Eltham High School

2025 Curriculum Guide

Year 9

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Middle School Curriculum.

Ross McKinnon: Middle School Leader

The transition from Year 8 into Year 9 provides students with exciting and new experiences in their learning journey at Eltham High School. The Year 9 curriculum allows students to choose many of the subjects that make up their course of study across the year. The focus of the Year 9 curriculum is on providing students with a breadth of learning experiences across both compulsory subjects, and elective units of study. We aim to provide a broad range of learning opportunities through which students will discover their interests, skills and passions. These experiences will enable students to make informed choices as they continue their learning journey in Middle School at Eltham High School and beyond.

In Year 9 students enter their final year in the Middle School, a year that prepares them for their transition to Senior School whilst maintaining the support structures they experienced in Year 8. Each Year 9 core class is assigned a Coordinator who will provide support and guidance to students in their chosen educational pathway. Our focus continues to be on building and maintaining strong partnerships that support students and families on their learning journey at Eltham High School.

Eltham High School values student choice, and the Year 9 curriculum presents a wide range of opportunities for students to embrace their creative pursuits and achieve academic excellence. In situations where a student's selection is not balanced across Key Learning Areas, a course counselling conversation with Middle School Coordinators will occur to ensure the student's course will best support their future pathway.

2025 Curriculum Structure Information.

Loren Clarke: Curriculum, Data, Assessment and Reporting Leader

Eltham High School has a 5 period timetable structure, and a 10 day timetable cycle. Each period runs for 59 minutes. In light of this structure all subjects across Years 7-12 run as either 4 period or 8 period subjects. The school day is organised as outlined in the table below.

School Day Structure
Involve/Tutorial: 8:52-9:04
Period 1: 9:04-10:03
Period 2: 10:03-11:02
Recess: 11:02-11:27
Period 3: 11:27-12:26
Period 4: 12:26-1:25
Lunch: 1:25-2:10
Period 5: 2:10-3:09

All students in Years 7-10 undertake a 12 minute morning Involve or Tutorial session prior to the start of Period 1 on Tuesday to Friday each week. They also undertake one 59 minute period of Involve or Tutorial across the fortnight. This time is designed to enhance connections between students, provide essential information regarding the school day, and to engage students in learning regarding wellbeing, study habits, and cross curricular skills.

Year 11 and 12 students have a Tutorial session once a fortnight. In addition their timetable includes assessment and seminar sessions.

Learning Unit Guidelines.

Requirements of Subject Selection

Whilst every Year 9 student's course is unique, all courses consist of both Year 9 core and elective subjects.

English, Mathematics, Science, History, Geography & Economics, Involve and Physical Education & Personal Development form the core subjects and can be seen represented in the table below. Students must select elective subjects to complete the remainder of their course. This has been represented in the table below.

When building a Year 9 course students will need to meet the following requirements. Please note that students will not be able to determine which semester they undertake particular electives.

- All students must choose at least one subject from the Art KLA and one from the Technology KLA.
- All students are required to choose at least one Cornerstone subject from the Critical Inquiry KLA.
- If a student chooses to study a language (Indonesian or French) they are required to undertake that subject in Semester 1 and Semester 2.
- In the cells labelled '8 or 4 + 4' students can choose either 1 x 8 period subject or 2 x 4 period subjects.

Please note: in the table below each 'cycle' is two weeks, or a total of 50 periods.

Periods Per Cycle	Semester 1	Semester 2
8	English	English
8	Mathematics	Mathematics
8	History	Geography & Economics
4 + 1 (4 core + 1 extension)	Science	Science
4	Physical Education & Personal Development	Cornerstone Elective
8 or 4 + 4	Elective (4)	Elective (4)
	Elective (4)	Elective (4)
8 or 4 + 4	Elective (4)	Elective (4)
	Elective (4)	Elective (4)
1	Involve	Involve

Involve.

Nadia Devlin: Student Agency and Growth Leader

All students in Year 9 participate in Involve as part of their daily program at Eltham High School. Students undertake both morning Involve sessions on four days each week, and a fortnightly Involve class within their timetable. Both the morning and fortnightly curriculum are designed to promote and enhance connectedness to school and the broader community, essential literacy and numeracy skills, and address student wellbeing and academic achievements as they progress through the school.

Students in Year 9 explore topics related to building understanding of self, critical-thinking and teamwork, developing academic and social goals, and building understanding of local and global communities.

The Involve program also allows students the opportunity to begin developing their pathway into Senior School, undertaking skills related to careers and Work Experience.

Subjects.

Arts	9
Architectural Design	14
Art	15
Drama: Make a Scene	16
Drama: Playmaking	17
Drawing	18
Lights, Camera, Action	19
Music	20
Music Performance Workshop	21
Painting	22
Photography	23
Printmaking	24
Visual Communication Design	25
Critical Inquiry	**26**
History of Our Land	29
Ideas That Changed the World	30
Manipulative Media	31
Philosophy and Pop Culture	32
STEAM Expansion	33
Strong Women, Big Ideas	34
The Digital World	35
What is Art?	36
English	**37**
English	40
Building English Confidence	41
English Enrichment	42
Stories, Screens, and Stages	43

Health and Physical Education	44
Physical Education and Personal Development	47
Active For Life	48
Dance	49
Fitness and Training	50
Health and Human Science	51
Intensive Basketball	52
Intensive Volleyball	53
Outdoor Education	54
Recreational Activities	55
Humanities	**56**
History	59
Geography and Economics	60
Big History	61
Business Management	62
Changing Places	63
Dollars and Sense	64
History Plus: Choose Your Own Adventure	65
Languages	**66**
French	69
Indonesian	70
Mathematics	**71**
Mathematics	74
Mathematics Investigations	75
Science	**76**
Science	77
Earth and Stars	78
Forensics	79
The Evolution of Life: From Surf to Turf	80

Subjects.

Technology	83
CAD Design: Computer Assisted Drawing	87
Design Bake Decorate	88
Electronics	89
Fashion and Textiles	90
Food for Life	91
Game Design	92
Product Design – Contemporary Jewellery	93
Product Design – Metal	94
Product Design - Wood	95
Technology and Science	96
Web Design	97

Periods per Cycle Overview.

Arts	
Architectural Design	4
Art	8
Drama: Make a Scene	4
Drama: Playmaking	8
Drawing	4
Lights, Camera, Action	8
Music	8
Music Performance Workshop	4
Painting	4
Photography	8
Printmaking	4
Visual Communication Design	8
Critical Inquiry	
History of Our Land	4
Ideas That Changed the World	4
Manipulative Media	4
Philosophy and Pop Culture	4
STEAM Expansion	4
Strong Women, Big Ideas	4
The Digital World	4
What is Art?	4
English	
English	8
Building English Confidence	4
English Enrichment	4
Stories, Screens, and Stages	4
Health and Physical Education	
Physical Education and Personal Development	4
Active for Life	4
Dance	4
Fitness and Training	4
Health and Human Science	4
Intensive Basketball	4
Intensive Volleyball	4
Outdoor Education	4
Recreational Activities	4

Humanities	
History	8
Geography and Economics	8
Big History	8
Business Management	4
Changing Places	4
Dollars and Sense	4
History Plus: Choose Your Own Adventure	4
Languages	
French	8
Indonesian	8
Mathematics	
Mathematics	8
Mathematics Investigations	4
Science	
Science	5
Earth and Stars	4
Forensics	4
The Evolution of Life: From Surf to Turf	4
Technology	
CAD Design: Computer Assisted Drawing	4
Design Bake Decorate	4
Electronics	4
Fashion and Textiles	8
Food for Life	4
Game Design	4
Product Design – Contemporary Jewellery	4
Product Design – Metal	8
Product Design - Wood	8
Technology and Science	4
Web Design	4

Arts.

Welcome to the Arts, where students can hone their skills in creativity, critical thinking, communication, collaboration and problem solving through a broad range of engaging subject offerings.

The Arts offer unique learning opportunities that foster highly desirable skills for the 21st century. Research identifies creativity as a key skill for more than 80% of future jobs. Alongside creativity, critical thinking, problem solving, collaboration and communication have been identified as preferred skills for young people to acquire for future employment- skills which are developed and refined through the Arts curriculums.

By engaging in the Arts, students critically reflect on the world around them, using personal and cultural lenses to consider differing viewpoints. They interpret and communicate their ideas through visual and performance-based responses. Furthermore, the Arts provides skills for life-long learning promoting growth, wellbeing, innovation and adaptability in its students.

The Arts KLA comprises two main areas of creative pursuit:
The Performing Arts encompassing Drama, Theatre Studies and Music.
The Visual Arts involving subjects related to Art, Media, Photography and Visual Communication Design.

All students must select a minimum of one elective from the Arts KLA as part of their year 9 course, however it is possible for students to select multiple Arts electives. Arts course offerings are structured around:

8 period electives: suitable for students who are interested, enjoy or are curious about the subject. They will build their skills, techniques and knowledge in their chosen elective. These are also our **potential pathway electives** and will build key skills, knowledge and language that equips students for further studies at year 10 or VCE.

Students can elect to study: Art, Media (Lights, Camera Action), Music, Photography, Drama-Playmaking and VCD.

4 period electives: a combination of **taster** or **skill focused** subjects that provide students with an opportunity to develop and refine their skills and knowledge in specific areas of the Arts.

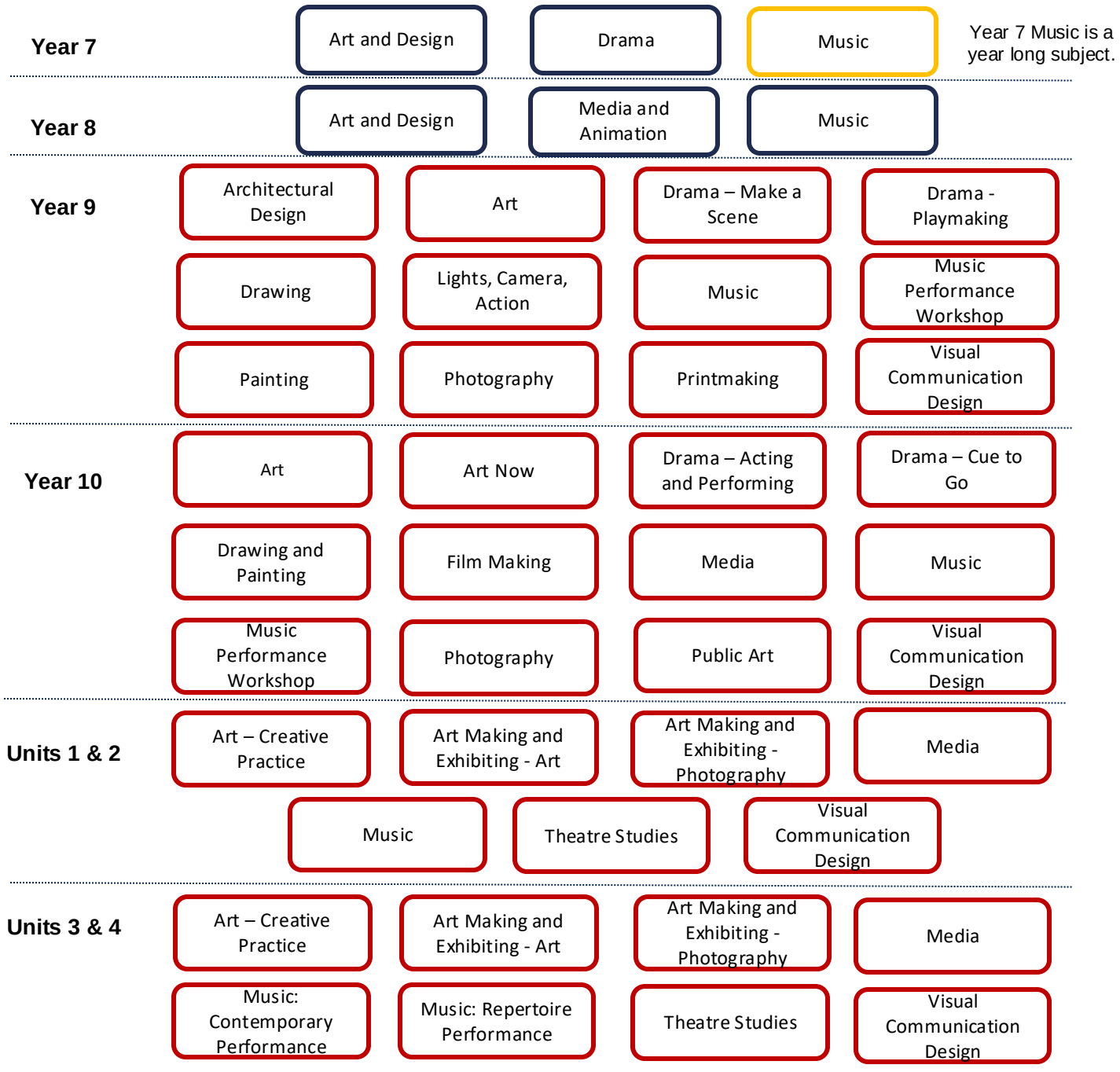
Students can elect to study: Architectural Design, Drawing, Drama-Performance, Music Performance Workshop, Painting or Printmaking.

Eltham H.S. students are unique in their ability to critically reflect on the world around them and respond creatively. They convey their distinct ideas and perspectives through visual and performative responses. It is because of this that the school has established a highly regarded reputation in the Arts. The school resides in an area that is a vibrant artistic community with a strong history of involvement in the Arts and a clear value in artistic endeavours. The Arts teachers at EHS are passionate about creativity and many are practicing artists and performers. It is because of these factors that our students demonstrate excellence in the Arts and are well represented in the Seasons of Excellence: the annual exhibitions showcasing the work of high performing students across the state; and that a significant percentage of our students go on to complete further studies in the Arts at tertiary level.

Creativity takes courage

– Henri Matisse

Arts Subjects.



Core subject

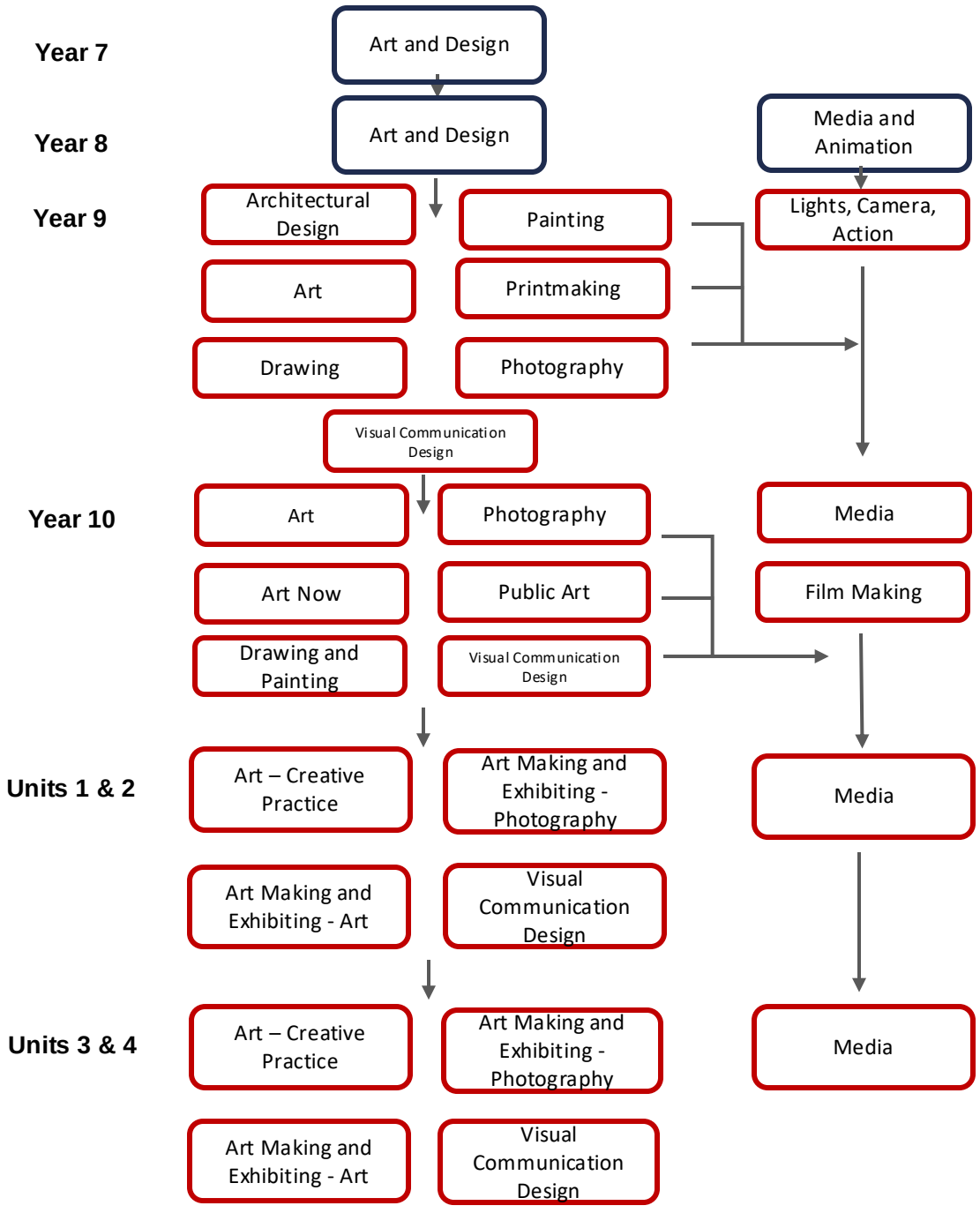
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Arts Pathways Process.



