students to take action in their lives. There is a strong focus on developing community minded citizens as well as exploring and discovering direction into future pathways.

Students will be guided through making decisions about how to find their way in the future. Investigations of potential career paths is supported through an investigative process to highlight strengths, opportunities areas of interest and passion. Students will identify and discover their unique personal skills and talents with respect to life and in particular their working future. Students will learn what the job market is really looking for in an individual and what exactly are the employability skills required for successful entry into employment.

As part of this course students will also participate in the Work Experience Program where they will be required to undertake a compulsory work placement to establish what they do, or sometimes don’t want to do, in the workplace. This placement will involve research of the desired placement and the completion of a work readiness folio including OHS assessment, cover letter and resume writing.

Ashwood High School also values the relationships we have with our broader school community. In order to enhance these relationships, students will undertake a unit focusing on developing new relationships and fostering and extending existing relationships with our community. This unit will focus on learning and social development through activities which are created in discussion between students and community members. The purpose is to develop the capacity of individuals and groups of all ages to improve their quality of life.

Students will undertake a range of different units that are largely self guided so that they better understand themselves and their future directions. The assessment will fall under the standards of:

- Personal and Social capabilities
- Critical and Creative Thinking
- Ethical Capabilities
- Civics and Citizenship

Key Skills

- Group work
- Communication
- Project management
- Inquiry
- Reflection and evaluation
- Interpersonal
- Critical and creative Thinking

This learning program will take place inside and outside of the classroom. This subject provides the opportunity for personal development to ensure that the students are focussed on future opportunities, work ready, well rounded citizens in the community and have an understanding of where and how they fit into the world.

For further information relating to Take Action at Ashwood High School please contact Ms Shelley Haughey.
LEVEL 10 ELECTIVES

Art (10AR)

In this course, students explore, analyse and interpret artworks from different historical and cultural contexts. They explore styles of visual art and the different ways artists apply a range of mediums and technologies to express various viewpoints through art. Students identify artistic influences on their own work, explore personal concepts and apply a range of materials to create artworks to express their ideas. They will develop their arts vocabulary and comment on artworks studied and document the ways they have developed their designs and skills using a range of mediums to present artworks to an audience. There is strong emphasis on the exploration and development of different techniques and skills in painting and drawing, as well as sculptural mediums such as clay. Drawing from observation and developing imaginative responses to given themes form the basis of the unit. This unit is designed to prepare students for the written and practical aspects of VCE Art and Studio Art, as well as assist them in completing a visually appealing folio of work to use in interviews.

For further information regarding Art at Ashwood High School please contact the Arts/Technology/Health & PE Coordinator

Key Knowledge:
In Art students Learn about:

- Artworks from different times, places and cultural contexts and different ideas behind them.
- Techniques, processes and mediums and different ways to use them to create artworks
- Presenting artworks for specific audiences

Key Skills:

- Research and investigation of artworks from different cultures and contemporary contexts
- Examine and compare differing viewpoints about art
- Analyse, interpret and evaluate artworks using appropriate art terms
- Develop technical skills in the use of a range of mediums
- Explore ideas to develop designs then create artworks in a personal style and present them to an audience

Assessment Tasks:

- Practical Tasks
- Analysis
- Examination
Design Technologies: Materials – Metal/Plastics (10DT)

In Year 10 students will progress to advanced jewellery and metal-smithing techniques to cut, shape, join, solder and forge metals. Students will use the design process to embark on self-directed jewellery and metal-smithing projects and be encouraged to design and create their own range of products. Students will use metal and other materials to create jewellery, 3D objects and sculptures. The students will continually evaluate their work as they aim to achieve imaginative and artistic creations. Materials and technologies specialisations explore a broad range of traditional, contemporary and emerging materials, and specialist areas that involve an extensive use of technologies. Students learn to make ethical and sustainable decisions about designed solutions and processes by learning about and working with materials and production processes. In Year 10, students will create a variety of products in various metals and plastics, while learning about their properties. There is an emphasis on design and creative solutions that allow students to take creative control. A greater emphasis is placed on technique and finish as students strive to create well-crafted and visually appealing pieces.

