ASHWOOD HIGH SCHOOL

2025

MIDDLE SCHOOL CURRICULUM HANDBOOK

Vision Inspired Action
ASHWOOD
HIGH SCHOOL

Contents

PRINCIPAL'S FOREWORD – MIDDLE SCHOOL

'Laying Strong Foundations (for the Future)'

We are proud of our students' achievements at Ashwood High School. The Middle School curriculum structure maximises student engagement through challenge and support. Our Middle School curriculum is premised on the two educational concepts of enhancement and extension. Middle School students at Ashwood High School are provided with a highly rigorous and challenging curriculum program that demonstrates our fundamental belief that all students can succeed.

In 2025, the Accelerated Curriculum & Enrichment (ACE) Program will continue to be offered in Years 7 to 10. This select entry program (an approved SEAL 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.

The Middle School curriculum lays strong foundations for successful entry and completion of Senior School curriculum programs at Ashwood High School. Through a commitment to a depth and breadth of subjects, we collectively maximise students' opportunities and choices to pursue 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 and study programs. In 2025, Year 9 students will have the opportunity to undertake a range of exciting new STEAM electives in our state-of-the-art STEAM and Research Centre.

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 award winning, state-of-the-art facilities are situated on a 16 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".

> *'Ashwood High School is a school of high trust with outstanding academic and social outcomes for students; a learning community of staff, students, parents and partners who come together to realise a proud culture of empowerment and excellence based on mutual respect.'*

GREAT TO EXCEPTIONAL

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) – Active Engagement

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 – Learning Effectiveness

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) – Responding to Feedback

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) – Learning Independence

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 – Respectful Behaviour

The four respects are: Respect for teachers, Respect for peers, Respect for School and Community, and 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 being used in support of 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.

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

To 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 and challenging learning tasks.

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 has 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, and preparing Middle School students for success in the Senior School.

Consistent with the school vision and values, the curriculum focuses on developing the capacity of each individual so they may continue to learn and grow based on our commitment to the fundamental belief that all Ashwood students can 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 child 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 Principal, I wish all students and families the best as we collectively embark upon an exciting and rewarding learning journey that matters.

MIDDLE SCHOOL STRUCTURE

The Middle School at Ashwood High School is made up of approximately 550 Year 7, 8 and 9 students.

In developing and enhancing students' strong sense of connectedness to school we have established a safe, orderly and supportive environment for all learners. Within the Middle School we have created four houses to provide students with a sense of house identity within the greater school community as a whole.

The Middle School is structured to enhance student learning and wellbeing through the creation of teams of teachers and education support staff who work closely within each House. There are four Houses at Ashwood High School. Each House has a non-Aboriginal and Aboriginal name and Aboriginal motif:

Cowan – Yellow – Balayang (Bat)
Flynn – Red – Wang (Crow)
Melba – Green – Bunjil (Eagle)
Paterson – Blue Berimul (Emu)

Each student is assigned to a House for the duration of their high school education. A House Coordinator oversees the learning and wellbeing of the students in their House, within the Middle School.

The Middle School is focused on creating a safe and orderly learning environment. In these years we promote the holistic development of each student, fostering well-adjusted and balanced individuals across all capabilities, laying strong foundations for the future.

In the Middle School there is a core team of teachers and education support staff who work with House Coordinators and other class teachers to create small professional learning communities within the Middle School. This structure is designed to provide students with an enhanced sense of belonging by allowing them to get to know, and identify with, a particular group of students and teachers within the school.

The Middle School is managed by an executive team comprised of the Student Engagement, Engagement, Wellbeing and Transitions Leader, four House Coordinators and four Assistant House Coordinators, reporting to the Middle School Assistant Principal. The Middle School Executive support the wellbeing and learning needs of all students.

Each House in the Middle School is comprised of six smaller Tutor Groups. Tutor Groups are house based and comprise of students in Years 7 as well as Tutor Groups with Year 8 and Year 9. The horizontal program within Middle School House Tutor Groups is an integral part of enhancing our proud school culture of empowerment and excellence based on mutual respect. Tutor Groups meet once a week for a pastoral care and study skills program. The Tutor Group program celebrates the school's core values of CHOIR, enhancing a community of learners based on diversity, inclusivity and respect.

Dr Brett Moore

Executive Principal

Year 7 – 9 STUDIES

The Ashwood High School Year 7-9 Subject Handbook is designed to inform students and parents of the requirements for the successful completion of the Year 7-9 Curriculum and to provide an overview of the studies available for Years 7-9. Please note that elective subjects listed are **proposed** subjects only, and will only run if there are sufficient student numbers.

THE STRUCTURE OF THE CURRICULUM

The curriculum for Year 7-9 reflects the Victorian Curriculum.

The subject disciplines are:

- English / English as an Additional Language (EAL)
- Mathematics
- Science
- Arts
- Humanities
- Languages – French (compulsory at Years 7-8 and for Year 9 ACE students)
- Health and Physical Education
- Technologies

Other compulsory units of study include:

- Tutor Group (Years 7-9)
- Sport (Year 7-9)

YEAR 7	YEAR 8	YEAR 9
English / EAL	English / EAL	English / EAL
Mathematics	Mathematics	Mathematics
Science	Science	Science
Humanities	Humanities	Humanities
French	French	PE / Health
PE / Health	PE / Health	
Digital Technologies (½ year)	Design Technologies (½ year)	Elective 1 (Semester 1)
Visual Arts (½ year)	Drama (½ year)	Elective 2 (Semester 1)
Food Studies (½ year)	Food Studies (½ year)	Elective 3 (Semester 2)
Music (½ year)	Music (½ year)	Elective 4 (Semester 2)
Sport	Sport	Sport
Tutor Group	Tutor Group	Tutor Group

YEARS 7 – 9 SPORT

All students in Years 7-9 participate in the Ashwood High School Sport program. As part of the school's membership in the Mullum Division, teams will compete in age group round robin sporting events each term. Students will be participating in the sports that are nominated each term during their Sport lesson. During the term they will train with their teacher in each sport with the goal of participating in one of them during 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.

STAFF CONTACT: For further Information on the Sport program at Ashwood High School please contact the Director of Sport or Health/PE staff members.

YEARS 7 – 9 TUTOR GROUP

Students in Years 7 – 9 at Ashwood High School participate in the Tutor Group program, which is designed to be a personalised and structured wellbeing curriculum that is closely teacher guided and supported. The Tutor Group online program is built on the framework of AHS Learning Characteristics (*CHOIR* Dispositions) and is intrinsically linked with existing recognition and award structures such as School Colours. This program allows students to learn explicit skills starting from their current level of competency, regardless of their year level, and focus on continuous improvement.

Supported by technology, this program is delivered in an online platform, which allows for higher parental and community engagement with this innovative, flagship program. Tutor Group provides an opportunity for cross age mentoring and for the contribution of ideas and suggestions toward whole school improvement and activities.

This program encourages active involvement in co-curricular activities and promotes connectedness to peers and the School. It builds positive relationships between Tutor Group teachers and their students as individuals with specific learning needs. Tutor Group is also 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.

STAFF CONTACT: For further information on the Tutor Group program at Ashwood High School please contact the Middle School Student Engagement, Wellbeing and Transition Leader or one of the House Coordinators.