Core subject

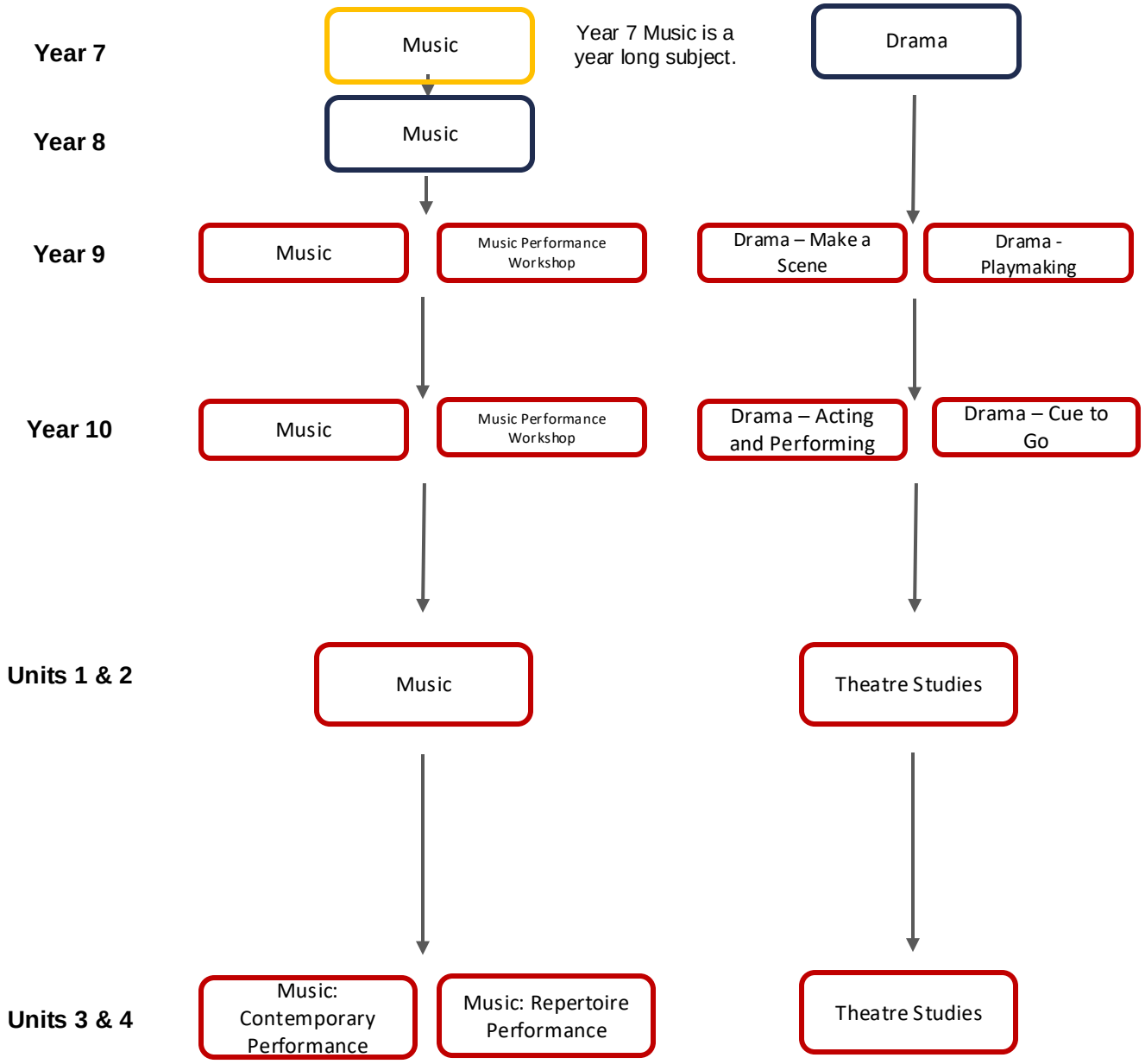
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Arts Pathways Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Architectural Design.

This subject encourages students to explore the visual language of architectural design. They will draw and design house plans, elevations and three dimensional representations. In doing so they will follow the design process whereby they will work to a brief, conduct research, generate ideas, develop solutions and present their designs in a range of formats. Students will also develop skills in freehand drawing.

As part of their studies in Architectural Design, students will investigate the work and practices of Australian and international architects, and investigate processes and practices used by architects when working with clients.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Australian architecture
- Architectural drawing conventions
- 2-point perspective and planometric drawings
- Design process

Assessment:

- Folio of designs
- Research tasks

Pathways:

Studies in this area could lead to:

- VCE Visual Communication Design
- Career Pathways: include architect, interior designer, landscape designer, set designer, illustrator, graphic and website designer, art/design director, communications manager.

Subject Specific Information:

Students will require an A4 or A3 visual diary.

A subject levy to cover all materials and equipment needed for the making of architectural works applies in this subject.

Art.

This subject suits students who enjoy thinking and responding creatively across a range of art forms and who are considering further studies in visual art.

Through this subject students will have the opportunity to explore traditional and contemporary art making approaches. They will gain and improve skills in drawing, painting, printmaking and collage as well as sculpting and contemporary art methods.

Through practical and theoretical investigation students learn about the major art historical movements and art making techniques and styles. Students will be introduced to Australian and International Art history. This subject is designed for students to be introduced to and explore a wide range of ideas, artworks, styles and techniques.

Students will build key language and terminology required to analyse and interpret a range of artworks and consider their own creative practice.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Painting
- Drawing
- Printmaking
- 3D art forms
- Artists and artworks

Assessment:

- Folio of artworks responding to art forms
- Art journal
- Researching artists and artworks

Pathways:

Studies in this area could lead to:

- Further studies at Year 10 including Art, Art Now and Public Art.
- VCE Art Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will need to bring an A4 visual journal.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Drama: Make a Scene.

This is a performance orientated elective focusing on improvisation and devising skills as a means of theatre making.

Classes will explore physical theatre and Commedia del Arte as performance styles. Students will improvise elements of drama and narrative structures to explore and develop their ideas and devise their own scripted responses. They will build an understanding of subtext and utilise design elements to shape their own drama performances.

Students will have the opportunity to develop and engage in different roles and characters. They will plan, direct, produce, rehearse and refine their performances to convey dramatic action and meaning.

Students will analyse a range of drama from the past to explore differing viewpoints. They will develop an understanding of drama practice in different cultures and contexts. They may also explore the influence of Commedia on contemporary performance practice.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Drama Practices
- Present and Perform
- Respond and Interpret

Assessment:

- Analysis of Theatre History
- Workbook
- Practical Performances

Pathways:

Studies in this area could lead to:

- Year 10 Drama Electives
- VCE Theatre Studies
- Tertiary Education
- Career Pathways: including: acting, directing, writing, theatre design.

Subject Specific Information:

This subject includes an excursion cost to attend a professional play

Drama: Playmaking.

In year 9 playmaking students engage with practical activities as they develop their understandings of theatre and performance. Students will have the opportunity to devise small productions as they learn about steps in the play making process including improvising, scripting, rehearsing and refining.

Skills and knowledge relating to specific theatre styles and technologies will be developed as learners creatively develop their expressive and performance skills. Students will also build their understanding of theatre by analysing a live performance.

This is a semester long subject which is performance based. Students will perform either in a small group performance or short solo performance. Throughout the semester students will record and refine their design ideas and then apply and justify their choices while undertaking responsibility for a particular production role.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Drama Practices
- Present and Perform
- Respond and Interpret

Assessment:

- Visual Journal Documentation
- Artworks
- Written Art Analyses

Pathways:

Studies in this area could lead to:

- Year 10 Drama Electives
- VCE Theatre Studies
- Tertiary Education
- Career Pathways: including: acting, directing, writing, theatre design.

Subject Specific Information:

This subject includes an excursion cost to attend a professional play.

Drawing.

This is a practical and theoretical art course with a focus on traditional and contemporary ways of drawing. Students will create artworks around a variety of themes and genres, such as portrait, figure drawing, still life, landscapes, and fantasy. They will also explore their own choice of subject matter. Students will develop skills in different methods of drawing, such as observational drawing, drawing from life and drawing from imagination. A diverse range of drawing materials, including graphite pencils, charcoal, coloured pencils, Copic markers, pastels, and ink will be trialled to create different aesthetics. Students analyse and interpret drawings and learn to ask questions that help to improve their own work and make sense of the aesthetics and ideas of others.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Drawing
- Artists and Artworks
- Techniques and Processes

Assessment:

- Visual Journal Documentation
- Artworks
- Written Art Analyses

Pathways:

Studies in this area could lead to:

- Year 10 Art
- VCE Art - Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will require an A4 Visual Arts Journal

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Lights, Camera, Action.

Come explore the world of moving pictures as we delve into the imaginations of some of the greats. From Alfred Hitchcock to Wes Anderson, students will dissect the film styles of some of the most prolific creators of all time.

Learning from the masters, students will explore storytelling, film making and content creation techniques as they develop key skills throughout the media production process.

Using technologies and a vast array of camera, lighting and sound equipment, students will practice storyboarding, script writing, filming and editing as they explore and refine their own personal style and produce media productions.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Media Production Exercises
- Film Analysis
- Film Production

Assessment:

- Production tasks
- Written analysis

Pathways:

Studies in this area could lead to:

- VCE Media
- Career Pathways: include advertising/marketing, journalist, digital media specialist, animator, film producer, director, production designer, content manager, social media influencer.

Subject Specific Information:

Students will require:

- A 32 GB SD card
- USB C or USB A to SD card adaptor

Music.

This elective is for musicians who want to take their playing, listening and composing to the next level through a combination of classroom aural and theory tasks and multiple solo/group performance contexts. Students spend the first term developing a solo performance, while participating in whole class large ensemble performances of contemporary and classical works. In the second term students form small ensembles and choose their own repertoire with guidance from instrumental and classroom teachers; they apply the ensemble skills they have learned to their own rehearsals and perform in an end of semester lunchtime concert. Students investigate their solo repertoire and band repertoire through listening, reflection and analysis, and continue work on the aural and theoretical skills that they will need in both Year 10 and VCE Music.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Music Theory and Aural
- Music Analysis
- Music Performance

Assessment:

- Performance
- Theory and Aural

Pathways:

Studies in this area could lead to:

- Year 10 Music
- VCE Music
- Career Pathways: include: musician, performer, composer, music teacher, song writer, record producer, music therapist, event manager.

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Music Performance Workshop.

This is a purely performance subject that gives musicians the opportunity to develop their own personal performance plan by which they will be assessed. Students will set their own performance goals as soloists and/or members of a group and will be supported in achieving their goals through structured rehearsal and regular performance. This subject is open to musicians of any style and focuses on personal improvement through meeting a series of challenges and achieving goals.

Through the rehearsal process, students will be taught to conceive their technical progress through an examination of the musical elements related to performance: Dynamics, Duration, Tone Colour, Articulation and Texture.

Having selected two pieces for performance, either as soloists, or as members of a group, students will prepare a final performance which will be assessed during class time. This subject will be beneficial to those wishing to refine their performance skills in preparation for undertaking further performance- based studies.

Subject Length:

1 Semester

4 periods

Areas of Study:

Music Practices

Music Performance

Assessment:

- Folio
- Performance

Pathways:

Studies in this area could lead to:

- Year 10 Music
- VCE Music
- Career Pathways: include: musician, performer, composer, music teacher, song writer, record producer, music therapist, event manager.

Subject Specific Information:

Instruments and equipment provided; however, students are encouraged to bring their own specialised items.

Painting.

This is an art course with a focus on all things painting. It would suit students with a love of painting and those who wish to build their skills and techniques in this area. Students will explore and document the development of ideas, skills, techniques, and processes in an art journal and produce a folio of paintings that explore a range of painting mediums, subjects, and styles.

They will learn how to build their techniques using pastel, watercolour, gouache, acrylic, and oil paint while painting on different surfaces including canvas, wood and papers.

Students will research and respond to artists from different historical and contemporary contexts to build their understanding of different approaches to painting. Inspired by the work of these artists students will build their skills in portraiture, still life, and abstract painting and their knowledge of different art styles.

Subject Length:

1 Semester

4 periods

Areas of Study:

Music Practices

Music Performance

Assessment:

- Folio of paintings
- Visual Diary
- Researching artists and artworks

Pathways:

Studies in visual art subjects can lead to:

- Further studies at Year 10 including Art, Art Now and Public Art.

Subject Specific Information:

Students will need to bring an A4 visual diary to this class.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Photography.

This subject supports students to explore a variety of image making techniques and learn about the history and development of photographic processes. The course covers black and white darkroom techniques including Pinhole cameras and Photograms. Students are also introduced to the DSLR camera and begin to use Photoshop to manipulate their images. Students submit a range of practical work with accompanying theory exercises focusing on the analysis and interpretation of artworks. They learn about the elements and principles of art and how to identify and interpret their application. There is also plenty of scope for students to follow their own passions for subjects and styles.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Analogue photography
- Digital photography
- Darkroom processes
- Digital editing processes

Assessment:

- Folio of photography
- Written analysis

Pathways:

Studies in this area could lead to:

- VCE Art Making and Exhibiting
- VCE Art Creative Practice
- Career Pathways: including: freelance photography, media, marketing and social media, photojournalism, studio/portrait photographer, commercial/industrial photographer, image designer, studio assistant, digital image technician.

Subject Specific Information:

DSLR cameras may be borrowed through the EHS library.

Students will need a large capacity USB for saving and transferring photography files and a USB-USB-C adapter for their device.

A subject levy to cover all materials and equipment needed in the production of photographs applies in this subject.

Printmaking.

Through this subject students will explore and experiment with different forms of printmaking including etching, collagraph, lino printing, mono printing, and screen printing to build their skills and techniques. They will respond to a range of subjects including still life, portraiture, landscape, and imaginative themes and explore printing on different surfaces including fabric, canvas, and a range of papers.

Students will maintain a visual journal that explores their ideas and records their practice and processes. They will research the work of printmakers from different cultural and historical contexts to build their understanding of approaches to art making. Using their research as inspiration for their own creative practice students will make visual responses to the artist's works.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Artists and Artworks
- Processes and techniques
- Etching
- Relief Printing
- Mono Printing
- Screen Printing

Assessment:

- Folio of prints
- Visual Journal
- Research and analysis

Pathways:

Studies in this area could lead to:

- Further studies at Year 10 including Art, Art Now and Public Art
- VCE Art Creative Practice
- VCE Art Making and Exhibiting

Subject Specific Information:

Students will need to bring an A4 visual journal.

A subject levy to cover all materials and equipment needed for the making of artworks applies in this subject.

Visual Communication Design.

Through this subject students will develop a visual language to communicate messages, information, and ideas. They will follow the design process to generate ideas and solutions to design tasks.

Students will develop skills in freehand, technical, and digital drawing as well as image-generation methods such as digital photography, printmaking, and collage to visualise ideas and concepts with a range of media such as pencils, markers, paint, and digital imaging. Students research both Australian and international designers and the role of visual communications in different cultural contexts.

Information and ideas will be communicated in a range of presentation formats which may include: symbols, packages, diagrams, illustrations, and concept designs.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Illustration and technical drawing
- Digital Design
- Product Design

Assessment:

- Visual diary
- Folio of design responses

Pathways:

Studies in this area could lead to:

- Year 10 VCD
- Units 1-4 VCE VCD
- Further studies in architecture, advertising, marketing, landscape design, communication design, industrial design, illustrator, print media, game design, digital design

Subject Specific Information:

Students will need to bring an A3 Visual diary to this class.

A subject levy to cover all materials and equipment needed for the making of design products applies in this subject.

Critical Inquiry.