For further information regarding Design Technologies: Materials at Ashwood High School please contact the Arts/Tech/Health/PE Coordinator or the Head of Curriculum.

Key Knowledge:
In Design and Technologies students learn about:
- How designers use design thinking to create solutions
- Sustainable, economic and ethical design considerations in meeting community needs
- A range of different materials and production techniques
- How developments in materials tools and equipment influence designers

Key Skills:
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Use project management processes to coordinate production of designed solutions
- Use design thinking to develop, modify and communicate sophisticated design ideas
- Develop technical skills with an increasingly sophisticated range of tools and materials
- Investigate and make judgements on how to use materials to create products

Assessment Tasks:
- Practical Tasks
- Workbook Folio
- Examination
Food Studies (10FS)

Food studies and nutrition is an important part of maintaining the healthy life balance. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of nutrition in their daily life. They will also increase their awareness of nutritional issues within our society as well as studying the perception that people have of themselves such as body image and self-esteem.

Food Studies is an important subject in the development of young people to ensure that they have an accurate knowledge base of the food that is around them and how they are able to take control and make informed decisions about their food choices.

Food studies uses the design process to develop creative design solutions to a problem that is presented to the students. Using the Research, Design, Create and Evaluate processes the students will find individual solutions that suit them and the problem. This subject gives students the opportunity to explore both theoretical and practical tasks as they work each week in the kitchen producing a different recipe that applies the theoretical learning with the practical task.

For further information regarding Food Studies at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Food studies students will learn about:
- Food Allergies
- Food Intolerances
- Sustainable farming
- Ethical considerations
- Fad diets
- Food choices

Key Skills:
Food Studies aims to develop the skills in the following areas:
- Investigate, generate and critique designed solutions for sustainable futures and considering ethical futures
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from theoretical to practical application
- Design skills: Investigating, Generating, Producing, Evaluating, Planning and Managing
- Sustainable thinking skills when designing

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
French (10FR)

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In an increasingly globalized world, it is important for people to be able to understand and express ideas in global languages such as French; there are over 52 French-speaking countries around the world.

Students acquire communication skills in French. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

The French curriculum aims to develop the knowledge, understanding and skills to ensure that students are able to communicate in and comprehend written and spoken French. Through engaging with a variety of texts and with French speakers, students will be able to understand the relationship between French language and culture and develop their intercultural capabilities. Students will be able to understand themselves as communicators.

By level 10, students expand their vocabulary and experiment with different modes of communication. Students use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences.

In Year 10, French is an elective subject. Students wishing to study French, must choose French in both Semesters 1 and 2. For further information regarding French at Ashwood High School, please contact the English/Humanities/LOTE Coordinator or the head of curriculum.

Key Knowledge:
In level 10 French, students develop their grammatical and vocabulary competences through studying a wide range of topics. These include; holidays and vacation plans, part-time work, expressing opinions, giving advice, recounting events which have occurred in the past, youth issues in contemporary France, future plans and employment. They continue to develop their confidence in comprehending written and spoken French and their competencies in creating their own written and spoken pieces.

Key Skills:
At level 10, students learn to:
Recount events in the past using compound tenses
- Recount events in the past using the imperfect tense
- Describe events in the future using compound tenses
- Learn to conjugate a range of irregular verbs in varying tenses
- Use modals verbs to express ability, volition and obligation
- Use complex grammar patterns to express emotions
- Use direct and indirect object pronouns and the pronouns ‘y’ and ‘en’ to avoid repetition
- Use possessive adjectives to denote possession
- Use demonstrative adjectives to denote nearness

Assessment Tasks:
- Reading tasks
- Writing tasks
- Speaking and listening
IT (Information Technologies) (10IT)

Using software specifically tailored for the development of digital media products (such as networking, social media or games) with minimal coding knowledge, students will explore the logic required to create artificial intelligence and other components of digital media products. This process will introduce students to the world of object-oriented programming, an essential abstract concept for anyone considering entering the world of software development.