YEAR 9 ELECTIVE PROGRAM

Ashwood High School offers a broad range of elective choices at Year 9. Students can choose from a range of subjects, particularly from the Arts and Technology fields. This will allow students to explore diverse curriculum offerings and pursue areas of interest. Many electives will lead on to VCE subjects. In 2025 students will be able to select from Art, Computing, Drama, Food Studies, French, Media Studies, Music, Outdoor Studies, Sports Coaching, STEAM (Science, Technology, Engineering, Art and Maths) and Visual Communication Design. Elective subjects are semester-based units and students will take two elective subjects per semester.

Students who wish to continue studying French in Year 9 should select it from the elective blocks in both semesters, as it is a year-long subject. Year 9 ACE students are required to continue studying French in the elective program as this is a compulsory element of their course.

COURSE FEE STRUCTURE

Schools provide students with free instruction to fulfill the standard Victorian Curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

Payments have been simplified with a parental payment fee of $610 for Year 7 and Year 8 students and $770 for Year 9 students in 2025.

Year 7 and 8:

General Curriculum Contribution: $460

Other Contribution: $150

Year 9:

General Curriculum Contribution: $460

Other Contribution: $150

Electives: $160

YEAR 7
Digital Technologies (7DGT)

"I loved learning about the HTML Website and how to code, because it teaches me how to make my own website even though I never made one before."
– Holly Garner 7G, 2024

In Digital Technologies, students engage with the ever-evolving world of technology and digital information systems. They learn the significance of data, and how to store, process and present it. They will be introduced to coding through a series of interactive activities and develop their understanding of the function and uses of algorithms.

During the course students will use a variety of software and develop their understanding of how to safely use essential technologies including digital security, file organisation and safe online practices.

KEY KNOWLEDGE:
In Digital Technologies, students learn about:

- Organising digital information in a safe and logical way
- Collecting, processing and organising data
- The function of algorithms, both in real life and digitally
- The basics of coding

KEY SKILLS:

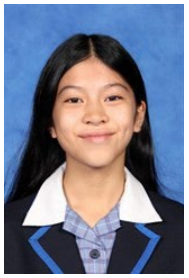
- Using digital systems
- Safe practices when using technology, including online
- Applying algorithms to problem solving
- HTML and CSS Coding.

ASSESSMENT TASKS:

- Planning documents
- Practical Tasks

STAFF CONTACT: For further information regarding Digital Technologies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
English (7ENG)



"In English, we get to learn and do many things such as: argument analysis, TEEL paragraphs and more. We are encouraged to learn and grow our knowledge at our own pace and that's one of the best things."

– Lauren Kuo 7B, 2024

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 power to evoke feelings, convey ideas, inform, discuss, persuade, entertain and argue in different forms.

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.

In Year 7, students will study two class texts, one of which must be purchased prior to the commencement of the school year. They will also be required to read and analyse a text of their own choice. Two texts will be paired to provide a basis for comparative analysis, and the other one 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. 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 pathway rather than according to Victorian Curriculum standards.

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

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

STAFF CONTACT: For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Food Studies (7FST)

"I really like Food Studies because it is a nice opportunity to cook with my friends. I really like that we get to eat the food we cook in class and evaluate our work so we are always trying to improve. I also think it is a valuable skill I am learning and I cook a lot more at home for myself now."
– Oyvind Nkyekyer 7Z, 2024

In this unit students learn the basics of cooking. They learn skills to produce food safely, nutritiously and collaboratively, using domestic kitchen tools and equipment. A key area of study in the curriculum encourages students to engage with current Australian food guides and models to make informed judgments and decisions about food selections. Specifically, students employ the food guides and models to research, evaluate and improve their own food choices. In both areas of study students apply their learning to demonstrate their understanding of the design cycle - investigate, design, produce and evaluate - through the completion of assessment tasks that incorporate both theoretical and practical components of the key areas of study.

KEY KNOWLEDGE:

- Safety, hygiene and equipment in a kitchen
- Cooking methods
- Food models and guides
- Design cycle process

KEY SKILLS:

- Progression of production skills
- Create designed solutions suitable for a range of contexts by selecting and implementing a range of materials, systems, components, tools, and equipment.
- Transfer the theoretical understanding to the practical application
- Design cycle skills: Investigating, Generating, Producing, Evaluating, Planning and Management

ASSESSMENT TASKS:

- Practical tasks
- Class work

STAFF CONTACT: For further information regarding Food Studies at Ashwood High School please contact the Arts/ Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
French (7FRE)

"My time of learning French has only just started, yet I have learned many different phrases, words, and grammar. I have learned that French also helps me with my English grammar, as this subject has similar words and grammar. I wish to one day use this knowledge to go to France and speak fluently with residents of the country."
– Kapil Thimapuram 7Z, 2024

Students develop an understanding of 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. 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 the root language of 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.

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.

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 booklist which is available in Term 4 each year.

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 their families

KEY SKILLS:

- 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
- 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

STAFF CONTACT: For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Health and Physical Education (7HPE)

"In Health and Physical Education, you learn about what is safe and unsafe for young people. HPE also helps you to understand how to exercise to be fit so that you can get stronger and better at sports."

– Charne Klopper 7D, 2024

Health and Physical Education aims to support 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.

Year 7 Health allows students to develop resilience and establish and maintain respectful relationships and inclusivity. Students will examine the impact of transition and change on identities and learn how to evaluate strategies to manage these changes. Students investigate risk-taking behaviours such as drug use and analyse safe online practices.

Physical Education practical classes allow students to develop control and accuracy when performing specialised movement skills. They will apply movement concepts and strategies to suit different situations. Students will investigate the cultural and historical significance of a range of different physical activities and participate in a range of sports such as Minor Games, Orienteering, Gymnastics and Circus Skills, Netball, Striking/Fielding Games and Swimming.

KEY KNOWLEDGE:

- Health benefits of Physical Activity
- Physical and emotional changes during puberty
- Respectful Relationships
- Risk Taking Behaviours and Cyber Safety
- Movement concepts and strategies
- Minimal Impact Principles

KEY SKILLS:

- Investigate the impact of transition and change on identities and evaluate strategies to manage these changes
- Access information to take positive action to protect their own and others' health, wellbeing, safety, and participation in physical activity 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
- Participate in and investigate Indigenous Games
- Engage in and enjoy regular movement-based learning experiences

ASSESSMENT TASKS:

- Practical tasks
- Written Tasks

STAFF CONTACT: For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Humanities (7HUM)

"Humanities is a subject that shapes our very existence. From the stories that shape our history, to the natural events of the world, there is nothing that is more interesting to study. I enjoy every fascinating fact in this subject."
– Cooper Portman 7A, 2024

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 as well as 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.