Critical Inquiry at Year 9 provides an opportunity for students to engage in interdisciplinary focused units of study that expose students to contemporary issues, ways of thinking and ways of working. This is achieved through the range of Cornerstone subjects offered at this year level . These subjects are designed to continue to develop a range of important skills and capabilities for success in their learning as they move towards Senior School. These include strong planning and time management skills, the ability to communicate and collaborate, critical thinking skills and the ability to reflect on their own progress. All cornerstone subjects:

- Utilise the EHS Inquiry Model
- Develop critical thinking skills
- Encourage students to engage with big ideas and issues
- Each student must select one Cornerstone to study

These subjects are designed to allow students to engage with fundamental or 'cornerstone' ideas and concepts that will provide an important foundation and support for many areas of study that they will encounter in Senior School. Having an understanding of major movements in Art, History, Science, Technology and Culture will allow students to create a context for subjects they will encounter in later years of their schooling at Eltham High School.

Cornerstone subjects are not limited to a particular discipline or learning area but instead cut across and make connections between and across learning areas. These subjects are designed to be an engaging, challenging and provocative element of Year 9 students' courses, allowing them to explore an area of individual interest in an authentic way.

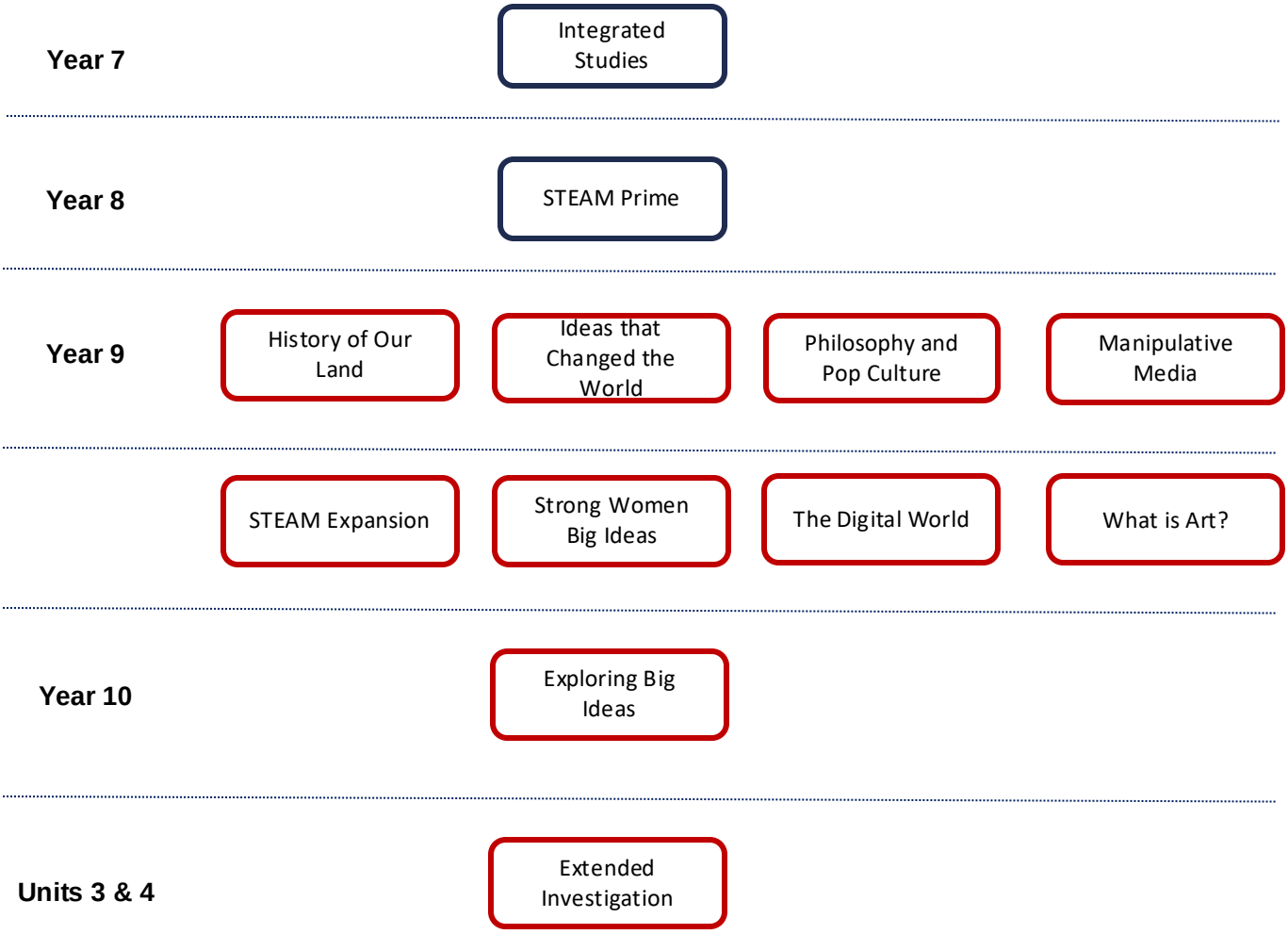
A major component of all Cornerstone subjects is an extended, individual project, task, investigation or inquiry. This project enables students to respond to the significant ideas they encounter in the course as well as providing the context for the skills for learning that are an important component of the subject.

Please note students must select one Cornerstone subject as part of their course.

The important thing is not to stop questioning. Curiosity has its own reason for existing

-Albert Einstein

Critical Inquiry Subjects.



Core subject

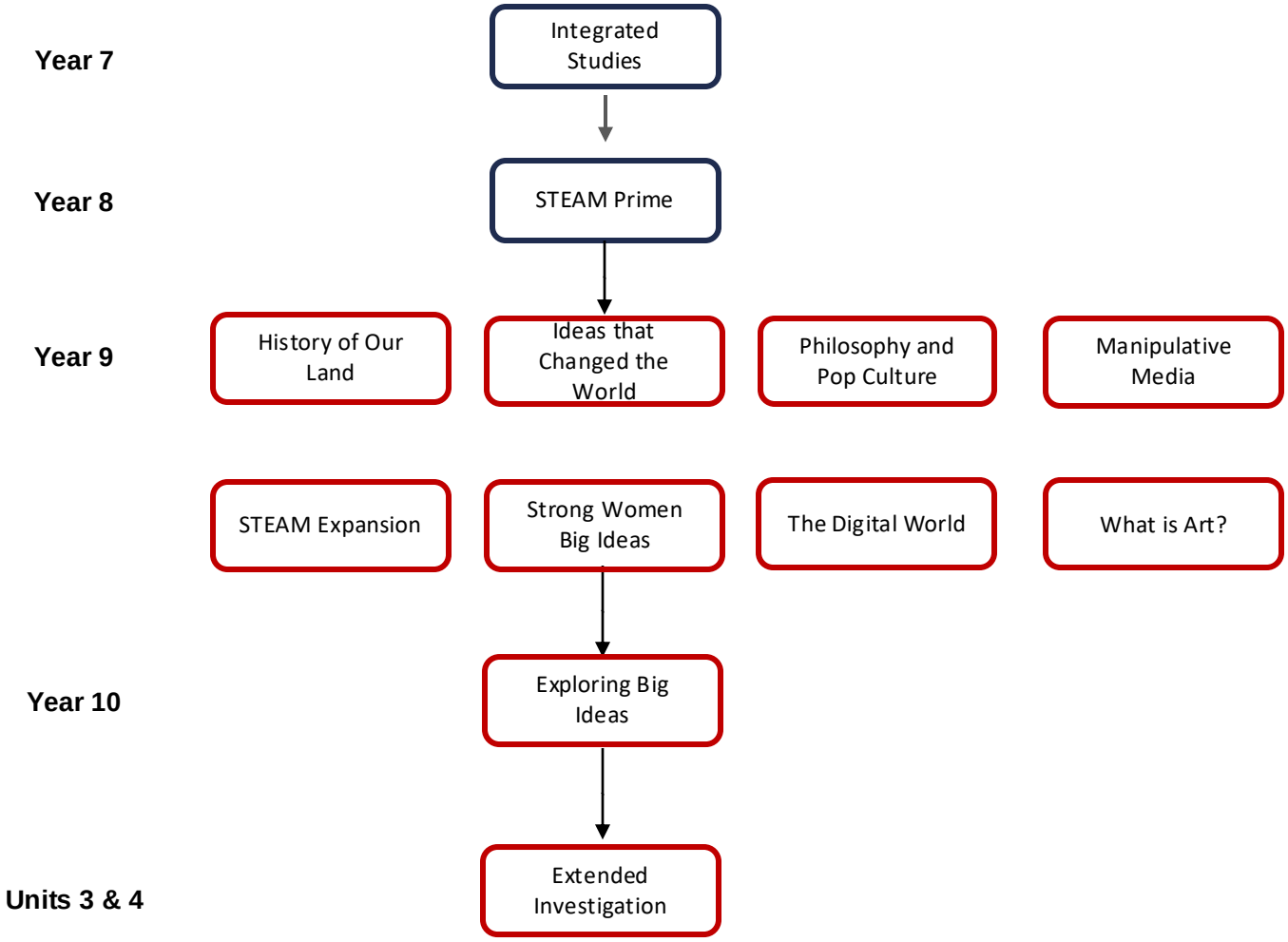
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Critical Inquiry Pathway Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

History of Our Land.

This subject explores the history of environmental action. It supports students to investigate the environmental movement, starting with an examination of how indigenous people reacted, and continue to react, when their land is stolen and degraded. The historical timeline then explores the development of the National Parks movement and the first environmental protest actions in Australia and around the world.

Students will gain a multi-perspective understanding of significant places they live in and feel connected to, examining through an individual and historical lens.

Throughout this study, students will also study significant international events and the impact these events had on our history and society.

These issues will be explored through a wide range of resources, accounts, and media and will engage in independent research as well as collaborative work and group discussion.

Subject Length:

1 Semester

4 periods

Areas of Study:

- National Parks
- Indigenous Perspectives
- Connection to Place
- Rainbow Warrior Incident

Assessment:

- Research Presentation
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Outdoor and Environmental Studies
- Year 10 Geography Plus
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Ideas that Changed the World.

In this course students will focus on some of the ideas that changed our understanding of the world, and the theory underpinning them. This subject will allow students to investigate key concepts and ideas linked to evolution and the disciplines of Biology, Chemistry, Physics, and Mathematics. As well as exploring the theory of evolution, it will also look at the evolution of ideas and knowledge over time.

By exploring these key shifts, students will not only develop an appreciation of the history of science but also of some of the controversy and conflict that has surrounded these changes also. Students will consider change over time and how new knowledge has been accepted and/or rejected in our society.

In particular, students will consider the importance of evidence-based decisions and ethics in quest for new knowledge and development. As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest.

Subject Length:

1 Semester

4 periods

Areas of Study:

- The Renaissance
- Luddites
- Darwin
- Hiroshima

Assessment:

- Research Report
- Written Response
- Research Inquiry

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Manipulative Media.

Have you ever wondered why the pull of TikTok is so strong? Why we are so drawn to influencers online? Why Click Bait is so successful? How some people become entrenched in conspiracy theories? Whether social media really has reduced our attention spans? In an age where the majority of young people are getting news, health information, political views and more from social media, it is essential that students can sort fact from fiction. Manipulative Media is designed to equip students with the skills to approach the media they consume with a critical lens.

In this subject, students will develop the skills to critique and fact-check sources of information presented online. They will learn the ways that media platforms are designed to take advantage of the human condition and learn how to be a more mindful consumer of social media. Students will critically examine not only the language used in various media sources, but the underlying principles of platforms like TikTok, Instagram, Mobile Games, 'Click Bait' News, advertising, and more. Students will explore and critique the laws and ethics that guide the algorithms powering social media, and be challenged to design a solution for a more ethical future for social media users.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Influence of Media
- Ethics in Social Media

Assessment:

- Media Analysis
- Ethics Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Exploring Big Ideas
- Year 10 Data Analytics and Infographics
- VCE Extended Investigation

Philosophy and Pop Culture.

This subject is designed to give students an opportunity to consider and evaluate key philosophical questions in the context of pop culture. It will explore critically engaging philosophical questions including:

- What does it mean to be morally 'right' or 'wrong'?
- Do we have free will? What is reality?
- What is happiness? Is there value in beauty and art?

Students will read, watch and/or listen to different examples of pop culture (short stories, comics, film, television, or music) to see how others dealt with these questions. Students will develop important philosophical and analytical skills through examining possible scenarios when taking a philosophical position in an argument to its logical conclusion.

Students will study and consider how writers, film-makers, TV show-runners, musicians, comedians, and comic book artists have explored these questions and compare them to their own opinions and perspectives. Students will explore these issues through a wide range of resources, accounts, and media and will engage in independent research as well as collaborative work and group discussion.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Ethics
- Metaphysics
- Value Theory
- Epistemology

Assessment:

- Journal
- Multimedia Presentation
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Philosophy
- Year 10 Exploring Big Ideas
- Year 10 Media
- VCE Extended Investigation

STEAM Expansion.

In Year 8, students were introduced to the STEAM Design Process, collaborating in teams to solve a school-based challenge. Building upon this foundation, STEAM Expansion guides students to explore three fundamental yet often overlooked elements central to human existence: tools, toys, and time. Students investigate these everyday items, delving into their construction and usage, which often remain underappreciated despite their universal presence. Through hands-on exploration, students employ the STEAM Design Process to explore and attempt to replicate the creation of these objects, culminating in the resolution of an identified problem within one of the thematic areas.

This course builds upon the assumed knowledge and skills acquired in Year 8 STEAM, fostering the application of cognitive, writing, speaking, and practical abilities across various Areas of Study (AOS). Central to the curriculum is the development of a Da Vinci Journal, serving as a comprehensive folio of students' progress and insights. Emphasizing engagement and the problem-solving process, both through journal entries and classroom activities, the focus is on student involvement rather than the final product's completion. The course explicitly teaches and assesses 21st Century Learning Skills, preparing students for the demands of the modern world.

Subject Length:

1 Semester

4 periods

Areas of Study:

- AOS 1 – Tools – the pen
- AOS 2 - Toy – plastic fantastic
- AOS 3 – Time
- AOS 4 – Expansion project

Assessment:

- Journal
- Communication of final expansion project

Pathways:

Studies in this area could lead to:

- Year 10 Science
- Year 10 Product Design: Wood/Metal/Fashion
- Year 10 Art
- Year 10 Electronic Systems and Engineering
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

Strong Women, Big Ideas.

This course will examine some of the remarkable ideas promoted by women and how they have led to advancements for humankind in the areas of: social and political rights, science and technology, as well as art and culture. Students will also be asked to consider some of the barriers faced by women when promoting new ideas and how women have fought successfully to have new and radical ideas heard and accepted by their societies. As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest.

Whilst researching one movement, students will:

• Examine how women have successfully advocated to be heard.

• Establish the value of new ideas to humankind as a species.

• Examine how we determine whether a society is considered progressive or repressive.

• Analyse the social trends and anomalies regarding gender politics throughout history.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Social and political rights
- Science
- Technology
- Art
- Culture

Assessment:

- Oral Presentation
- Creative Response
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Global Studies
- Year 10 History Plus
- Year 10 Philosophy
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

The Digital World.

Today, information and communication technologies are transforming the way we interact with one another in every facet of our lives. However the question remains: is this technology developing and changing faster than we can evaluate its effects on our society? Are the overall consequences of these changes negative, or do they provide more of us with an opportunity to engage in global collaborations and conversations than ever before? How does technology transform us and who will we become?

This subject is designed to allow students to explore a range of tech-based issues such as:

• Does internet-based collaboration create a global community that shares skills and resources?

• How has communication changed over time with the development of the world and technology?

• How will artificial intelligence be incorporated into society in the future and what are the moral implications?

Students will engage with the key issues, questions and ideas in the course through developing, inquiring into, and responding to their own individual research question.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Communication
- Artificial Intelligence
- Virtual Reality
- Cryptocurrency

Assessment:

- Multi-Module Unit
- Inquiry Task

Pathways:

Studies in this area could lead to:

- Year 10 Electronic Systems and Engineering
- Year 10 CAD (Computer Aided Design)
- Year 10 Software Development
- Year 10 Data Analytics and Infographics
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

What is Art?.

This unit is designed as an introduction to some major ideas and assumptions that inform the study and practice of Visual and Performing Arts. It raises a number of answers to the questions “What is Art?” and “What is the value of Art?”.

This subject will support students who are moving towards a wide range of Pathways: in Senior School both within and outside the Arts Key Learning Area. The key questions will be explored through looking at underground art, political art, major movements in art, and how art and artists have been represented in differing ways over time.