Once exposed to the basic concepts, students work in teams on developing a web accessible digital product. Students will be responsible for developing the artwork, programming, website development and marketing of the product that they create. Advanced students will be provided with opportunities to develop a functioning online store to simulate the process of developing and marketing a digital product to be purchased in an online and real environment.

All Digital technology units focus on developing core skills in the modes of production practices, exploring and representing ideas, and creating digital solutions that meet the needs of a target audience. As digital technology evolves, students need to be able understand and engage with systems of information, navigating various software and developing organised databases of information.

Key Knowledge:
In IT, students undertake the investigation and production of different media products, including:
- Web Pages
- Digital Advertising
- Computer Games
- Networking Systems

In Year 10, students will use a range of software and hardware to plan and produce a range of digital media products.

Key Skills:
- Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities
- Problem solving and reflection, to meet the needs of a design brief and target audience
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics

Assessment Tasks:
- Folio
- Topic tests
- Planning documents
- Examination
Media (10MD)

The media has a significant impact on young people’s lives. In Media students will explore the way media texts are constructed by focusing on the study of film, narrative and production. Students will gain an understanding of the language of film, by looking at the codes and conventions that go into film production. Students will also investigate the specialist production stages and roles within media production and will be introduced to media industry issues through practical involvement in the media production process.

Media units prepare students for the myriad challenges in interpreting and creating media products. As constant consumers of media, young people need to develop skills in recognising codes and conventions and the way they shape society’s interpretations of events and narratives presented to them in different media forms. Students will deepen their understanding of the complexities of media production in terms of practical production and narrative structures.

For further information regarding Media at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator or the Head of Curriculum.

Key Knowledge:
In Media, students explore the production and story elements that construct film narratives through investigation into and production of:

- Short film
- Extended film narratives
- Movie Trailers and other promotional products

In Year 10, students will use a range of software and hardware to plan, produce and respond to a range of digital media products.

Key Skills:

- Develop production processes, equipment and technologies to collaboratively and individually create media products that meet and challenge audience expectations of genre and media form
- Evaluate how they and others use production and story elements in different media forms to make meaning for audiences
- Use and consider intent, structure, setting, characters and genre conventions combine with symbolic and technical codes to create representations
- Develop professional standards in organising and planning film productions

Assessment Tasks:

- Folio
- Topic tests
- Planning documents
- Examination
Outdoor Studies (10OS)

The domain of Physical Education and Health (HPE) aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. Geography aims to provide a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world.

In Level 10, students will learn about the outdoor environment and the important role it plays in our community. Through the concept of outdoor environment students learn about the role of the environment plays in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships. Students use the concept of interconnection to understand how the causal relationships between places, people and environments constantly change their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained.

This unit combines the theoretical application of Geography with the more practical aspects of Outdoor Education (HPE). Students will be involved in a range of activities where they will become familiar with skills and techniques required for safe participation in the outdoors while developing an understanding and appreciation of the need for us to protect our natural environment while we are in it. There is an emphasis on group management skills in the practical activities which will lead to development of critical life and leadership skills that will be of benefit in the future. Students will apply geographical concepts and methods to the management of an environmental change chosen for investigation. Students will be required to attend one or more camps/excursions in order to complete this unit. These activities will incur addition costs.

For further information regarding Outdoor Studies at Ashwood High School please contact the Arts, Technology, Health and Physical Education Coordinator, The English, Humanities and Language Coordinator or the Head of Curriculum.

Key Knowledge:
In Outdoor Studies students will know:
- Relationships with outdoor environments
- Sustainability, including minimal impact
- Environmental change and management
- Safe practices for outdoor activities
- Geographical knowledge of their own locality, Australia.