KEY KNOWLEDGE:

- Aboriginal and Torres Strait and Islander Peoples and Cultures
- Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) – Greece
- Water in the World
- Place and Liveability
- Citizenship, Diversity and Identity

KEY SKILLS:

- Sequence significant events in chronological order to analyse their 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
- 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, and explain processes that influence characteristics of places and human impacts upon and responses to natural phenomena.
- Analyse the ways that students can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities

ASSESSMENT TASKS:

- Research report
- Written tasks
- Topic tests

STAFF CONTACT: For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Mathematics (7MAT)

"I have found Mathematics to be very different from primary school Mathematics. It encourages me to focus as it has become a bit more challenging, but the transition was a lot easier than expected."
– Honey Williams 7E, 2024

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 space, 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 Middle mathematical studies. 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 KNOWLEDGE:

- Number
- Algebra
- Space
- Measurement
- Statistics
- Probability

KEY SKILLS:

- Solve problems involving positive and negative numbers
- Solve problems involving the four operations with whole numbers, 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
- Investigation and application tasks
- Examination

STAFF CONTACT: For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Music (7MUS)

"Year 7 Music has been an absolute blast! I really like using bandlab to create music of my own, and see my composition come together. We have also had the opportunity to research and invent our very own instrument whilst studying the instruments of the Orchestra in a fun and engaging way."

–Lilly Scott 7Z, 2024

In Music, students will become familiar with the elements of music such as rhythm, pitch, dynamics, expression, timbre and texture, and study orchestral instruments. 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.

KEY KNOWLEDGE:

In Music, students explore and investigate

- Elements of music
- Solo and ensemble work
- Musical notation
- Guitar, keyboard and voice
- Composition, improvisation and aural works using technology
- Indigenous music
- The orchestra

KEY SKILLS:

- Listen to, use and manipulate elements of music when creating music
- Practise 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

STAFF CONTACT: For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.

YEAR 7
Science (7SCI)

"Science is one of my favorite subjects; you learn all different things which gives you a better understanding of the universe and what it is made up of! So far in Science, we have learned how to use a Bunsen Burner for experiments, about the particle model and the states of matter, and we are currently working on mixtures and pure substances."

– Katania Major 7G, 2024

The Science classroom extends and explores student ideas so they are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

KEY KNOWLEDGE:

- Classification systems help organise diversity within and between groups of organisms
- Food chains and food webs are used to describe interactions between organisms, and human activity can affect ecosystems
- The particle model explains properties of states of matter
- Mixtures contain a combination of pure substances that can be separated using a range of techniques
- The relative positions of the Earth, Sun and Moon cause predictable phenomena on Earth
- Some of Earth's resources are renewable, but others are non-renewable
- Unbalanced forces cause changes to an object's motion and Earth's gravity pulls objects towards the centre of the Earth
- Water is an important resource that cycles through the environment
- Scientific knowledge changes as new evidence becomes available and can develop through collaboration and connecting ideas across the disciplines of science
- Science and technology help find solutions to contemporary issues and these solutions may impact society

KEY SKILLS:

- Questioning and predicting: Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge
- Planning and conducting: Collaboratively and independently plan and conduct investigations safely and ethically; accurately measure and control variables in fair tests
- Recording and processing: Construct a range of representations to record and summarise data from investigations and secondary sources, and to represent and analyse patterns and relationships
- Analysing and evaluating: Use scientific knowledge and findings to identify relationships, evaluate claims and draw conclusions; reflect on scientific methods, evaluate the quality of data and suggest improvements
- Communicating: Communicate ideas using appropriate scientific language and representations

ASSESSMENT TASKS:

- Investigations
- Tests

STAFF CONTACT: For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 7
Art (7VAR)

"Art is very fun! You get to make art pieces inspired by diverse artists, design a cool zine, and always have the artistic liberty and choice when we create pieces. It's one of my favourite subjects."
– Angel Patel 7Z, 2024

In Art students will learn about how and why artists 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.

KEY KNOWLEDGE:

- How artists explore and express ideas
- Art processes
- Different ways to apply materials and techniques
- Strategies to solve problems to refine their ideas and techniques
- How cultural contexts affect artworks and responses to them

KEY SKILLS:

- Identify, analyse and evaluate the use of materials, techniques and processes
- Explore and express ideas
- Learn how to use a range of materials and various techniques, such as drawing or painting
- Analyse artwork using visual language and creative thinking

ASSESSMENT TASKS:

- Folio Tasks
- Finished artworks

STAFF CONTACT: For further information regarding Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Design (8DTW)

"Design Technology is a fun class that I look forward to every week. We learn technology styles and product design. I really enjoy learning each step of the process and then coming up with a finished product."
– Charlie Wong 8D, 2024

Students learn about practical experience designing and constructing, as well as covering basic safety requirements. Students will be exposed to the design process and design thinking.

In Design students work on solving problems using the basic principles of design with an emphasis on creative thinking in the creation of design solutions. Students will experience a variety of production methods in the textiles material specialisation .

Students also design and present visual information of products using sketches, concept and technical drawing. Students will also experience Adobe Illustrator and learn how to draw on the computer. This unit also introduces students to illustration, technical drawing and free hand drawing. Students will develop the ability to explore ideas and solve problems creatively and imaginatively.

KEY KNOWLEDGE:
In the Design Technologies Workshop strand, students learn about:

- A range of different materials and production techniques
- How designed solutions have changed over time including development in materials, tools and equipment
- Project management processes and coordination
- Knowledge of materials and their properties.
- Design Process and Design Thinking
- Design Elements and Principles
- Technical drawing and Computer Illustration

KEY SKILLS:

- Investigate opportunities for design
- Develop and use production processes, equipment and technologies to create textiles products
- Evaluate how they and others use conventions of genre and production elements in different media forms to make meaning for audiences
- Test, select, justify and use appropriate technologies and processes to make designed solutions
- Project management processes and coordination
- Independently and safely produce effective designed solutions using a range of materials and tools
- Apply the design process

ASSESSMENT TASKS:

- Practical Tasks

STAFF CONTACT: For further information regarding Design Technologies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Drama (8DRA)

"Drama gives everyone a chance to be creative. I really enjoy being able to build my speaking skills and using improvisation has also helped me get better at thinking on my feet. It's also really fun! "

- Barbara Campelo 8G, 2024

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 the disciplines of Drama.

In Drama, 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 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.

KEY KNOWLEDGE:

- 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
- Research tasks

STAFF CONTACT: For further information regarding Drama at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
English (8ENG)

"Year 8 English has been a blast! I always feel engaged and switched on. In this subject, we learn to be more creative and express ourselves and our own opinions. We also get the opportunity to thoroughly unpack topics, like film analysis and textual arguments, in order to gain a full understanding on the subject to succeed."

Jennifer Nguyen 8D, 2024

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 and form, 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. In Year 8, students will study three texts, two of 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.

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 pathway rather than according to Victorian Curriculum standards.

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

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

STAFF CONTACT: For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Food Studies (8FST)

"'Food Studies had been a great experience which contains theory and practical classes. We have made delicious food from custard to chilli con carne and so much more. We learn a variety of skills to improve our cooking and how different types of food have benefits on our health."
– Alana Afshar 8E, 2024

In this unit, students learn the basics of cooking. They learn skills to produce food safely, nutritiously and collaboratively, using domestic kitchen tools and equipment. Students focus on the origins of the major food groups and how they are harvested, processed and prepared as part of an everyday diet. Students learn and apply a range of cooking skills to produce a variety of food products that demonstrate farm to fork principles, including sustainable and ethical practices. Students explore food nutrition, sensory evaluation, and health related diseases associated with food choices. In this area of study students apply their learning to demonstrate their understanding of the design cycle - investigate, design, produce and evaluate - through the completion of assessment tasks that incorporate both theoretical and practical components of the key areas of study.