These ideas will be explored in a range of ways with a strong focus on engaging with major art, artists, and controversies involving art throughout history. It will challenge students to investigate and respond to these questions in a range of ways with a special focus on a major artistic project or research inquiry which all students will design and complete over the duration of the subject.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Polemic Art
- The Worth of Art
- Separating Art from Artist

Assessment:

- Research Report
- Art Analysis
- Creative Inquiry Task

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Pathways:

Studies in this area could lead to:

- Year 10 Art
- Year 10 Art Now
- Year 10 Public Art
- Year 10 Drawing and Painting
- Year 10 Exploring Big Ideas
- VCE Extended Investigation

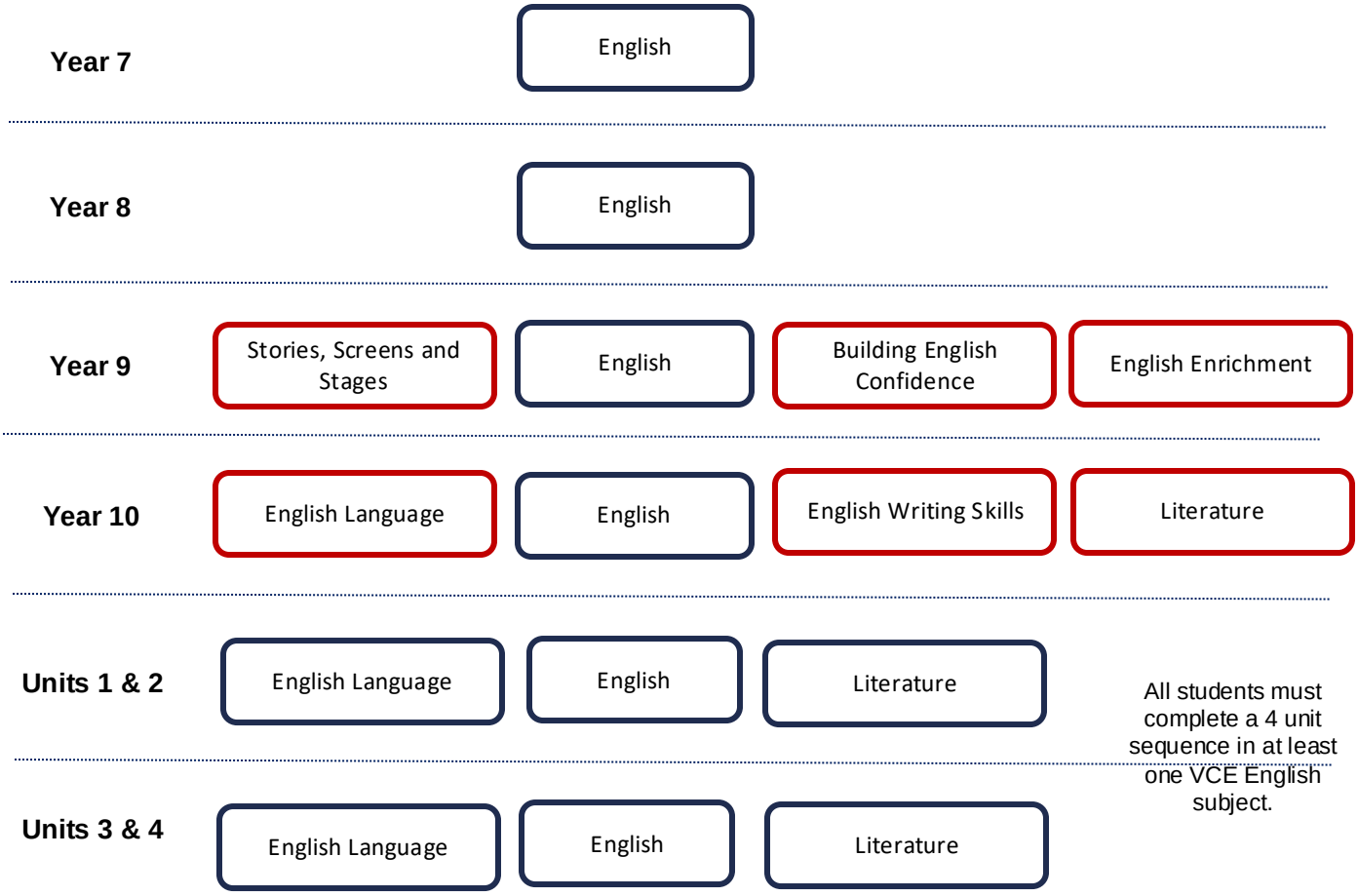
English.

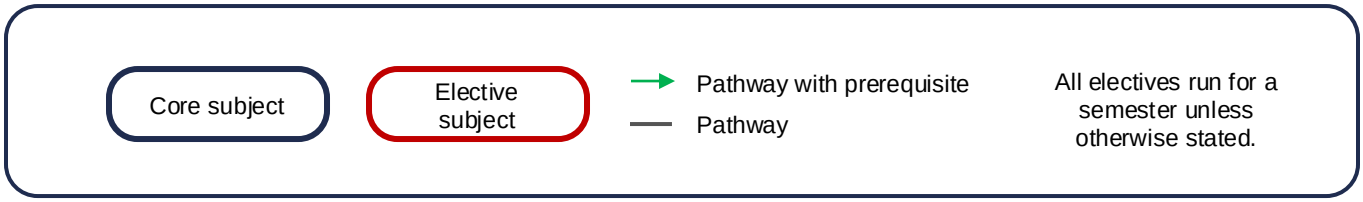
The study of English empowers students to read, write, speak and listen in different contexts. English at Eltham High School prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

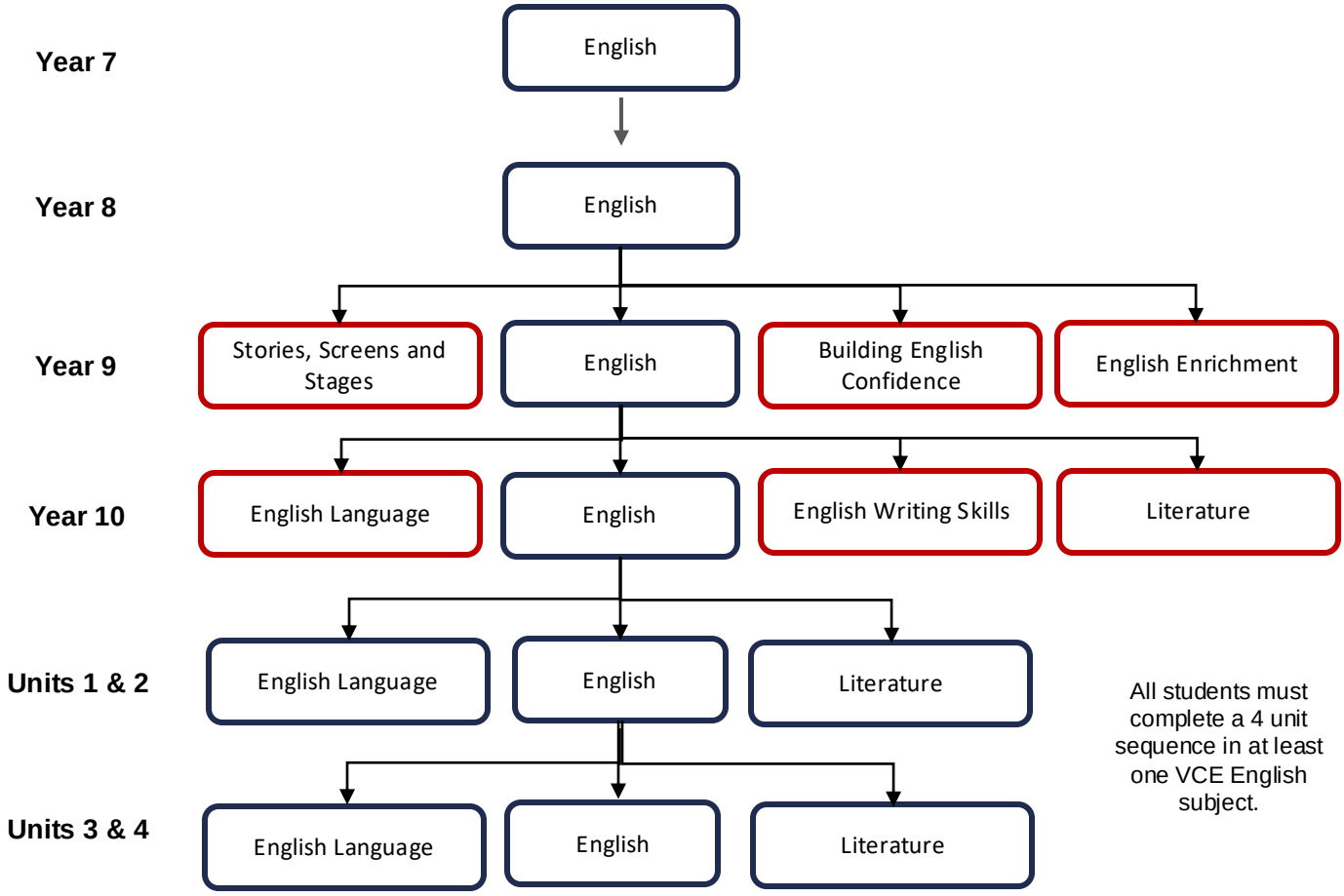
By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

English Subjects.





English Pathway Process.



All students must complete a 4 unit sequence in at least one VCE English subject.

Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

English.

In English, students will be exposed to the world of literature, as they read and view a variety of texts, with a particular focus on introducing new literary forms and features and including poetry from Edgar Allen Poe, Judith Wright, and W.H Auden. Students develop their own literary pieces as they respond both critically and creatively to what they have read.

Students will undertake a film study *of Hunt for the Wilderpeople* (dir. Taika Waititi) analysing how meaning is created through film techniques and tropes of genre. They also complete a study of William Shakespeare's *Romeo and Juliet*, considering how the time, place and cultural context in which texts are created and set inform readers' understanding of the ideas and concerns presented in them.

To develop their awareness of the way language is used to influence audiences, students will also examine the way arguments are developed in print and digital media, by reading and viewing a range of texts covering topical issues from the Australia media. They apply these skills to create their own point of view text.

They continue to develop their literacy skills in the areas of spelling, punctuation and grammar, as well as using evidence to support their analytical, creative and persuasive pieces.

Subject Length:

1 year

8 periods

Areas of Study:

- Reading and Viewing
- Writing
- Speaking and Listening

Assessment:

- Creative Response with Reflective Commentary
- Text Response Essay
- Analysis of Argument and Language Essay
- Oral Presentation

Pathways:

Studies in core English at Year 9 will continue to support students as they develop their reading, writing and speaking skills as they transition to further English studies at Year 10 and VCE.

Building English Confidence.

This subject is designed for students looking for support in English. It caters to those who need to build on the foundational skills required to experience success in English. Group activities and resources provide students with a supportive environment to develop their knowledge of key literacy skills, including:

- Spelling
- Grammar
- Punctuation
- Paragraphing

Students will work to consolidate their skills in the areas of reading and viewing, speaking and listening, with a particular focus given to student's writing. Practical activities will enable students to improve the quality of their English work, but also their writing across all subject areas.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Reading and Viewing
- Writing

Assessment:

- Reading Journal
- Writing Journal – Personal and Creative

Pathways:

Studies in this area will support students as they complete core English at Years 9 and 10.

Students who undertake this subject are strongly encouraged to select English Writing Skills as a Year 10 elective the following year.

English Enrichment.

This subject is designed for students looking to extend themselves in English. It offers passionate readers and writers the opportunity to develop sophisticated language skills and a nuanced knowledge of literature, from classic to contemporary works.

Students are challenged to explore ideas and language through the close reading of various text types such as novels, plays, poetry, and short stories. In response to these, they produce both analytical and creative writing.

Students will develop a critical understanding of literary features and forms, and practice unpacking and analysing these. Students experience seeing the world through the author's eyes, by considering the ways in which writing reflects authors' values, and the social and cultural context they lived in

Subject Length:

1 Semester

4 periods

Areas of Study:

- Reading and Viewing
- Writing

Assessment:

- Poetry Analysis
- Creative Response with Reflective Commentary

Pathways:

Students who undertake this subject are strongly encouraged to select Literature or English Language as a Year 10 elective the following year.

Stories, Screens, and Stages.

This subject is designed for students interested in exploring a variety of text types from a diverse range of authors, some of whom may have had a vastly different experience to their own. Students will be challenged to develop their empathy and expand their worldview through a range of text types including short stories, memoir, poetry and film. These texts will examine the experiences of people from a wide range of backgrounds, and seek to amplify a range of marginalised voices.

This is a multimodal subject combining literacy and creativity skills. Students will undertake studies with consideration of texts through the ages. Students will be challenged to research, plan, create, revise and review texts that showcase their creative skill as well as ability to manipulate text for different modes with consideration of process and design. Students will be required to work in pairs and groups, developing students' ability to compromise and articulate themselves with like-minded peers.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Reading and Viewing
- Speaking and Listening
- Writing

Assessment:

- Research Essay
- Group Presentation
- Script Creation

Pathways:

Students who undertake this subject are strongly encouraged to select Literature or English Language as a Year 10 elective the following year.

Health and Physical Education.

At Year 9, all students will participate in the core subject of PE and Personal Development (also known as PEPD) for a semester only.

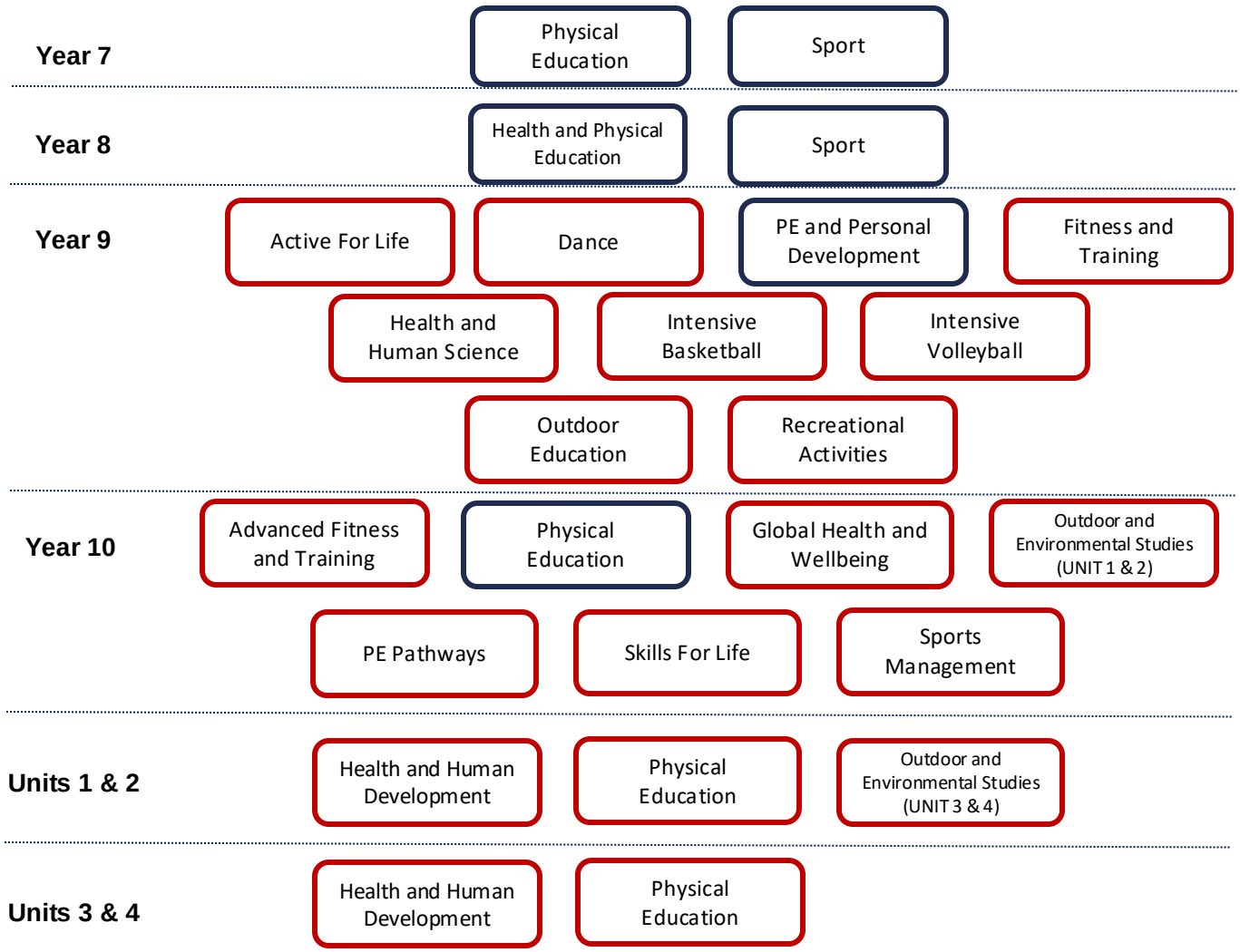
Over the course of the semester in PEPD, students engage in a theory and practical blended course that is designed to educate students to make positive decisions for their overall health and well-being and levels of physical activity both now and into the future.