Key Skills:
Outdoor Studies aims to develop the skills to enable students to:
- Access, evaluate and synthesise information to take positive action to protect, and enhance their own and others’ health, wellbeing, safety and physical activity participation across their lifespan.
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
- Explore, analyse and understand the world around them.
- Develop geographical thinking processes and be critical users of geographical concepts, methods and skills.
- The capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

Assessment Tasks:
- Practical tasks
- Written tasks
- Examination
ACCELERATED CURRICULUM AND ENRICHMENT (ACE) PROGRAM

The Accelerated Curriculum and Enrichment (ACE) Program is designed to cater for the special educational needs of high ability students. The ACE Program is select entry program; successful students exhibit academic strengths across all subject areas and enjoy undertaking challenges. The structure of the program enables students to cover coursework at a faster pace and encourages the study of more abstract concepts with an emphasis on higher order thinking skills, creativity and problem-solving.

The ACE Program began at Ashwood High School with Year 7 in 2016 and is expanding to corporate Year 8 in 2017. ACE subjects are undertaken in English, French, Humanities/Philosophy, Mathematics, and Science; the remaining subject areas are completed with the mainstream cohort.

For further information regarding ACE Program at Ashwood High School please contact the ACE Coordinator.

ACE English:

The ACE English course covers the content and skills of the Victorian Curriculum in English, in greater depth and breadth than in the mainstream English course. Students in the ACE Program undertake additional text studies and complete work that targets higher order thinking skills and demands advanced input and reflection of the course material.

ACE French:

As the Victorian Curriculum language courses are designed for students who have not studied the target language before, the ACE French course follows the Victorian Curriculum Scope and Sequence in this subject. However, ACE French incorporates aspects of immersion in the classroom, with a greater emphasis on the cultural aspects of life in Francophone countries.

ACE Humanities/Philosophy:

As the name indicates, the ACE Humanities/Philosophy course incorporates philosophical principles to accompany the Humanities strands of Civics and Citizenship, Economics and Business, History, and Geography. Students explore inquiry-based learning through the completion of units of “Community of Inquiry” and “Unanswerable Questions”.

ACE Mathematics:

The ACE Mathematics course encompasses accelerated and enriched delivery of the Victorian Curriculum standards in both the areas of key knowledge and skills. Students in Year 7 cover material intended for delivery across levels 7 and 8 and students in Year 8 cover material intended for delivery across levels 9 and 10.

ACE Science:

The ACE Science curriculum at Year 7 covers the Victorian Curriculum achievement standards assigned to levels 7 and 8. The ACE Science curriculum at Year 8 covers the Victorian Curriculum achievement standards assigned to levels 9 and 10. More advanced and greater depth of concepts and skills are also introduced earlier to facilitate enrichment in support of the accelerated pace of curriculum delivery.

Assessment Tasks:

In addition to a range of assessment tasks within each discipline, an Integrated Inquiry Project is undertaken which incorporates each of the ACE subject areas.
**Instrumental Music Program**

Ashwood High School offers an extensive program of individual music tuition. Participation in this program is not compulsory but provides many benefits to those who decide to join. The benefits include improved focus, creativity and discipline, as well as collaboration, social interaction, leadership, listening and expressive skills. In Instrumental Music, students have small group tuition in their choice of instrument from the wide range available at the school. They participate in ensembles such as the Guitar and Violin Ensemble and various bands, and perform throughout the year at a variety of school events such as: school assemblies, House performances, the school production, end of year concert, Jazz Evening, Solo Evening, Acoustic Evening and Open Night.

There is an additional fee for the instrument tuition and students attend one lesson a week on a specified day. Some instruments are available for hire. It is not necessary for students to have played before, but it is expected that students will practise regularly. It is an expectation that students who undertake instrumental music tuition will participate in one or more ensembles and performance events as appropriate, in order to develop their performance skills and experience.

Instrumental tuition is available for a range of instruments and vocals.

Studies of music can progress through the school to senior years, with the option for students to extend their performance abilities into the VET music course, where they can complete a Certificate 3 in Music. This can contribute towards their VCE and ATAR score.

For further information regarding the Instrumental Music Program please contact Ms Felica Mundell.