KEY KNOWLEDGE:
In Food Studies students will learn about:

- Safety, hygiene and equipment in a kitchen
- Cooking methods
- Sustainable and ethical considerations
- Functional properties
- Dietary guidelines and nutrition
- Design cycle process

KEY SKILLS:

- Progression of production skills
- Transfer of the theoretical understanding to the practical application
- Creation of designed solutions suitable for a range of contexts by selecting and implementing a range of materials, systems, components, tools and equipment
- Design cycle skills: Investigating, Generating, Producing, Evaluating, Planning and Management

ASSESSMENT TASKS:

- Practical tasks
- Class work

STAFF CONTACT: For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
French (8FRE)

"Throughout Year 7 and 8, I have really enjoyed learning different words and phrases in French, as well as learning the different culture and traditions in France. My favorite thing we have learned about are the celebrations they have in France, what French people do to celebrate, and how that differs from Australia."
– Philippa Holbeach 8D, 2024

French explores our place in the world and helps to break down the barriers of misunderstanding whilst fostering an appreciation for the diversity of other societies. The acquisition of an additional 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 an additional 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 even now, 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. Studies in French will complement and enhance a student's 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. 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 booklist which is available in Term 4 each year.

KEY KNOWLEDGE:
In French, students will use language for communicating, interpreting, creating and exchanging meaning on topics including:

- Celebrations
- Fashion and pop culture
- Description of people
- Likes and dislikes
- School and school subjects
- Daily routines, including school routine

KEY SKILLS:

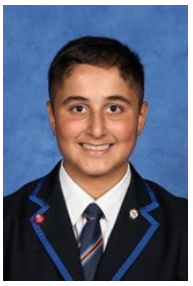
- Learn to listen to, read, view, speak and write in French with accuracy and purpose
- Appreciate, enjoy and use the French language to convey information and facilitate interaction with others
- Learn conjugation of verbs, including reflexive verbs and high frequency verbs such as *Faire* and *Aller*
- Competently acquire and use new vocabulary and grammatical structures in French.
- Learn the imperitive mood tense, Describe the physicality and personality of people

ASSESSMENT TASKS:

- Listening / Speaking Activities
- Reading Activities
- Written Tasks

STAFF CONTACT: For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Health and Physical Education (8HPE)



"In Physical Education, I have heaps of fun collaborating with my classmates during different games and physical activity. In Health, I enjoy learning new content such as e-Safety that prepares us to deal with real world situations such as cyber bullying and sexting."

- Najim Samad 8H, 2024

Health and Physical Education 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.

Year 8 Health focuses on the whole person. We help develop resilience skills and establish and maintain respectful relationships and inclusivity through developing strategies and resources to manage changes and transitions. Students analyse factors that influence emotional responses and gather and analyse health information. There will be specific focus on mental health and wellbeing, and body image.

Physical Education practical classes will allow students to practise 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. Skills are developed through participation in a range of sports such as Dance, Fitness, Net/Wall Sports, and Swimming.

KEY KNOWLEDGE:

- Dimensions of Health and Wellbeing
- Impacts of Mental Health
- Body Image and the Media
- Fitness Components, Training methods and Principles
- Movement concepts and strategies
- Becoming a competent, literate, and enthusiastic participant

KEY SKILLS:

- Access and evaluate information to take positive action to protect their own and others' health, wellbeing and safety and participate in physical activity 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 experience

ASSESSMENT TASKS:

- Practical tasks
- Written tasks

STAFF CONTACT: For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Humanities (8HUM)

"Year 8 Humanities is a really interesting and stimulating subject. You get the opportunity to learn Geography, where you learn about concepts like migration and urbanisation. We also get to learn History later in the year. We also get to interact and collaborate with our classmates, while also being individually challenged. This subject is a great way to enhance our skills and knowledge." – Jasper Balmer 8E, 2024

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

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 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.

KEY KNOWLEDGE:

- European and the Mediterranean World - Medieval Europe and the Vikings
- The Asia-Pacific World - Japan under to Shoguns
- Expanding Contacts: Discovery and Exploration - The Spanish Conquest of the Americas (c1492-1572)
- Landforms and Landscapes
- Government and Democracy
- Laws and Citizens
- Economic and Business Reasoning and Interpretation

KEY SKILLS:

- 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
- Represent data and information in various forms and with appropriate conventions including: maps and graphs
- Explain key principles of Australia's system of justice and analyse the role of Australia's court system.
- 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
- Topic tests

STAFF CONTACT: For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Mathematics (8MAT)

Maths is the most intriguing subject, which allows you to problem solve in every way and everyday. Learning Maths this year has expanded my abilities in topics such as percentages and algebra, and has taught me new concepts such as the Pythagoras Theorem. Like Pi, the opportunities to learn more never ends!

- Lene Huang 8G, 2024

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 space, 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 Middle Mathematical studies.

KEY KNOWLEDGE:

- 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; 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 the mean and median
- 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
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

ASSESSMENT TASKS:

- Coursework
- Topic tests
- Examinations
- Investigation and application tasks

STAFF CONTACT: For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 8
Music (8MUS)

Year 8 Music is a fantastic way to learn songwriting and musical culture. We explored the basics of beat and rhythm using entertaining hands-on methods and learned about the emotions a song or sound brings to life. It is a brilliant way to enjoy, learn, and play music."
- Oscar Fagan 8D, 2024

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.

KEY KNOWLEDGE:

- Elements of Music
- Solo and ensemble work
- Musical Notation
- Popular Chord progressions on the Guitar
- Keyboard
- Ukulele
- Composition, improvisation and aural works using technology
- Musical characteristics within differing genres of music
- World music and Blues music

KEY SKILLS:

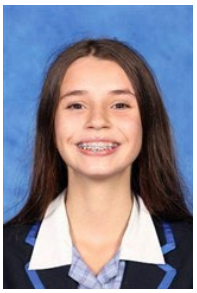
- Learn to listen to, use and manipulate elements of music when creating music
- Develop technical performance skills
- Explore specific performance skills
- Interpret, rehearse and perform vocal and instrumental parts in unison and harmony
- Identify and use music notation and terminology
- Develop listening appreciation skills used to communicate musical ideas

ASSESSMENT TASKS:

- Performances
- Analytical and written work
- Research task

STAFF CONTACT: For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.

YEAR 8
Science (8SCI)



"My favourite thing about Science is that I can learn about concepts that explain how different phenomena in the world work."
– Maaike McMillan 8A, 2024

Students enter the classroom with a range of ideas and conceptions about the physical and natural world. The science classroom extends and explores these ideas so that students are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

KEY KNOWLEDGE:

- Cells are the basic units of life and have specialised structures and functions
- Systems in multicellular organisms enable organisms to survive and reproduce
- The particle model explains physical change and the differences between elements, compounds and mixtures
- Chemical change involves substances reacting to form new substances
- Rocks contain minerals and are formed by geological processes
- Energy appears in different forms and devices can change energy from one form to another
- The wave model explains light and sound
- Scientific knowledge changes as new evidence becomes available and can develop through collaboration and connecting ideas across the disciplines of science
- Science and technology help find solutions to contemporary issues and these solutions may impact society

KEY SKILLS:

- Questioning and predicting: Identify scientific questions and make predictions based on scientific knowledge
- Planning and conducting: Plan and conduct investigations safely and ethically; accurately measure and control variables in fair tests
- Recording and processing: Construct representations to summarise, represent and analyse data
- Analysing and evaluating: Use scientific knowledge and findings to evaluate claims; evaluate the quality of data and suggest improvements
- Communicating: Communicate ideas using appropriate scientific language and representations

ASSESSMENT TASKS:

- Investigations
- Tests

STAFF CONTACT: For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
English (9ENG)

"Year 9 English has been an intriguing journey. I've particularly enjoyed diving deep into the characters of the novel 'Lord of the Flies' by William Golding, analysing the subtle hints, hidden meanings and foreshadowing scattered throughout the book. Reading an interesting book like this has also brought back my motivation to read more often."
– Atia Johan Hafiz 9E, 2024

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 and form, 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.