In addition to the core subject of PEPD, all students have the opportunity to participate in a range of electives from the Health, Physical, and Outdoor Education domain, many of which are designed to provide exciting and hands-on learning experiences for students in engaging learning environments different to that of the traditional learning environment of a classroom.

Furthermore, these electives complement existing programs and build clear pathways for students to progress from Middle School at Year 9 into Senior School at Year 10 and the VCE levels in the near future.

All of the subjects offered at the Year 9 level are semester-based and cater to a wide range of interests, ensuring a diverse and engaging learning experience for every student.

Health and Physical Education Subjects.



Core subject

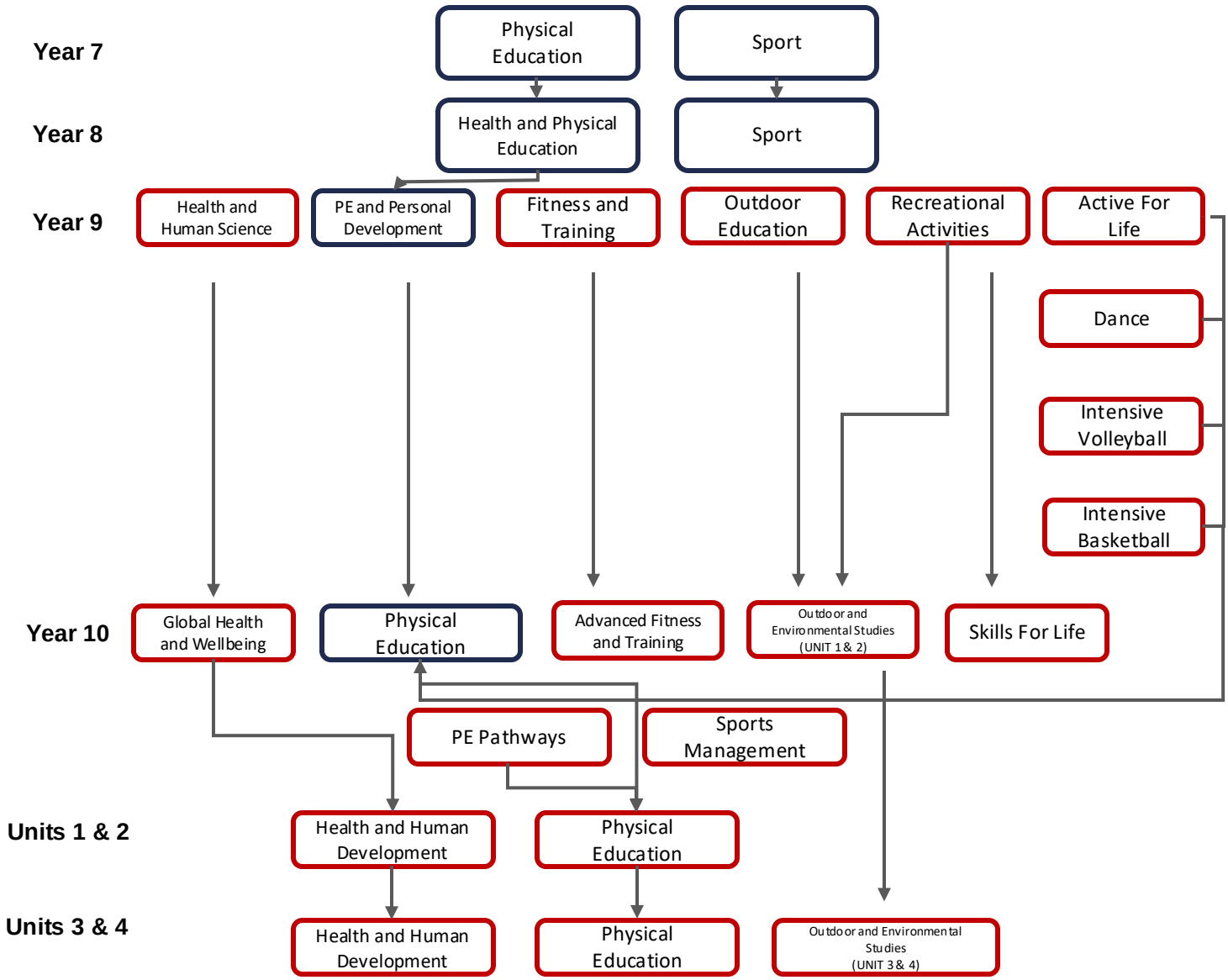
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Health and Physical Education Pathway Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Physical Education and Personal Development.

Year 9 PE and Personal Development is a compulsory core subject which all students in Year 9 must undertake for the full duration of one semester. Over the course of the semester, students will undertake a program which incorporates both health-based and physical-based education in a blended theory and practical course. Students participate in learning activities that enable them to establish personal identity and help them develop personal fitness, health and wellbeing.

From a theory standpoint, students will conduct investigations into and develop their knowledge of contemporary topics within sport. Students investigate types of risk-taking behaviour and decision making with specific focus and education on the use of substances such as alcohol, tobacco, and other drugs in order to educate the students about the importance of making more informed and appropriate decisions in situations which can lead to personal health issues.

From a practical standpoint, students will learn about different strategies designed to support themselves and others to increase engagement in physical activity and how to live a healthy and active lifestyle through exposure to a range of fitness-based activities and units of sports.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking VCE Physical Education, VCE Health and Human Development, and/or VCE Units 1 & 2 Outdoor and Environmental Studies (enhancement only at Year 10).

Subject Length

1 semester

4 periods

Areas of Study

- Decision Making and Risk-Taking Behaviour
- Alcohol, e.g. Law, Standard Drinks, B.A.C
- Drugs, e.g. Drug Classifications and Case Studies such as a focus on Cannabis
- Effects/Influences of Alcohol and Drug Use on Health and Wellbeing
- Sports Enhancement
- Fair Play
- Lifestyle Activities
- Racism in Sport

Assessment:

- Written test
- Inquiry-based investigation task
- Practical involvement

Pathways:

Studies in this area could lead to:

- VCE Physical Education
- VCE Health and Human Development
- VCE Units 1 & 2 Outdoor and Environmental Studies (enhancement only)

Subject Specific Information:

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in all practical lessons.

Active For Life.

This subject provides students with the opportunity to participate in a range of physical activities different to that of a traditional PE learning environment. The activities in this elective are designed to educate students about different forms of physical activity which encourage them to be active throughout their lifespan. Students have the opportunity to participate in physical activities which are more inclusive, supportive, and non-threatening. These activities allow students to feel empowered and thrive in a safe and welcoming learning environment, whilst still developing their physical skills, personal fitness, and overall levels of self-esteem and self-confidence.

The activities offered in this subject include roller-skating, self-defense, fitness activities such as boxing and Zumba, and dance classes such as belly-dancing and hip-hop dancing. This elective will also focus on a mindfulness unit that includes a range of activities including yoga, meditation, pilates, and lifestyle practices designed to promote their physical and mental health and wellbeing. Throughout this subject, students will also have opportunities to develop their teamwork, communication, and leadership skills.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Exercise and Mental Health
- Nutrition and Mental Health
- Sleep and Rest
- Self-esteem
- Mindfulness and Meditation
- Sporting Icons
- Inclusivity in Sport

Assessment:

- Visual presentation task
- Film analysis task
- Practical involvement

Pathways:

Studies in this area could lead to:

- VCE Physical Education

Subject Specific Information:

Costs for this subject are managed by individual events. The approximate costs for this subject are $150, split between a series of different activities. These are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2025.

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in practical lessons which involve reasonable levels of physical activity.

Dance.

This subject offers students the opportunity to enhance their dance skills through a combination of technique classes, research tasks, and practical assessments. An emphasis is placed on establishing safe dance practices, technical skills, and performance skills. Students will be introduced to a wide variety of dance styles, providing them with exposure to different genres. Students will also learn about the choreographic processes and how to interpret a choreographer's expressive intention through the development of a class dance.

In addition to the technical aspects of dance, students will explore the "dance making" process, learning how to use body actions to create choreography and working collaboratively as part of a group. Students will undertake tasks which include both research and choreographed performances. This subject provides a valuable and exciting opportunity for students to develop their dance skills and explore their creativity in a supportive, inclusive, and empowering learning environment.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Styles of Dance
- Dance Technique
- Choreography
- Dance Fitness and Conditioning

Assessment:

- Technique execution
- Research task
- Practical involvement

Pathways:

Studies in this area could lead to:

- VCE Physical Education
- Dance and performance studies at the tertiary/university level.

Subject Specific Information:

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in all practical lessons.

Fitness and Training.

This subject has practical and theory components designed to enable students to develop an understanding of the body systems and their role during exercise. Students will gain knowledge of sports specific fitness approaches and different ways to train to target specific areas of fitness. Students will learn how to execute and incorporate different types of exercises into a training program to target specific muscle groups using both body weighted exercises and exercises involving different forms of equipment.

Students will have the opportunity to learn how to create an individualised training program and develop a clearer understanding of the key components of a training program which need to be incorporated in order for it to be effective and see improvements in personal fitness goals.

Through this subject, students are given exciting practical opportunities such as gaining access to the newly refurbished weights room on-site to implement and trial their personalised training program. This subject is best suited to students who have a passion in the health and fitness area and in developing their own personal fitness levels.

The learning experiences offered within this subject are designed to prepare students for Year 10 Physical Education and for those who wish to pursue undertaking Year 10 Advanced Fitness and Training, Year 10 PE Pathways, and/or VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Human Anatomy
- Fitness Components
- Training Methods and Principles
- How To Create An Effective Fitness Session/Workout
- Introduction to Training Programs

Assessment:

- Training program design task
- Analysis task
- Practical involvement

Pathways:

Studies in this area could lead to:

- Year 10 Advanced Fitness and Training
- Year 10 PE Pathways
- VCE Physical Education

Subject Specific Information:

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in all practical lessons.

Health and Human Science.

This subject provides a comprehensive exploration of health and disease, including the roles of body systems and their impact on individual and public health.

Students will learn about a range of diseases at the individual, community and global level, and will explore current health issues such as obesity, diabetes, and mental illness, and their impact on society. Students will develop their understanding of key physiological aspects of health and disease and gain further knowledge and understanding about different public health strategies such as the National Immunisation Program.

The learning experiences offered within this subject are designed to prepare students who wish to pursue undertaking Year 10 Global Health and Wellbeing and VCE Health and Human Development.

Subject Length:

1 semester

4 periods

Areas of Study:

- Body Systems
- Lifestyle Diseases
- Communicable Diseases
- Public Health Campaigns and Strategies

Assessment:

- Visual presentation task
- Research task
- Public health campaign task

Pathways:

Studies in this area could lead to:

- Year 10 Global Health and Wellbeing
- VCE Health and Human Development

Intensive Basketball.

This subject provides an opportunity for students to enhance their Basketball knowledge and skills using a blend of theoretical and practical methods. Students will receive intensive training covering all aspects of the sport, including pre- and post-testing of skills, skill development, fitness training tailored to the requirements of Basketball, tactics and game systems, refereeing, and coaching. Students will design a program to enhance the movement performance of athletes in a specific age group, assess the fitness requirements of Basketball, and create a fitness training program to improve the fitness of Basketball athletes. Additionally, students will analyse and execute individual and group tactics and team systems during games.

Students will develop their coaching skills by creating a lesson plan for the development of a particular skill, including coaching points, skill practices, and modified games. During the subject, students will get exposure to basic Basketball referee training through an introduction to refereeing workshop linked with the local Eltham Wildcats Basketball Club which can serve as a potential employment opportunity for them in the near future.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking Year 10 Advanced Fitness and Training and VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Basketball Specific Fitness
- Basketball Skill Acquisition
- Basketball Skill Analysis
- Basketball Game Analysis
- Basketball Game Tactics
- Basketball Coaching Skills
- Basketball Rules and Regulations
- Basketball Refereeing

Assessment:

- Research task
- Analysis task
- Written/practical assessment task (design and implementation of a training session)
- Practical involvement

Pathways:

Studies in this area could lead to:

- Year 10 Advanced Fitness and Training
- VCE Physical Education

Subject Specific Information:

An approximate course cost of $30 applies to this subject which is implemented to cover external coaching sessions, referee training, and equipment maintenance.

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in all practical lessons.

Intensive Volleyball.

This subject provides an opportunity for students to enhance their Volleyball knowledge and skills using a blend of theoretical and practical methods. Students will receive intensive training covering all aspects of the sport, including pre- and post-testing of skills, skill development, fitness training tailored to the requirements of Volleyball, tactics and game systems, refereeing, and coaching. Students will design a program to enhance the movement performance of athletes in a specific age group, assess the fitness requirements of Volleyball, and create a fitness training program to improve the fitness of Volleyball athletes. Additionally, students will analyse and execute individual and group tactics and team systems during games.

Students will develop their coaching skills by coaching younger teams in the school and presenting skill-based lessons to their peers. During the subject, students will complete a referee training program and assessment, culminating in achieving a "State B Grade" Volleyball referee qualification which can serve as a potential employment opportunity for them in the near future.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking Year 10 Advanced Fitness and Training and VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Volleyball Specific Fitness
- Volleyball Skill Acquisition
- Volleyball Skill Analysis
- Volleyball Game Analysis
- Volleyball Game Tactics
- Volleyball Coaching Skills
- Volleyball Rules and Regulations
- Volleyball Refereeing

Assessment:

- Written/practical assessment task (design and implementation of a training session)
- Analysis task
- Written test
- Practical involvement

Pathways:

Studies in this area could lead to:

- Year 10 Advanced Fitness and Training
- VCE Physical Education

Subject Specific Information:

An approximate course cost of $50 applies to this subject which is implemented to cover a referee training course and equipment maintenance.

Students are required to wear either the EHS PE uniform or other suitable exercise clothing in all practical lessons.

Outdoor Education.

This subject offers students the opportunity to investigate a variety of outdoor adventure activities and environments. Students will engage in a range of outdoor adventure activities ranging from day-trips to overnight/multi-day camp programs in both local and distant settings, fostering a deeper understanding and appreciation of the natural environment.

Students will develop outdoor recreational skills such as camp craft, navigation, group leadership and management, cooking on portable Trangia stoves, risk management, and trip planning. As an optional additional opportunity, students can gain their Bronze Duke of Edinburgh Award, an internationally recognized award aimed at developing leadership, teamwork, communication, resilience, and confidence.

The learning experiences offered within this subject are designed to prepare students who wish to pursue undertaking VCE Units 1 & 2 Outdoor and Environmental Studies at Year 10 and Units 3 & 4 Outdoor and Environmental Studies at Year 11 (enhancements only).

Subject Length:

1 semester

4 periods

Areas of Study:

- Introduction to Adventure Activities
- Impacts on Outdoor Environments
- Safe Participation in the Outdoors
- Practical Knowledge: Cooking, Tent Pitching and Leadership
- Orienteering and Navigation
- Nutrition and Cooking with Portable Stoves
- Overnight Camp/Journey Preparation Skills

Assessment:

- Research task
- Written test
- Practical reflection task

Pathways:

Studies in this area could lead to:

- VCE Units 1 & 2 Outdoor and Environmental Studies (enhancement only at Year 10)
- VCE Units 3 & 4 Outdoor and Environmental Studies (enhancement only at Year 11)

Subject Specific Information:

Costs for this subject are managed by individual events. The approximate costs are $400, split between one day-trip and two overnight camps. Camps are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2025.

This subject involves a range of outdoor experiences including camps and excursions. These activities will incur a fee. It is highly encouraged that students participate in all outdoor experiences if selecting this subject as assessment tasks may link directly to these outdoor experiences.

Recreational Activities.

This subject offers students the opportunity to engage in various recreational activities, enhancing their skills and fitness levels. These activities are designed for both team and individual participation, requiring students to demonstrate effort and leadership skills. Students have opportunities to receive expert instruction from qualified staff experienced in unique activities, and the sessions are sequenced to enable students to improve their technique and tactics gradually. Additionally, students are given the opportunity to assess the potential risks associated with recreational activities while ensuring inclusive access for all.

Through this subject, students have the opportunity to undertake fun and engaging recreational activities in settings that they may have never experienced before including ice skating, ten-pin bowling, mini-golf, fencing, roller skating, indoor golf simulators, disc golf, and lawn bowls. This subject also offers several engaging and unique school-based activities different to traditional PE activities.

The learning experiences offered within this core subject are designed to better prepare students for Year 10 Physical Education and for those who wish to pursue undertaking Year 10 Skills For Life, Year 10 Sports Management, and VCE Physical Education.

Subject Length:

1 semester

4 periods

Areas of Study:

- Types of Recreational Activities
- Risk Analysis and Management
- Skill Execution
- Leadership Skills

Assessment:

- Research task
- Analysis task
- Practical involvement

Pathways:

Studies in this area could lead to:

- Year 10 Skills For Life
- Year 10 Sports Management
- VCE Units 1 & 2 Outdoor and Environmental Studies (enhancement only)

Subject Specific Information:

Costs for this subject are managed by individual events. The approximate costs for this subject are $150 split between a series of different activities. These are charged on an individual basis and are varied in costings, depending on the activities and locations involved. These costs are subject to change depending on provider charges in 2025.

This subject involves a range of recreational activities both on-site and off-site. These activities will incur a fee. It is highly encouraged that students participate in all recreational activities if selecting this subject as assessment tasks may link directly to these recreational experiences.

Humanities.

The Humanities is the study of society and individuals. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage the use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits, and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

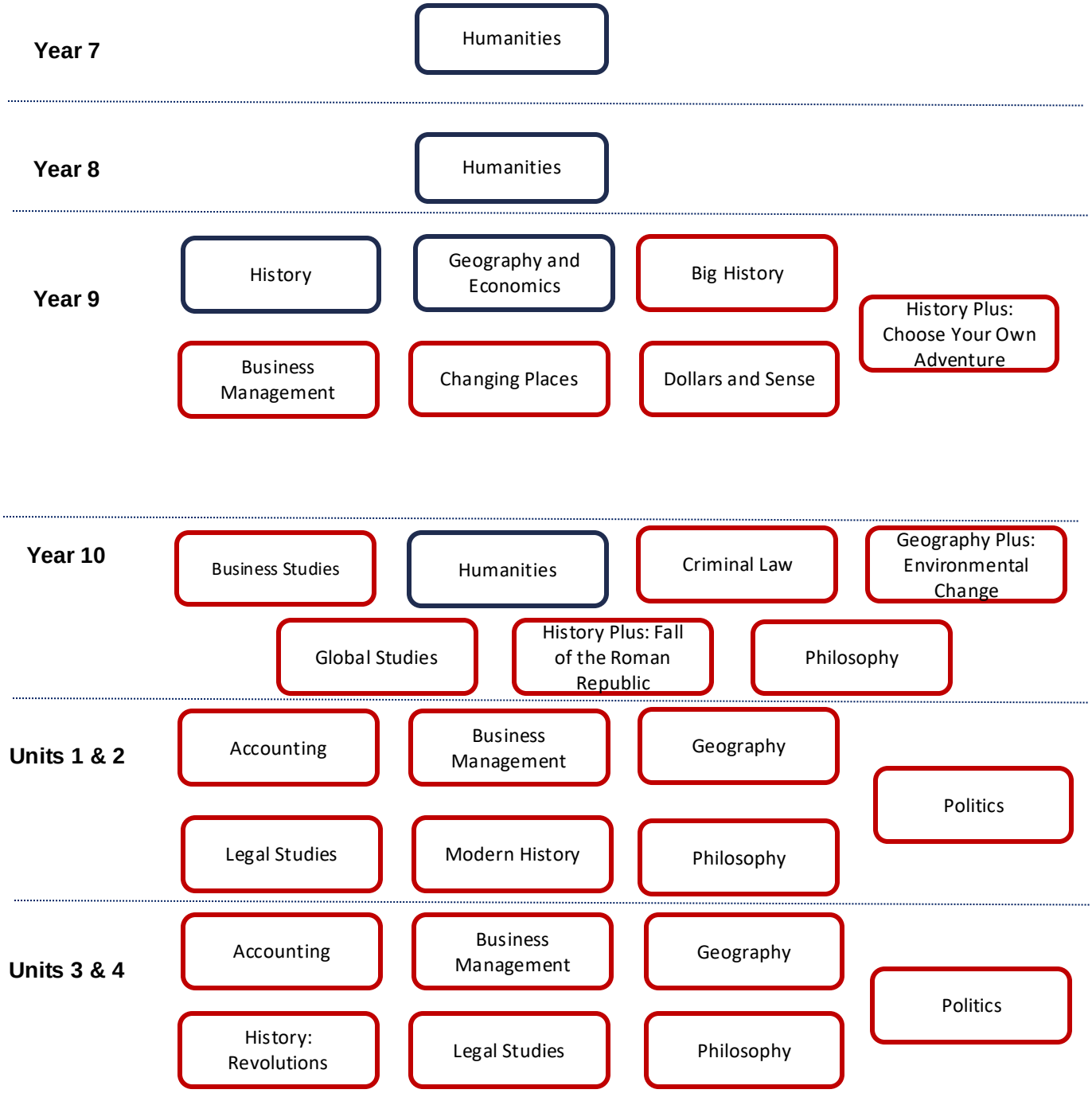
In Year 9 there are two core Humanities subjects that students must undertake:

- Year 9 History
- Year 9 Geography and Economics

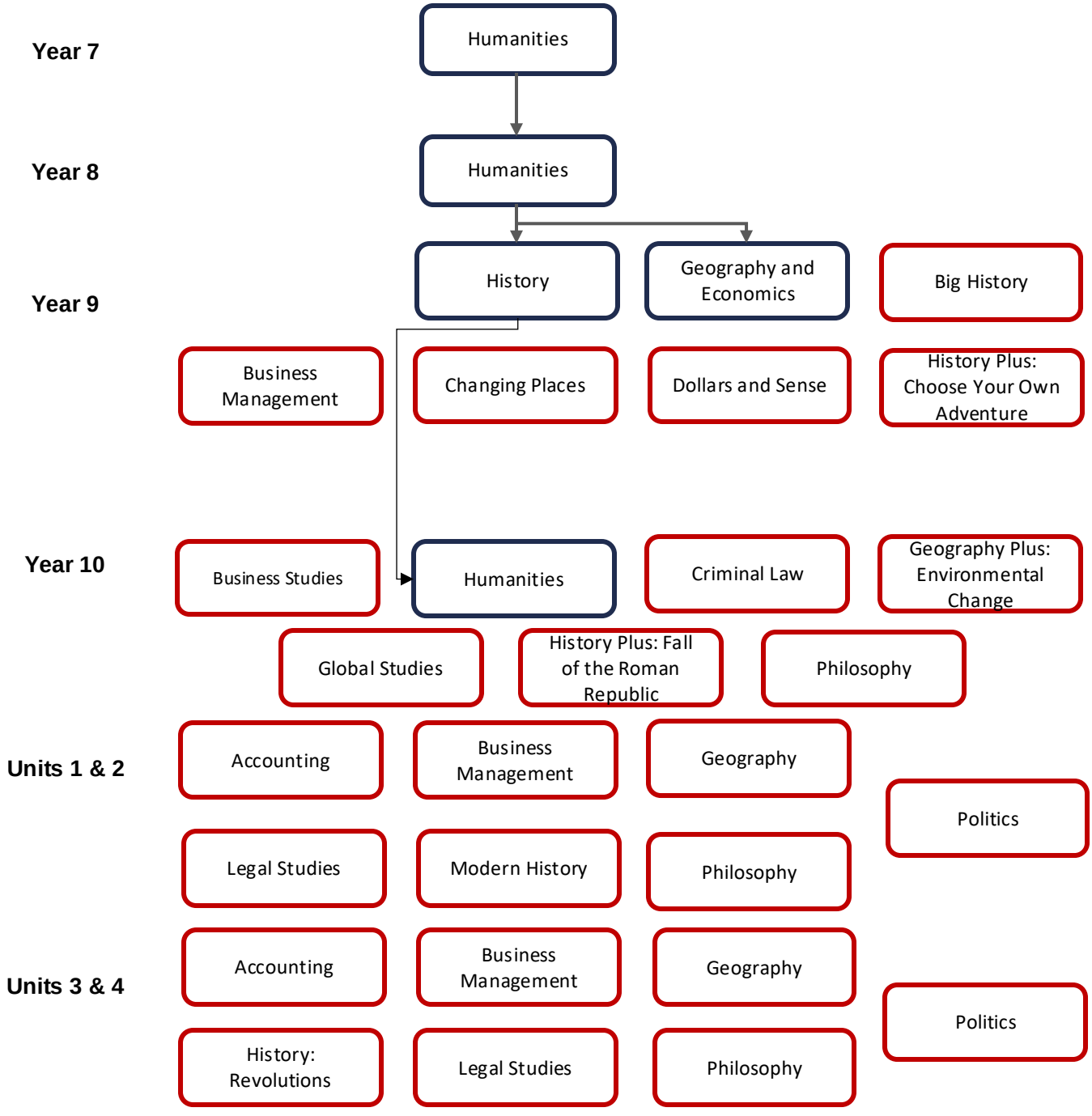
In addition to these core subjects, students can also choose from a range of Humanities electives including:

- Business Management
- Racism and Justice
- Queer History
- Dollars and Sense
- Changing Places
- America and the New World
- Big History

Humanities Subjects.



Humanities Pathways Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

History.

Year 9 History is a core subject that all students must undertake. The subject teaches important skills in historical research and analysis. Students will also gain knowledge regarding key moments in history including the sequence of changes that took place during the Industrial Revolution, the colonialization of Australia, and Australia's participation in World War One. In their studies, students develop critical thinking skills in understanding the dramatic changes that have transformed our society into a modern world. This includes considering the social, political, geographic and economic factors which helped shape our industrialised world.

Subject Length

1 Semester

8 periods

Areas of Study

- The Industrial Revolution
- Early Australian History
- World War One

Assessment:

- Research Assignment
- Source Analysis
- Essay

Pathways:

Studies in this area could lead to:

- VCE History
- VCE Global Politics

Geography and Economics.

Geography and Economics is a core subject that all students must undertake. The subject consists of three units; Biomes, Food Security and Geographies of Interconnection. Students learn about the distribution and characteristics of the world's biomes with their distinctive climates, soils, vegetation and productivity. This unit offers students the opportunity to develop their skills in analysing and evaluating data, maps and other geographical information. Food Security builds knowledge about natural environments and allows students to see the its interconnection with food production. Students investigate strategies to improve food security in the future. Geographies of Interconnection links to economics and involves a study of the positive and negative impacts of globalisation on people, places and the natural environment.

Subject Length

1 Semester

8 periods

Areas of Study

- Biomes
- Food Security
- Geographies of Interconnections

Assessment:

- Research Assignment
- Creative Research Assignment
- Test

Pathways:

Studies in this area could lead to:

- VCE Geography

Big History.

Big History started with the Big Bang and compresses 13.7 billion years of existence into a one-semester course. Its mission was to try to literally explain how everything has occurred, from the formation of the first atoms to our complex modern world. Big History requires students to examine big questions: How has the Universe and life within it grown more complex over the past 13.7 billion years? How do we know what we know about the past? Why does what we "know" change over time? How can we use all disciplines from science and history to tell us a cohesive narrative that explains our world and the path that lead to it. Students explore, develop, and test big answers and respond to the ideas in the course through a major inquiry.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Introduction to Big History
- Human Evolution
- Issues for the Future

Assessment:

- Test
- Critical Inquiry Assignment

Pathways:

Studies in this area could lead to:

- Year 10 History Plus
- VCE History
- VCE Biology

Business Management.

Business Management is designed to engage students with the world of business, and important concepts in successful business management. Students will begin looking at the motivations (financial and non-financial) behind starting a business, the importance of evaluating business performance, and the basic accounting and legal requirements of owning and operating a small business in Australia. They undertake a study of the marketing mix, including the 4 P's. The unit culminates with students creating their own business concept, presented as a business plan that applies key concepts.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Introduction to Business
- Business Opportunities
- Management Responsibilities

Assessment:

- Test
- Case Study
- Research Assignment

- **Pathways:**
- Studies in this area could lead to:
- Year 10 Business Studies
- VCE Business Management

Changing Places.

In this subject students will learn about the ever-changing world and the implications these changes will have on their future. They will investigate the causes and consequences of contemporary changes to places including climate change, increasing human population, and loss of wilderness areas. Students will have the chance to collaborate with each other to design and create solutions or develop adaptations to elements that cannot be solved. Students will develop an appreciation of places around the world and the social, historic, environmental, economic, and political factors that make them unique.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Places Around the World
- Adapting to Change

Assessment:

- Comparative case study
- Fieldwork Report

- **Pathways:**
- Studies in this area could lead to:
- Year 10 Geography Plus
- VCE Geography

Humanities: Elective.

Dollars and Sense.

This subject teaches students key financial and life skills from understanding tax, to planning careers, and managing a family budget. Students will first learn about how taxation works for individuals and governments, followed by the different ways wages operate, and the government's role in society in relation to functions of life (welfare, superannuation, housing, etc.). Secondly, students will develop important budgeting skills for a family through the use of spreadsheets. Lastly, students research and understand the necessary preconditions in pursuing a chosen career.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Tax and Income
- Budgeting
- Employment Decisions

Assessment:

- Test
- Budget Assignment
- Research Task

Pathways:

Studies in this area could lead to:

- Year 10 Business Studies
- VCE Business Management
- VCE Accounting

History Plus: Choose Your Own Adventure.

This subject provides students with insight into important historical skills such as research, using evidence, making connections through cause and consequence and forming historical conclusions. Students will first learn about a historical period where the skills of research, evidence, making connections and forming histiorical conclusions are first demonstrated by the teacher and developed in class. Secondly, students will 'choose their own adventure' in history by picking any historical event or period they like and applying these same historical skills in an extended research project. This subject best suites students who have a passion for history and want a chance to fully explore a topic of their choice.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Year 9 History
- Inquiry Task

Assessment:

- Test
- Research Task

Pathways:

Studies in this area could lead to:

- Year 10 History
- VCE History
- VCE Politics

Languages.

To participate fully in our increasingly multicultural and international world, all students are urged to carefully consider the study of a second language.

The Year 9 units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture.

As part of the Year 9 Languages program, students are involved in our Native Speaker Program on a weekly basis. Here, students are encouraged to practise their spoken language with native speakers.

To have another language is to possess a second soul
- Charlemagne

Languages Subjects.

Year 7	French	Indonesian	
Year 8	French	Indonesian	
Year 9	French	Indonesian	These electives are year long
Year 10	French	Indonesian	These electives are year long
Units 1 & 2	French	Indonesian	
Units 3 & 4	French	Indonesian	

Core subject

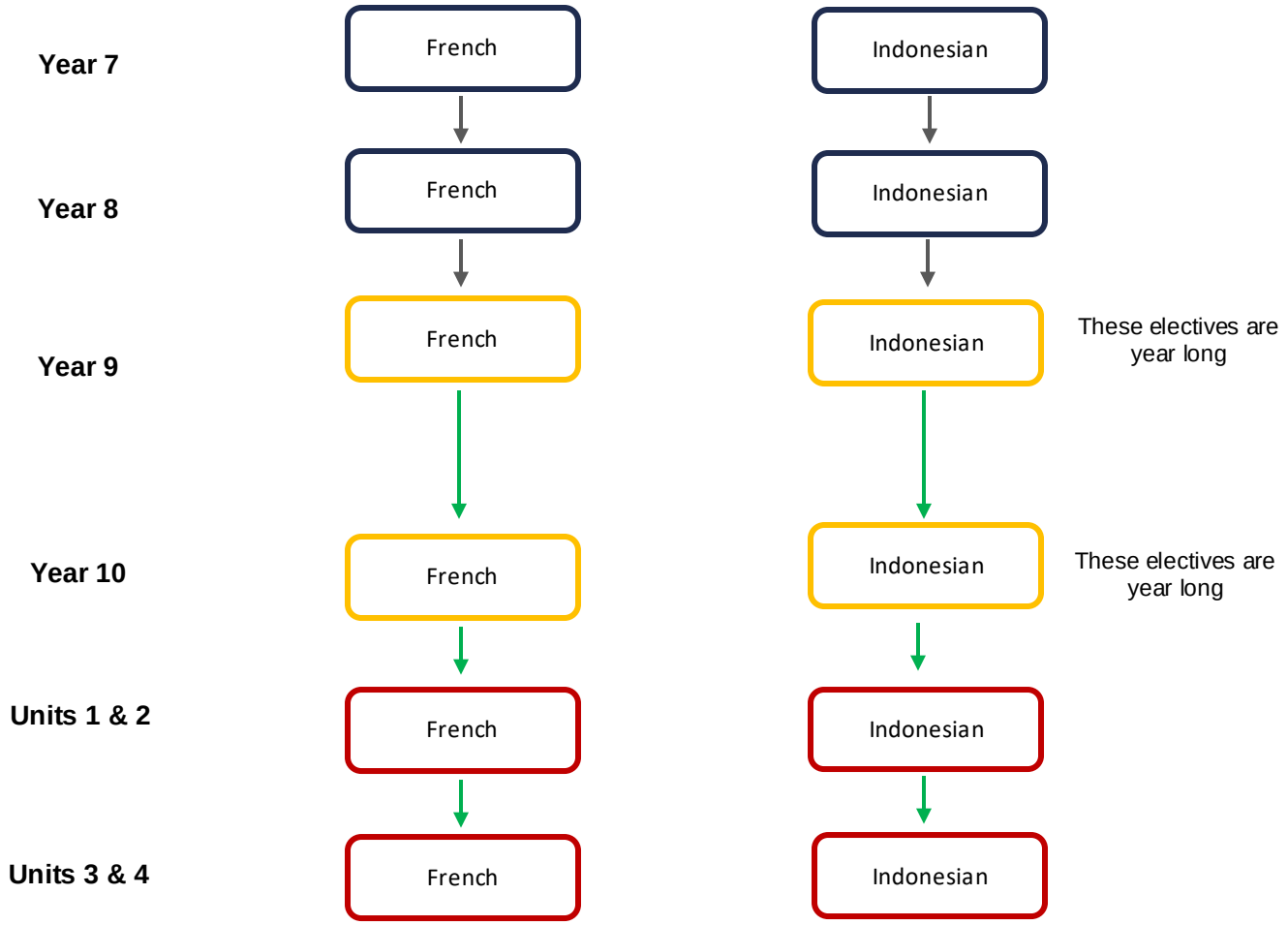
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Languages Pathway Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

French.