In Year 9, students will study four texts, three of 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.

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 pathway rather than according to Victorian Curriculum standards.

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, media and other multimodal texts, personal writing

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 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

STAFF CONTACT: For further information regarding English and EAL at Ashwood High School please contact the English Learning Area Coordinator, the EAL Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Health and Physical Education (9HPE)

"My favourite experiences have been the unique and exciting activities in PE such as Benches and Boarotto Ball. In Health, we are provided with knowledge that prepares us for real world situations and how we can appropriately respond to those situations."

- Jai Perry 9E, 2024

Health and Physical Education 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 person 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 Harm Minimisation approach to alcohol use and Respectful Relationships. 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.

Physically, students will perform and refine their motor skills in a range of challenging movement situations and apply peer feedback to enhance their own and others' performance. They will have the opportunity to investigate how the role of physical activity and outdoor recreation have changed over time and partake in a series Self Defence lessons. Students begin to develop the skills required for further studies in Physical Education through the participation in laboratory activities during our Skill Acquisition unit. Practical units covered include Invasion Games, Quidditch and Spikeball.

KEY KNOWLEDGE:

- Harm minimisation
- Respectful Relationships
- Physical activity and the community
- Invasion Games
- Skill acquisition
- Body systems

KEY SKILLS:

- 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:

- Invasion Games Unit
- Harm Minimisation Task
- Skill Acquisition Laboratory Reports
- Body System Test
- Performance Analysis Task

STAFF CONTACT: For further information regarding Health and Physical Education at Ashwood High School please contact the Health/PE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Humanities (9HUM)

"In Humanities, we have learned so many new skills regarding interconnection. We took a deep dive into over-tourism and food security and put our learning to practice by visiting a variety of market stalls in the Queen Victoria Market in the city. Students spoke to stall owners and went on a tour, making for an incredibly fun and educational day."
– Lily Wingate 9C, 2024

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

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 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.

KEY KNOWLEDGE:

- The Making of the Modern World: The Industrial Revolution
- The Modern World and Australia: World War 1
- The Holocaust
- Biomes (Environmental Communities) and food security
- Geographies of Interconnection
- Consumer and financial literacy

KEY SKILLS:

- 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
- Collect and record relevant geographical data from primary and secondary sources
- Evaluate a range of factors that sustain democracies
- Analyse the ways they can be active and informed citizens in different contexts
- Compare and evaluate the key features and values of systems of government

ASSESSMENT TASKS:

- Research report
- Written tasks
- Topic tests
- Examination

STAFF CONTACT: For further information regarding Humanities at Ashwood High School please contact the Humanities Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Mathematics (9MAT)

"Mathematics is the language of the universe that unites us all. From dancing digits to great graphs, Maths is an infinite puzzle just waiting to be solved!"

- Jack Barrance 9D, 2024

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 space, 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 Middle Mathematical studies.

KEY KNOWLEDGE:

- 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' theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles
- Use 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:

- 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
- Investigation and application tasks

STAFF CONTACT: For further information regarding Mathematics at Ashwood High School please contact the Mathematics Learning Area Coordinator or the Director of Teaching and Learning

YEAR 9
Science (9SCI)

"Year 9 Science has been really fun, we've learned about electricity, magnets, and ecosystems. So far, it's been a blast and I can't wait to learn more!"
– Isaac Havas 9B, 2024

Students enter the classroom with a range of ideas and conceptions about the physical and natural world. The Science classroom extends and explores these ideas so that students are able to support their claims with scientific evidence. Science encourages students to be curious about the world around them. Students develop the skills to explain phenomena scientifically, evaluate and design scientific inquiry and interpret data and evidence scientifically. They will become scientifically literate citizens with the ability and confidence to participate in public discourse concerning a range of topical issues, from applications of technology in society to sustainability and the environment.

The Science curriculum supports students to develop their scientific knowledge, understanding and skills across all of the Science disciplines. They design and conduct scientific investigations before analysing data, evaluating findings and constructing scientific arguments. Students communicate scientific ideas through a variety of formats using scientific language and representations.

KEY KNOWLEDGE:

- Multicellular organisms rely on systems to respond to change and in animals the nervous system coordinates responses
- Matter and energy flow through ecosystems
- Atoms contain protons, neutrons and electrons and natural radioactivity arises from the decay of nuclei
- Chemical reactions involve rearranging atoms to form new substances
- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Electric circuits are designed for diverse purposes using different components
- The interaction of magnets can be explained by a field model
- Scientific understanding is refined over time through a process of review by the scientific community
- Advances in scientific understanding and developments in technology are linked
- The values and needs of contemporary society can influence the focus of scientific research

KEY SKILLS:

- Questioning and predicting: Formulate scientific questions and hypotheses and identify independent, dependent and controlled variables
- Planning and conducting: Independently plan and conduct safe and ethical investigations to collect data with accuracy, precision and reliability
- Recording and processing: Construct and use a range of representations to summarise and represent qualitative and quantitative relationships, and distinguish between discrete and continuous data
- Analysing and evaluating: Analyse patterns and trends in data, identify inconsistencies and draw evidence-based conclusions; use scientific knowledge to evaluate conclusions, critically analyse validity and suggest possible alternative explanations and describe specific improvements
- Communicating: Communicate scientific evidence-based arguments for a particular purpose

ASSESSMENT TASKS:

- Investigations
- Tests
- Examination

STAFF CONTACT: For further information regarding Science at Ashwood High School please contact the Science Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9 ELECTIVES
Art (9ART)

'"I like Art because I can express my thoughts in a visual way. We get to practice various styles too, like drawing, portraits, and ceramics."
- Reuben Barke 9D, 2024

In this unit, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. Students explore and reflect on a range of historical and cultural perspectives expressed through the practice of other art makers. They develop and refine their skills through exploration and experimentation in 2D and 3D mediums. They evaluate their own artworks through documentation and annotation. Students develop and extend safe and sustainable visual arts work practices.

KEY KNOWLEDGE:

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

KEY SKILLS:

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

ASSESSMENT TASKS:

- Folio Tasks
- Finished artworks

STAFF CONTACT: For further information regarding Art at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Computing (9COM)

"Year 9 Computing was really fun as we explored codes and created lots of graphics. One of the things we learned was how to use Scratch, where we could make games and animations."
– Naman Baranwal 10F, 2024

Computing and computer technology have become integral parts of our lives, used in every industry, every home and used on a daily basis to communicate, navigate and entertain us.