Year 9 French is offered as a continuation of the study of French language from Years 7 and 8. French is offered as an elective subject in Years 9 – 12.

The study of French is thematic, employing a variety of styles and forms of language use. Grammatical structures, vocabulary, expression, and cultural aspects are dealt with in an integral manner during the course. Students will cover the various discourse forms used in personal, informative and imaginative language through listening and speaking, reading comprehension, and written tasks.

As a part of their study, students complete small research projects and take the opportunity to participate in a range of culturally and linguistically stimulating activities.

Subject Length:

1 year

8 periods

Areas of Study:

- Holidays
- Camping and Leisure Activities
- Food and Drinks
- Bastille Day
- Transport and Shopping
- School Life
- The Environment
- Clothes and Fashion
- French Tourist Sites

Assessment:

- Speaking
- Listening
- Reading
- Writing

Prerequisites

Year 8 French or equivalent.

Pathways:

Studies in this area could lead to:

- Year 10 and VCE French studies

Subject Specific Information:

- Earplugs / headphones required as per the booklist
- $280.00* elective subject charge for the Native Speaker weekly program.

* 2024 costing. 2025 costing to be released later in the year.

Indonesian.

This course is suitable for students who have studied Indonesian at Years 7, 8 and 9. The Indonesian program continues through to Units 1– 4 in VCE. At Year 9 students will explore a range of topics including personal profiles and careers, food and cooking, art, music and films, and health. They focus on developing a range of speaking, listening, reading and writing skills.

Students will cover various discourse forms used in personal, informative and imaginative language through completion of tasks related to reading comprehension, speaking and listening and writing. Excursions and activities include trips to workplace/s where Indonesian is used in daily business, guest speakers from the Asia Literacy Ambassador's Project who share their experiences with our students on how they use Indonesian at work, visits to Indonesian Film Festival, restaurants, and participation in state wide and national language competitions in both speaking and writing.

Subject Length:

1 year

8 periods

Areas of Study:

Topics studied in Year 9 include: Sports & hobbies, weather, environment, holidays, celebrations and ceremonies.

Assessment:

Speaking, Listening, Reading & Writing

Prerequisites

Year 7 and 8 Indonesian or equivalent.

Pathways:

Studies in this area could lead to:

- Year 10 and VCE Indonesian studies

Subject Specific Information:

A $280.00* elective subject charge for the Native Speaker weekly program applies to this subject.

* 2024 costing. 2025 costing to be released later in the year.

Mathematics.

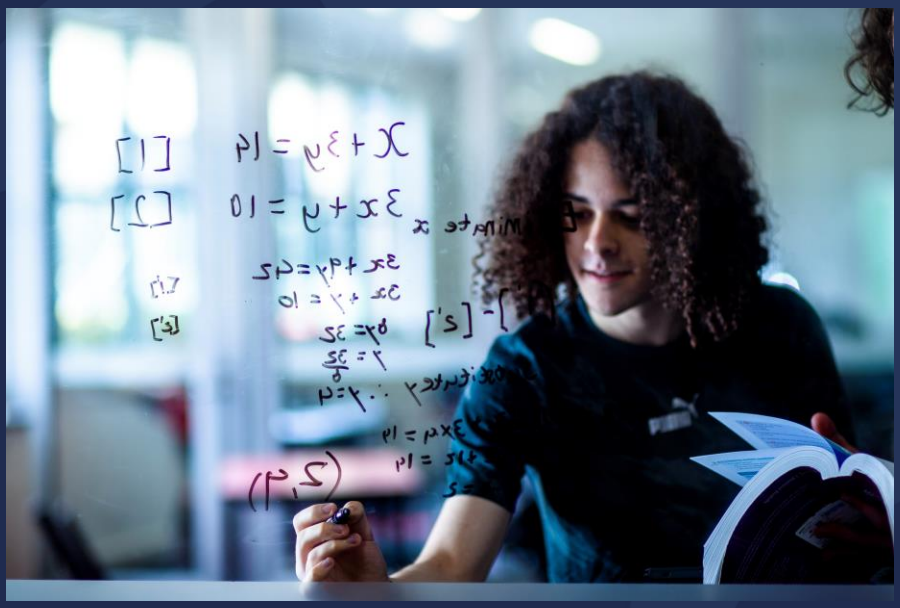
At Eltham High School, the philosophy underpinning the Mathematics curriculum revolves around fostering mathematical curiosity, building connections between mathematical concepts and real-world applications as well as empowering students to develop mathematical fluency and problem-solving skills.

Our approach focuses on building a solid foundation of mathematical concepts while fostering a growth mindset among our students. We encourage students to ask questions, investigate patterns, and make connections between mathematical concepts and their practical applications. By engaging students' curiosity, we aim to develop their enthusiasm for mathematics and promote lifelong learning.

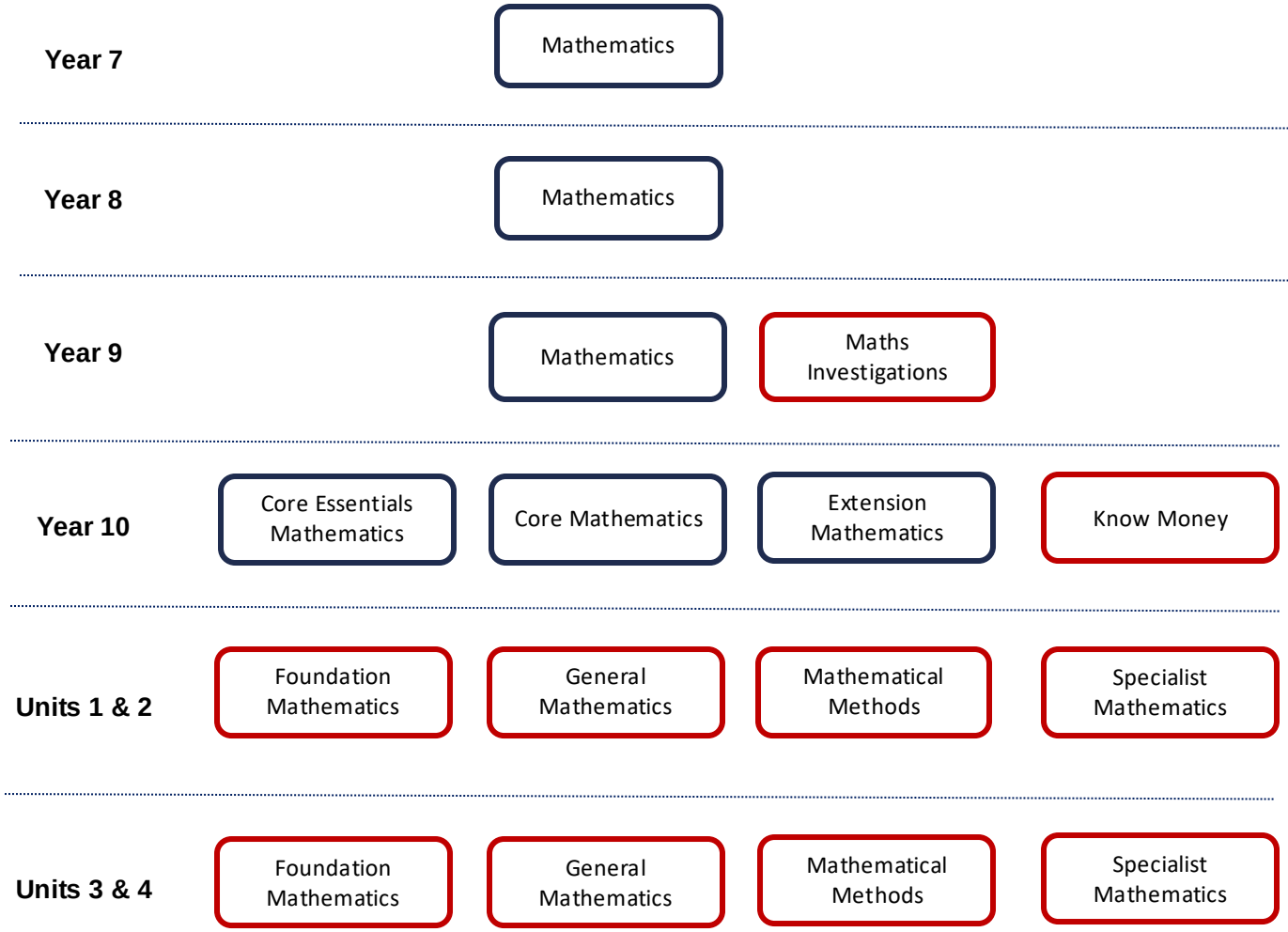
We believe in providing a supportive and inclusive learning environment that values and celebrates the diversity of our students. We acknowledge that each student brings unique strengths, and we strive to differentiate our instruction to cater to their individual needs. By promoting inclusivity, we create an environment where all students feel empowered to participate, take risks, and achieve their full potential.

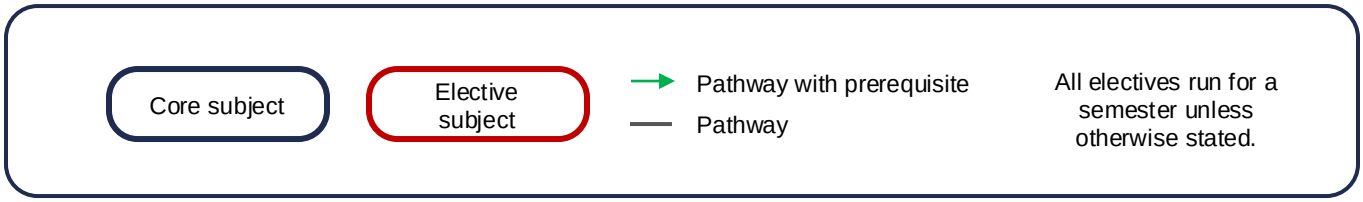
In Year 9, students are required to undertake a full year of Core Mathematics and may also undertake additional Mathematics electives that enhance their studies. At Year 9 these electives are:

- Mathematics Investigations
- Problem Solving for Fun
- STEAM Expansion: STEAM electives are designed to encourage students to use the EHS Design Process to practically solve an identified subject. These 'Mathematics adjacent' subjects encourage the application of problem solving and reasoning (refer to the Critical Inquiry KLA Subject pages).

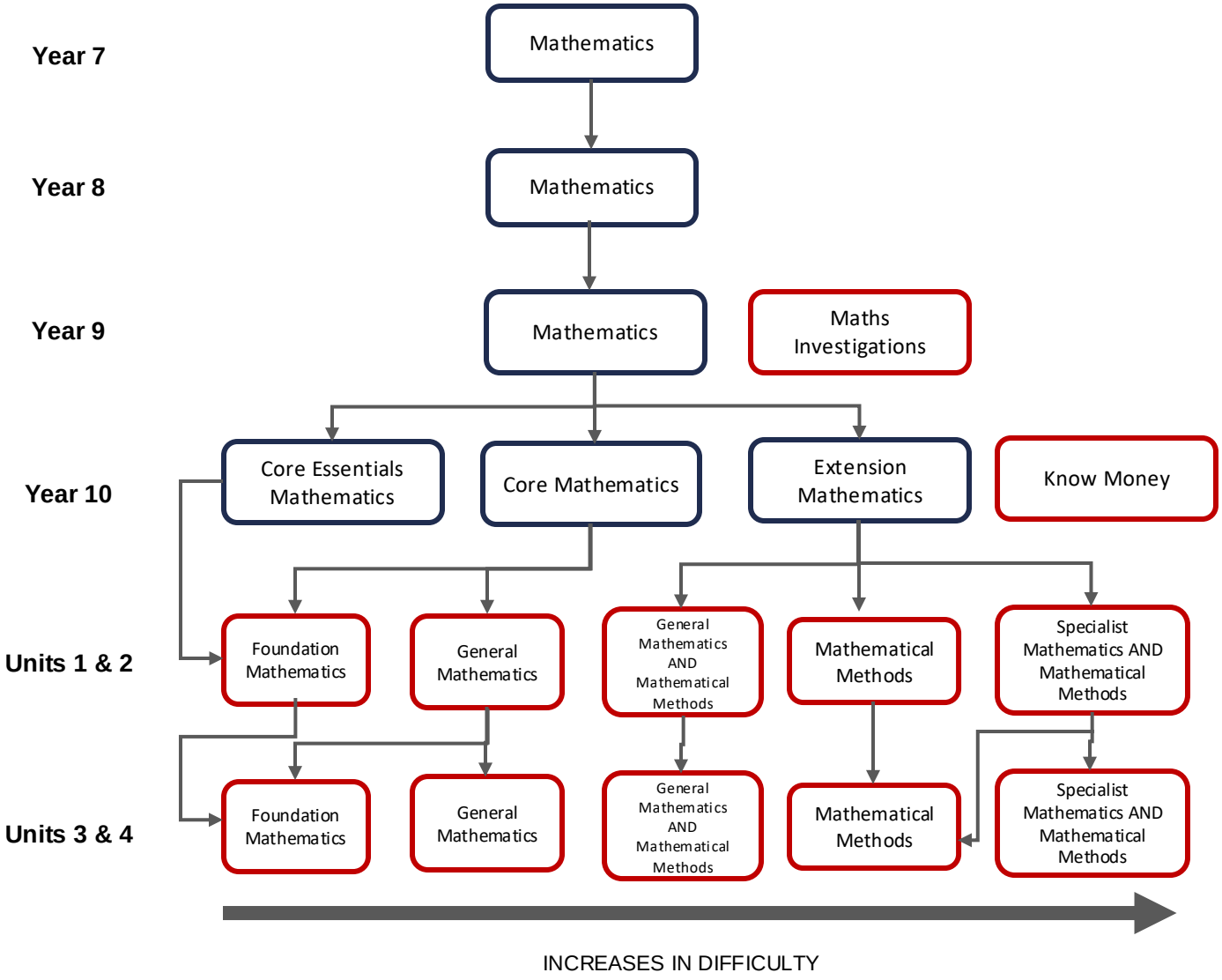


Mathematics Subjects.

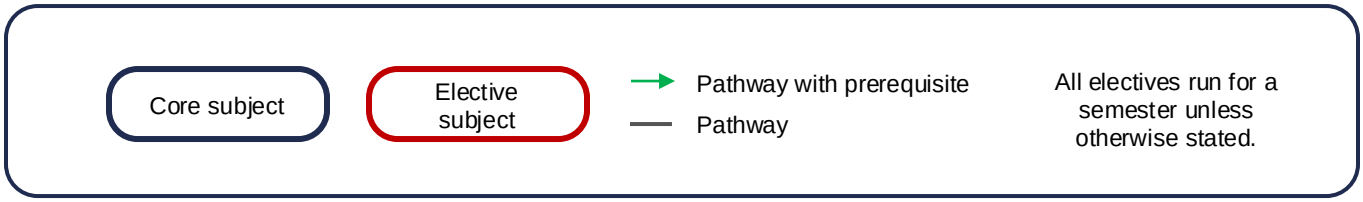




Mathematics Pathways Process.