In our digital age, an understanding of how digital solutions are designed and developed, how data is collected, stored and analysed and how technology can be harnessed to solve complex problems will become an increasingly valuable and sought-after skill. In this unit, students investigate digital information systems and explore ways in which they are used in the real world. Students will explore different functions in spreadsheet software using arithmetic formulas and other data analysis devices to solve business application problems such as making informed business decisions.

The Computing curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Through the learning and practice of Interactive Web Design, students will analyse problems, consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing process, and explore the optimisation of user experience.

KEY KNOWLEDGE:

- Abstraction to solve problems in a general rather than specific way
- Data collection, storage, representation and interpretation
- Specifications, algorithms, development and testing
- Human interactions with information systems and the impact of these interactions

KEY SKILLS:

- Use of the basic constructs of a programming language such as variables, data structures, IF..THEN..ELSE statements and conditional loops to write modular programs
- Testing the effectiveness of programs by tracing and developing test cases
- Use of digital systems to automate the transformation of data into information and to analyse and present this information to a user
- Collaboratively or individually designing digital solutions to meet a specific need and evaluate alternative designs against user requirements
- Collaboratively managing projects and roles within a development team

ASSESSMENT TASKS:

- Practical design
- Development tasks

STAFF CONTACT: For further information regarding Computing at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Digital Design (9DDE)

*** This subject is offered in 2024, Semester 2 ***

In this subject, students analyse and evaluate how designers communicate ideas and convey meaning in digital design works. They learn about the influences of other designers and creators and analyse connections between techniques, processes and visual conventions to assist the development of students' own digital design work.

Students create their own digital designs as final concepts, using a folio to document their planning process and design skills. Students annotate a range of ideas and research to analyse and evaluate their development of skills.

KEY KNOWLEDGE:

- A range of techniques, processes and mediums used to create digital design work
- Different ideas and intentions behind design
- Presenting and creating animation and design for specific audiences
- Using design thinking and processes
- The Design Elements and Principles

KEY SKILLS:

- Develop skills in design and animation
- Research and investigate animation
- Respond to and interpret design and animation through analysis, interpretation and evaluation
- Explore and express personal ideas through the design and creation of animations and designs

ASSESSMENT TASKS:

- Digital Folio
- Planning Documentation

STAFF CONTACT: For further information regarding Digital Animation Design at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Drama (9DRA)

"Year 9 Drama is the highlight of my week. It is more than acting a part and performing to an audience; we explore drama history, learn practical communication skills through fun activities, and the various roles in theatre. Performing a monologue enhanced our script analysis and individual performance abilities. It is an amazing opportunity with something for everyone."
- Hamish Lee 9E, 2024

The study of Drama enables 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 Drama students continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

In this area of study students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice.

As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors' success in expressing the director's intentions and the use of expressive skills in drama they view and perform, and identify characteristics of performance and theatrical styles.

KEY KNOWLEDGE:

- Characteristics and features of pre-modern and modern theatre periods
- Theatrical styles
- Use and application of theatrical styles, acting skills and stagecraft to shape performances
- The nature of theatrical and performance analysis
- Theatre terminology and expressions

KEY SKILLS:

- Describe characteristics of diverse theatrical styles
- Demonstrate knowledge of theatrical styles
- Improvise with elements of drama and narrative structure to shape devised and scripted drama
- Research and apply stagecraft other than acting to contribute to devised theatre
- Perform and experiment with playscripts
- Develop and sustain character
- Apply expressive skills through acting
- Analyse a theatrical performance
- Analyse the use of acting in a performance
- Use theatre terminology and expressions appropriately

ASSESSMENT TASKS:

- Individual/group performances and improvisation
- Short answer and/or extended written analysis
- Research reports written and/or oral

STAFF CONTACT: For further information regarding Drama at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

Year 9
Engineering (9ENR)

"Engineering has helped us create the great wonders of the world, from buildings that reach the skies and withstand earthquakes to bridges so long you can't see the end. We get to learn about how these are made. I love engineering!"
- James Karalexis 9D, 2024

In Year 9 Engineering, students learn to investigate and solve real-world problems through the creation of engineered solutions. They develop an overview of the various engineering disciplines, followed by deeper exploration in the field of structural engineering. Students examine built structures such as bridges and towers, learning why structures stand up, and why they sometimes fail. They develop an understanding of the different construction materials used in real structures, and the forces acting on structures when subject to load. They apply their knowledge to designing and engineering a bridge and subsequently make a physical model of it to test the application of their engineering skills. Towards the end of the semester, at the teacher's discretion there may be further opportunity for further learning in an additional engineering discipline such as mechanical engineering or electrotechnology. Overall, students complete their learning with an in-depth understanding of the difference between designed solutions and engineered solutions, and the ability to engineer solutions for improved efficiency and performance in real-world contexts.

KEY KNOWLEDGE:

- The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics
- Characteristics and properties of materials used in engineered solutions
- The effect of force, motion and energy on engineered solutions

KEY SKILLS:

- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- Develop technical skills with an increasingly sophisticated range of tools and materials
- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

ASSESSMENT TASKS:

- Engineered Bridge Project
- Project Management Folio
- Topic tests

STAFF CONTACT: For further information regarding Engineering at Ashwood High School please contact the Science Learning Area Coordinator or Middle School Student Outcomes Leader.

YEAR 9
Food Studies (9FST)

"I have been studying Food Studies since Year 7 and it has been incredibly fun. One of my highlights would be cooking Brownies as it was a great snack to make. Its also great to learn about all the different foods and how our body reacts to them."

- Christian Sciberras 9B, 2024

Food Studies is an important part of maintaining a healthy life. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of food in their daily life. They will also increase their awareness of sustainability and the science of food.

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 that they are able to 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, students find individual solutions that enable them to address the problem. This subject gives students the opportunity to explore both theoretical and practical tasks as they work each week in the kitchen producing recipes that combine theoretical learning with practical tasks.

KEY KNOWLEDGE:

- Cooking methods and techniques
- The science of food
- Design processes
- Sustainable foods
- Ethical food choices

KEY SKILLS:

- 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 knowledge and skills from theoretical to practical application
- Design skills: Investigating, Generating, Producing, Evaluating, Planning and Managing
- Incorporating ethical foods and food production methods when designing

ASSESSMENT TASKS:

- Practical tasks
- Coursework tasks

STAFF CONTACT: For further information regarding Food Studies at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
French (9FRE)

"Year 9 French has opened up so many opportunities for me, and has been a wonderful experience. I enjoy learning about French culture, and building more on my knowledge of the language through speaking and listening activities."
– Elisabeth Oh 9Z, 2024

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 globalised 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 Year 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.

KEY KNOWLEDGE:
In Year 9 French, students develop their grammatical and vocabulary competencies through studying a wide range of topics including:

- Maps and localities
- Sports and leisure activities
- Future plans
- The home and household items
- Past tense
- Counting knowledge to be able to count to 100

KEY SKILLS:

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

ASSESSMENT TASKS:

- Listening/ Speaking activities
- Reading Activities
- Written Tasks
- Examination

STAFF CONTACT: For further information regarding French at Ashwood High School, please contact the LOTE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Media Studies (9MED)

"I've really enjoyed studying Media this semester and learning about representation in media, as well as how to produce the elements to make my own movie. Media is definitely something I would recommend as an elective subject.
– Sophie Kuo 9C, 2024

In Media Studies, students will explore the way media texts are constructed by exploring all aspects of the popular music production industry. They will work through the production process from development to production and post-production and then to promotion and distribution of their media product.

Through this process students will work with others to make and record their own music, or sample other artists' work as the basis for producing music videos and accompanying marketing material like posters to promote their videos.

The media units studied will 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 interpretation 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, narrative structures and audience engagement.

KEY KNOWLEDGE:

- Genre
- Music videos
- Short and long narratives
- Photography
- Sound production

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 combined with symbolic and technical codes to create representations
- Develop professional standards in organising and planning film productions

ASSESSMENT TASKS:

- Folio
- Topic tests
- Planning documents

STAFF CONTACT: For further information regarding Media Studies at Ashwood High School please contact the Arts/ Technology Learning Area Coordinator or the Director of Teaching and Learning.

Year 9 STEAM Elective
Medical Science (9MES)

"In Medical Science, I have enjoyed the Incursion that we had with the Monash Tech School where we learned about the the human body and how we breathe. I have also enjoyed the practical work that we have done involving 3D scanning and colour coding with robots."
– Matilda Sperryn-Jones 9B, 2024

Students of Medical Science apply the double-diamond design process to investigate the role of technology in solving medical and health issues in the 21st Century. Students explore areas of interest which may include anatomy, pharmacy, sporting injuries, medical devices, medical conditions and infectious and chronic diseases, along with the solutions that have been invented, proposed and implemented in the past, and those that may be implemented in the future. Students undertake a medical science research project to synthesise their skills and knowledge, in order to define a problem that they have found in the field of medicine and health. Based on their research, students subsequently construct a brief to guide their critical and creative thinking as they develop and deliver their solution to the problem that they have identified.

Within the STEAM elective of Medical Science, there is flexibility in the research and development topics that the class may focus on at the teacher's discretion. Topics may include designing an assistive medical device, implementing a community health strategy, creating an advertising campaign for disease prevention, or developing a strategy for reducing the risk of common injuries.

KEY KNOWLEDGE:

- The values and needs of contemporary society can influence the focus of scientific research
- Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

KEY SKILLS:

- Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions
- Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions
- Analyse how divergent values and beliefs contribute to different perspectives on social issues
- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought
- Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data

ASSESSMENT TASKS:

- Medical Science Research Project
- Proposed Solution Project
- Topic tests

STAFF CONTACT: For further information regarding Engineering at Ashwood High School please contact the Science Learning Area Coordinator or Middle School Student Outcomes Leader.

YEAR 9
Music (9MUS)

"Music is an excellent class. This semester we have studied a performance unit, a cultures of music unit, and a unit on composition! This class has been wonderful for building confidence in performing."
– Matisse Simpson 9Z, 2024

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. Students develop a performance repertoire which demonstrates increased technical and expressive skill and an awareness of various stylistic features. Students continue to develop their listening and analytical skills to understand how the characteristics and elements of Music are used in various styles of Music. Students will explore a range of compositional features to create their own music and analyse the works of others. Emphasis is placed on developing their own personal style as a performer and the skills required to enhance their performances.

KEY KNOWLEDGE:

- Develop their own personal performance style
- Perform both ensemble and small group repertoire
- Develop their technical and expressive ability as a performer
- Develop their theoretical knowledge and aural listening skills
- Compose and perform music with an understanding of stylistic features
- Analyse music works from different styles such as popular music, musicals and musical films, Irish music, famous music works

KEY SKILLS:

- Explore specific aural skills aimed at enhancing their understanding of music
- Analysis and listening appreciation of musical works
- Technical and expressive skills for performance
- Performance skills including ensemble and small group work
- Develop their compositional skills to communicate musical ideas
- Ability to evaluate performances and compositions of others

ASSESSMENT TASKS:

- Performances
- Analytical and written work
- Research task
- Examination

STAFF CONTACT: For further information regarding Music or Instrumental Music at Ashwood High School please contact the Director of Music or the Director of Teaching and Learning.

YEAR 9
Outdoor Studies (9OST)

"In Outdoor Studies, you have the opportunity to undertake a series of fun, exciting and educational activities, including surfing, stand-up paddle boarding, rock climbing, white water rafting, mountain biking and tree surfing. It is an amazing experience that teaches you about the environment, including immersing yourself in an incredible camping experience."
– Hannah Williams 9Z, 2024

The Outdoor Studies elective combines the theoretical application of Geography with the more practical aspects of Outdoor Studies and aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. This course aims to provide a sense of wonder, curiosity and respect for places, people, cultures, and environments throughout the world. This subject is a pathway to VCE Outdoor and Environmental Studies.

Students will learn about the outdoor environment and the important role it plays in our community. Through the concept of outdoor environments, students learn about the role that 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 a range of geographical concepts to understand the relationships between places, people, and environments. Students will be involved in a range of activities where they will become familiar with skills and techniques required for safe participation in activities 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 be required to attend one or more compulsory camps/excursions to complete this unit. These activities will incur addition costs.

KEY KNOWLEDGE:

- Geographical concepts and skills including geographical knowledge of Australia
- Relationships with outdoor environments
- Migration of species
- Sustainability and climate change, including minimal impact
- Safe practices for outdoor activities

KEY SKILLS:

- 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
- Develop 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:

- Oral presentations
- Written tasks

STAFF CONTACT: For further information regarding Outdoor Studies at Ashwood High School please contact the Health/ PE Learning Area Coordinator or the Director of Teaching and Learning.

Year 9 STEAM Elective
Product Design (9PRO)

"I would recommend Product Design because it helps to strengthen your skills in sewing and mending. I like that at the end of the semester we get to re-purpose a piece of clothing of our own."
– Kaitlin Day 9D, 2024

With a focus on learning through practical activities, Year 9 Product Design develops students' personal and social capabilities throughout the design process. Students learn to become critical and creative thinkers, designing products in response to their understanding of sustainability, society, and materials technology. They ask questions about the design and manufacturing industries, researching topics such as fast fashion, natural dyes, garment construction and sustainable farming. In addition to their materials research, they investigate cultural design factors and the work of contemporary designers to inform their design process.
Over the course of the semester, students apply the double-diamond design process to make a product that they have designed with the class working with either textiles or timber as the primary production material. In this capacity they define a design problem, develop a design brief, and make the product that they have designed. Students also learn documentation techniques for making working drawings and/or patterns to inform the construction of their product. As part of this process, they construct evaluation criteria which they apply to assess the success of their product, justifying their design decisions based on their research and development exploration.

KEY KNOWLEDGE:

- Impact of emerging technologies on design decisions
- Design thinking skills
- Appropriate technologies and processes for manufacturing products

KEY SKILLS:

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Critically analyse factors that impact on designed solutions
- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Evaluate design ideas, processes and solutions against criteria, recognising the need for sustainability

ASSESSMENT TASKS:

- Exploration Folio: Discovering and defining a design problem
- Finished Product: Developing and delivering a design solution

STAFF CONTACT: For further information regarding Product Design at Ashwood High School please contact the Arts/Technology Learning Area Coordinator or Middle School Student Outcomes Leader

YEAR 9
Sports Coaching (9SPC)

"Sports Coaching allows us to learn about how to be an effective coach whilst highlighting the negative habits we should avoid as a coach. During practical lessons, we have the opportunity to coach our peers through a warm up, drills and game for multiple sports which allows us to improve our coaching skills." – Bardia Hariri 9C, 2024

The Sports Coaching elective aims to educate students in their development of sports coaching skills and working with younger students. Students will analyse varying coaching methods and styles and learn how to use this information in a practical setting. They will learn the process of skill development and the requirements of the coaching role for various team sports.

Students identify how to modify games to vary complexity and how ethics, fair play and codes of conduct affect participation in games and sports. Students will learn to work collaboratively in peer coaching sessions and to work positively in groups with the primary age students.

This subject is a potential pathway to VCE Physical Education.

KEY KNOWLEDGE:

- Principles of coaching
- Codes of behaviour
- Leadership skills
- Rules and tactical skills of sport
- Role of feedback during performance
- Peer teaching

KEY SKILLS:

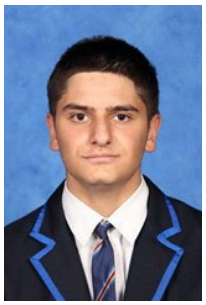
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities
- Plan, rehearse and evaluate options (including CPR and First Aid) for managing situations where their own or others' health, safety and wellbeing may be at risk

ASSESSMENT TASKS:

- Peer Teaching Task
- Topic Tests
- Oral Presentation

STAFF CONTACT: For further information regarding Sports Coaching at Ashwood High School please contact the Health/ PE Learning Area Coordinator or the Director of Teaching and Learning.

YEAR 9
Visual Communication Design (9VCD)



"Visual Communication Design is one of my favorite subjects for a variety of reasons. It's very fun to practice drawing, I get to experience learning a variety of enjoyable design skills, and I get to learn Photoshop as well."
- Lazaros Kechagias 9B, 2024

Visual Communication Design develops students' ability to apply creative thinking skills using the design process. Students explore the world of design and embark on a mix of set design briefs and self-directed design projects. Students may explore areas such as graphic design, architecture, typography, interior, fashion, landscape and industrial/product design. Students will create design solutions and present them using two-dimensional (2D) drawings and/or three-dimensional (3D) models. Students learn to apply a combination of creative techniques such as drawing, digital design and models. Visual Communication Design develops design thinking which teaches students creative, critical and reflective thinking tools.

This subject is a potential pathway to VCE Visual Communication Design.

KEY KNOWLEDGE:

- Design Process
- Design Elements and Principles
- Design Thinking
- Drawing methods: Technical drawing, observational drawing, visualisation drawing
- Digital Design Techniques

KEY SKILLS:

- Identify, analyse and evaluate the use of materials, techniques and technologies
- Explore and express ideas
- Use manual and digital drawing methods
- Apply a range of media and materials
- Develop and present visual communications for different purposes

ASSESSMENT TASKS:

- Folio tasks
- Finished designs

STAFF CONTACT: For further information regarding Visual Communication Design at Ashwood High School, please contact the Arts/ Technology Learning Area Coordinator or the Director of Teaching and Learning.

ACCELERATED CURRICULUM AND ENRICHMENT (ACE) PROGRAM
Years 7-10

"Being in the ACE Program has been enjoyable as it is a good opportunity to challenge yourself. I like that everyone in the class is eager to learn and extend their knowledge. We all have similar values and want to achieve similar goals which is a nice environment to learn in. "

- Gargi Karve 9Z, 2024

The Accelerated Curriculum and Enrichment (ACE) Program is designed to cater for the special educational needs of high ability students. The ACE Program is a 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 is offered to students in Years 7 – 10. ACE subjects are undertaken in English, French, Humanities/Philosophy, Mathematics, and Science; the remaining subject areas are completed with the mainstream cohort.

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 different text studies and complete work that targets higher-order thinking skills and demands advanced input and reflection on 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."

ACE Mathematics:
The ACE Mathematics program prepares students for the highest level of VCE Mathematics study by challenging and extending them, through both acceleration and enrichment. Students in Year 7 cover material intended for delivery across Years 7 and 8, students in Year 8 cover material intended for delivery across Years 8 and 9 and students in Year 9 cover material intended for delivery across Years 9 and 10.

ACE Science:
The ACE Science course develops students' science understanding as prescribed by the Victorian Curriculum with the opportunity for greater breadth and depth than the mainstream Science course, giving students the opportunity to learn more complex concepts earlier. Students explore applications of science in society in detail, thereby supporting students to develop a strong understanding of science as a human endeavour. There is also a significant focus on scientific inquiry, with students developing advanced science inquiry skills earlier and being able to independently plan and conduct investigations of interest to them.

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.

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

Instrumental Music Program

"The Instrumental Music Program is highly developed and successful. We have a large amount of bands and ensembles for different levels, high quality instruments like keyboards, guitars and timpani, as well as enthusiastic, encouraging music teachers. I would highly recommend becoming a part of our music community, learning, playing and performing, but above all, having fun!"
– Jane Lee 9Z, 2024

Ashwood High School offers an extensive, inclusive and creative Instrumental Music Program and an environment for students to have the option to learn an instrument of their choice. The benefits of playing a musical instrument are well documented as having a positive impact on students' individual learning capacity in memory training, language, time management, creativity and critical thinking skills. Our Instrumental Music Program nurtures all levels of ability and experience from the classroom to the practice room, beginners through to VCE and ensemble players to soloists, whilst delivering the highest standards in music teaching, rehearsing, performing and appreciation. Our Instrumental Music Program offers nominal fee-paying instrumental tuition on a weekly basis, on a fixed day with a rotating timetable. Lessons are delivered by our outstanding Instrumental Music Staff on the following instruments: Woodwind (oboe, flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone); Brass (trumpet, trombone, euphonium, tuba); Percussion/Drum Kit; Electric Guitar, Bass Guitar and Strings (violin, viola, cello, double bass).

Ensemble playing is critical in establishing students' identity and sense of belonging, and this is core to our Music Department, bringing with it the opportunity for regular interaction between students from Year 7-12 whilst developing social skills and lifelong friendships.

As an enrolled instrumentalist, students are valued members of our Ensembles Program, making a significant contribution to the musical life of the school.

Instrumental music students participate in at least one of the following cores, large music ensembles available according to their instrument including: Concert Band, Symphony Orchestra and String Orchestra. In addition to this, students are invited by the Director of Music to join the following smaller ensembles when positions become available including Stage Band, Jazz Ensemble, Percussion Ensemble and Guitar Ensemble. Performance opportunities throughout the year are both school based and external, including, but not limited to the following: Assemblies, alternating Biennial House Performing Arts Festival and School Production, Jazz Night, Annual Music Concert, Music Elective and Years 7 & 8 ACE Music Performance Evenings, Instrumental Soirees and Recitals and the Victorian Schools Music Festival.

Instrumental Music students have the opportunity to further their music studies to an advanced level through to their senior years with many specialist performance opportunities available, and from 2024 in consultation with their instrumental music teachers and the Director of Music, may elect to undertake VCE Music Performance Units 1-4 in Years 11 and 12, pending student numbers.

COURSE FEE: Please see the Director of Music for further details regarding 2025 Instrumental Course Fees.

STAFF CONTACT: For further information regarding the Instrumental Music Program at Ashwood High School please contact the Director of Music or the Senior School Assistant Principal.