- While a pathway is provided to Mathematical Methods and General Mathematics, Year 10 Mathematics Extension is the recommended option for students who are considering following any Methods pathway. Students entering Mathematical Methods and General Mathematics from Year 10 Core Mathematics must study additional Methods pathway topics throughout the second semester of Year 10 and should expect to complete additional algebraic work.
- While a pathway is provided to General Mathematics Units 3 & 4 from Mathematical Methods Units 1 & 2, these students must study additional modules during the second semester.



Mathematics.

In Year 9, all students study Mathematics through a core Mathematics class. Support and extension work is made available to all students to support their pathway into Mathematics at Year 10. For each topic listed below, students must satisfactorily complete textbook exercises, assignments and homework tasks. As a result of engagement in Year 9 Mathematics, students should be able to define and explain key ideas and apply a range of related mathematical procedures.

Towards the end of Semester 1, as students begin the process of subject selection for Year 10, classroom teachers will provide students with a recommendation of a Mathematics pathway for students to take in Year 10. This recommendation takes into consideration student's organisational skills, outcomes on assessment tasks, work ethic (in class and completion of regularly assigned homework tasks), and ability.

Subject Length

1 year

8 periods

Areas of Study

- Real Numbers
- Money & Financial Mathematics
- Linear & Non-linear Relationships
- Patterns & Algebra
- Using units of Measurement
- Geometric Reasoning
- Pythagoras & Trigonometry
- Chance
- Representation and Interpretation of Data

Assessment:

- Skill practice and applications
- Tests
- Assignments

Pathways:

Studies in this area could lead to:

- Year 10 Extension Maths
- Year 10 Core Maths
- Year 10 Foundation Maths

Mathematics Investigations.

Maths is an enormous subject, with a range of interesting ideas and theories that don't quite fit into the compulsory curriculum. Mathematics Investigations allows students who are interested in what else Maths has to offer to discover a range of new concepts and ideas and answer a diverse range of questions such as 'How long is a piece of string?', 'How do you count to infinity?', or 'How do you wallpaper your palace?'.

Students will have time to focus on developing their problem solving skills and to improve their understanding and use of mathematical proof, both of which provide an excellent foundation for higher level study of the subject. Mathematics Investigations also provides an element of individual choice, with the opportunity for students to independently investigate ideas that interest them further.

Subject Length:

1 Semester

4 periods

Areas of Study:

- *Geometry*
- *Number systems*
- *Networks*
- *Game theory*
- *Logic*

Assessment:

- Research tasks
- Inquiry tasks

Pathways:

Studies in this area could lead to:

- Any area of Mathematics
- VCE Extended Investigation

Subject Specific Information:

This subject does not cover any of the curriculum covered in the Core Mathematics course.

Science.

At Eltham High School, we recognise the essential importance in the 21st Century of the application of 'Science' to shape our world and our responses to the challenges we face as a global society. Everyone of our students must be scientific literate to be able to:

- Critically consider and manipulate evidence and ideas they are presented with.
- Make informed, evidence-based decisions regarding scientific and technological issues that immediately affect their own lives.
- Engage in the wider ethical considerations and decisions of technological advancement.

As such, our credence is ' Science for all, always' and we live this motto in multiple ways:

1. We acknowledge the cultural and technological evolution of scientific ideas and explicitly teach the endeavour of scientists to explain the observable universe.
2. From Year 9, we differentiate the types of scientific experiences we offer to cater for the needs of all students.
3. We focus on the explicit development of scientific inquiry skills along a Years 6 – 10 continuum so that students develop the ability to:
    - Make observations, questions and predictions.
    - Design and implement fair scientific tests.
    - Analyse and communicate findings to varied audiences.

In Year 9 students are required to undertake a full year of Core Science and may also select to undertake additional electives that enhance their studies.

Year 9 Core Science ensures that every student has access to both the key knowledge and skills development required in the sub disciplines of Biology, Chemistry, Earth and Space Sciences, and, Physics, as well as Scientific Inquiry.

Scientific Inquiry is explored through an investigation that students design and develop across the year in an independent and additional class they have each cycle: Core Plus.

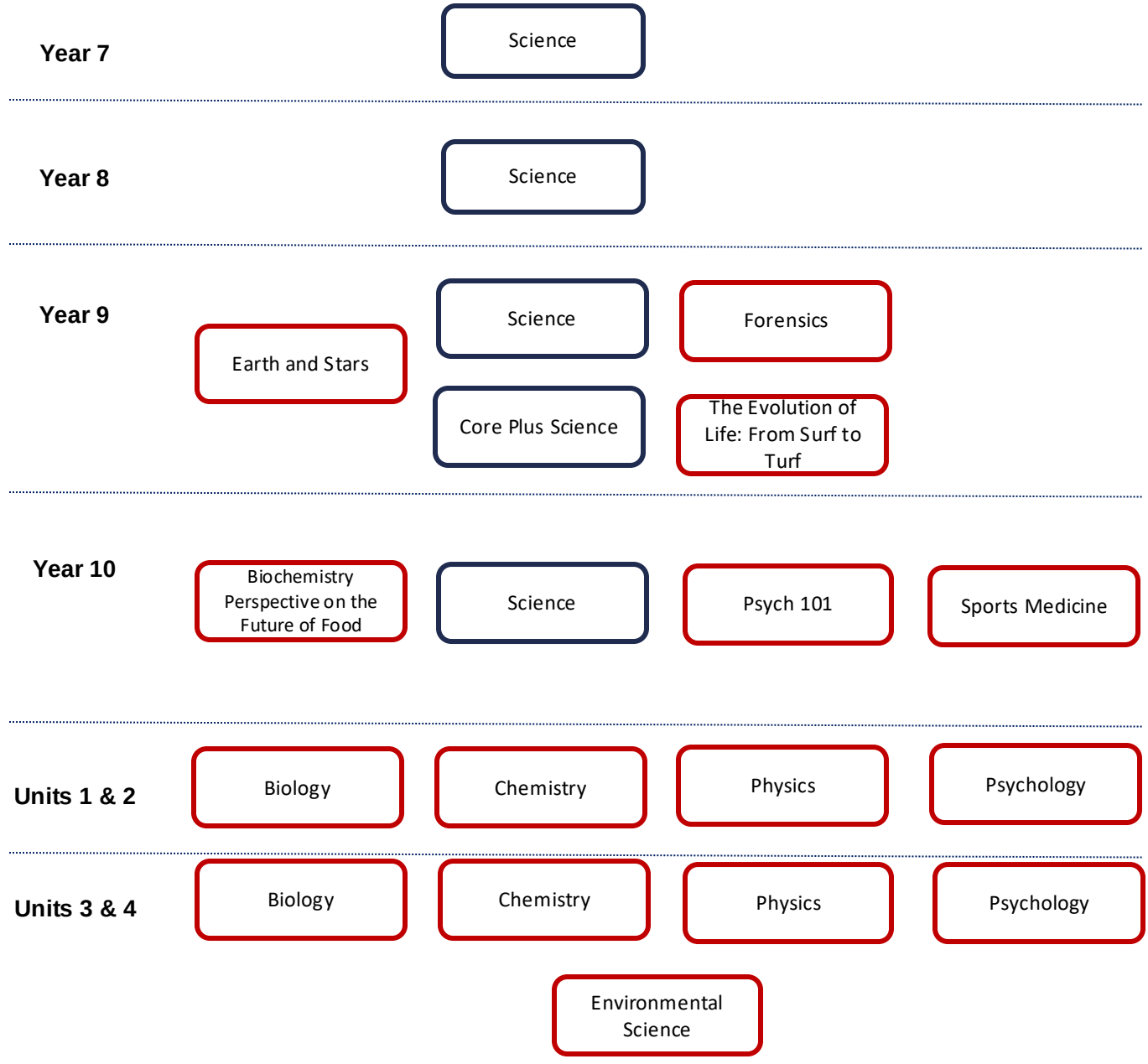
In addition to Core Science, student may select to undertake the following electives that have varying focuses to suit all students:

- Master classes are electives designed for students with an innate passion for understanding how the known universe works. In these theory rich concept-based classes students learn about the interconnectedness of the fundamental theories and principles. These courses include:
    - Earth and Stars
    - The Evolution of Life: From Surf to Turf
- Fundamental concept electives are designed to explore the key ideas, concepts and theories related to a specific branch of Science. These classes support and expand on the ideas explored in Core Science and include:
    - Forensics
- STEAM electives are designed to encourage students to use the EHS STEAM Design Process to practically solve an identified subject. These 'science adjacent' subjects utilise and encourage the application of scientific thinking (refer to the Critical Inquiry KLA Subject Pages). In Year 9, these include:
    - STEAM Expansion

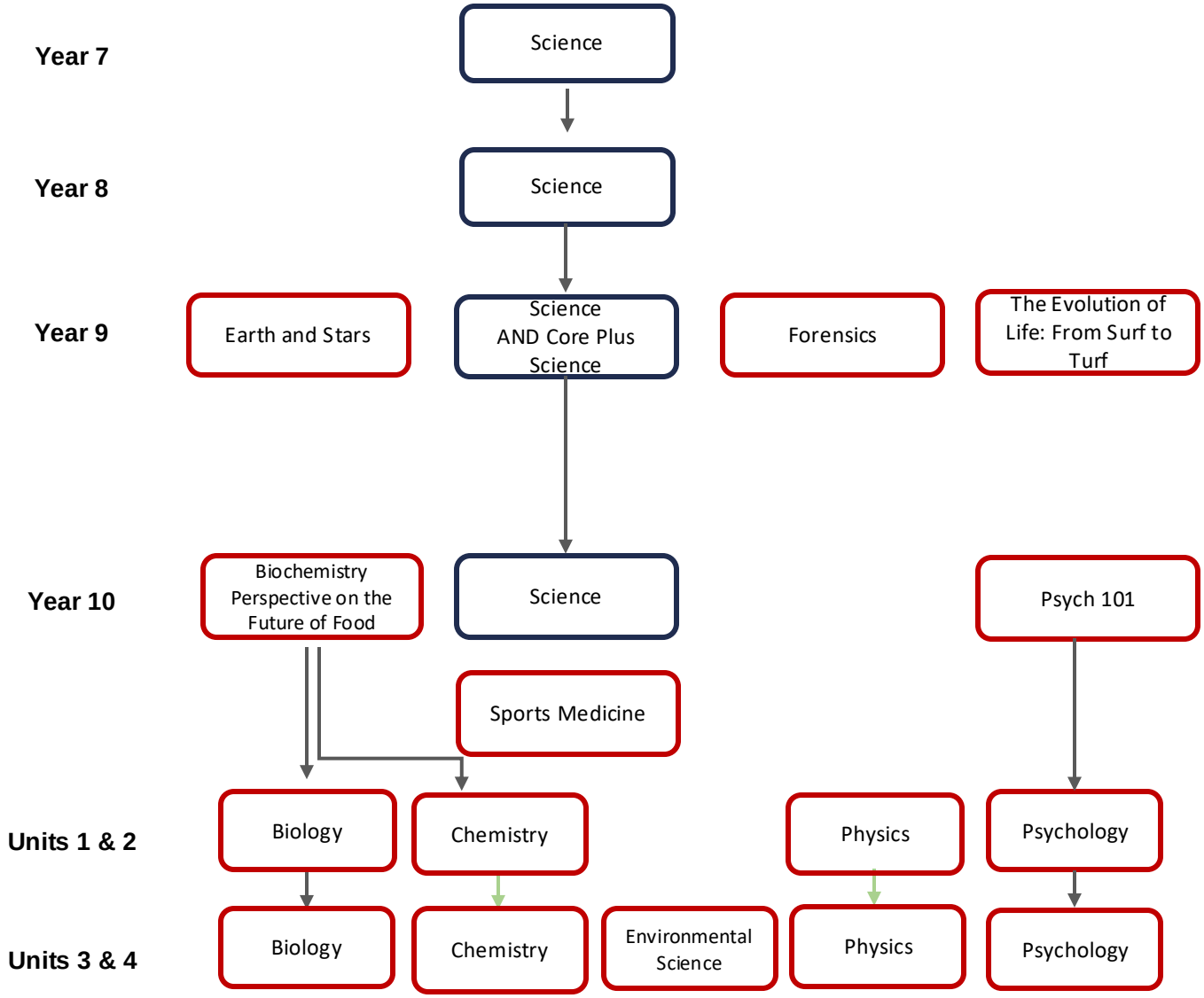
If I have seen further it is by standing on the shoulders of giants

In 1675 letter from Isaac Newton

Science Subjects.



Science Pathway Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Science.

Year 9 Core Science ignites a passion for scientific exploration. This program introduces the foundational ways scientists think and approach different scientific disciplines. Through engaging activities, students will investigate key laws and theories in Biology, Physics, Psychology, Chemistry, and Earth Science. This comprehensive introduction lays the groundwork for future success in science courses and fosters a deeper appreciation for the world around them.

The "Core +" class allows students to participate in a collaborative team project. Working together, they'll transform a simple observation into a scientific investigation. Throughout this project, students will develop essential research and design skills, culminating in a presentation at a year-end science poster conference.

Subject Length

1 year

5 periods (4 for Core and 1 for Core+)

Areas of Study

There is a focus in Years 9 & 10 to explicitly demonstrate the application of each scientific discipline through the topics of:

- Physics
- Biology
- Chemistry
- Psychology
- Earth Sciences
- Core +

Assessment:

- Research inquiry
- Practical report
- Topic tests
- The communication of an experiment that designed and undertaken in Core+ classes.

Pathways:

Studies in this area could lead to undertaking science and/or STEAM electives in Year 10 including:

- STEAM Vertex
- Scientific Investigation Electives

Subject Specific Information:

Year 9 Core Science has two components to the classes per cycle:

- 4 classes of Core Science exploring the Areas of Study
- 1 class of Core+ where students:
  - Primarily explore their independent scientific investigation.
  - Can undertake cohort level science incursions and experiences (including the end of semester exam).
  - Topic tests are conducted.

Earth and Stars.

This 'Master Class' is designed to allow students to embark on a challenging journey through applied scientific physics disciplines of astrophysics and geology to investigate the origins and destiny of the universe, while exploring space exploration endeavours and opportunities. To achieve this student will grapple with the fundamental scientific concepts of atomic theory (including quantum model), entropy, nuclear decay, the theories of relativity, the nature of quarks, the inverse square law, the electromagnetic spectrum, and the Plank-Einstein equation. They will also critically evaluate the evidence for the Big Bang theory and delve into various perspectives on the ever-expanding universe. The learning in this subject includes practical and theoretical components and the assessment is through a test and space-based inquiry project.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Atomic Model
- Space
- Earth

Assessment:

- Test
- Design project on surviving and colonising in space.

Pathways:

Studies in this area could lead to:

- Year 10 Climate & Ecology Scientific Inquiry & Investigation
- VCE Physics
- VCE Chemistry

Forensics.

This 'Fundamental Concepts' class is designed to allow students to explore the applied scientific field of forensic pathology. They learn the key knowledge and skills that allow them to analyse a crime scene. They learn how scientific knowledge is used to sequences events objectively and establish evidence-based findings without bias. This will be achieved through established scientific procedures and tests, equipping you with the tools to tell the true story behind a crime.

Building on this foundation, students then take on the role of a working forensic scientist, actively involved in solving various crime scenarios. Through a series of hands-on experiments, they explore the fascinating ways evidence is collected and used to identify suspects or reconstruct the events of a crime. For assessment students compile a comprehensive logbook documenting their practical work, and tackle a case study analysis, putting their knowledge to the test in a realistic crime scenario.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Testimonials
- Physical & Trace Evidence

Assessment:

- Making a crime scene
- Solving a crime
- Test

Pathways:

Studies in this area could lead to:

- Year 10 Investigation Electives
- VCE Biology
- VCE Chemistry
- VCE Extended Investigation

The Evolution of Life: From Surf to Turf.

This Master Class will explore the history of evolution, tracing the journey of life on Earth from its aquatic origins to the diverse ecosystems we see today. By unravelling the theory of natural selection, the program will delve into real-world examples that illustrate major transformations over the past 200 million years. Students will examine how natural selection shaped these shifts, from the dominance of dinosaurs to the rise of mammals. The program then expands its focus to explore the influence of modern biotechnology on evolution, highlighting the ethical considerations that arise when scientific advancements alter the natural world.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Understanding 'Survival of the Fittest' in a changing Earth
- Prokaryotic Life of the Precambrian Eon
- Life of the Plants of the Palaeozoic
- The Measly Mammals of the Mesozoic
- The Conquering Mammals of the Cenozoic
- Biodiversity & Evolutionary challenges of the 21st Century

Assessment:

- Folio of class work
- Digital presentation

Pathways:

Studies in this area could lead to:

- Year 10 Inquiry and Investigation Electives
- VCE Biology
- VCE Environmental Science
- VCE Extended Investigation

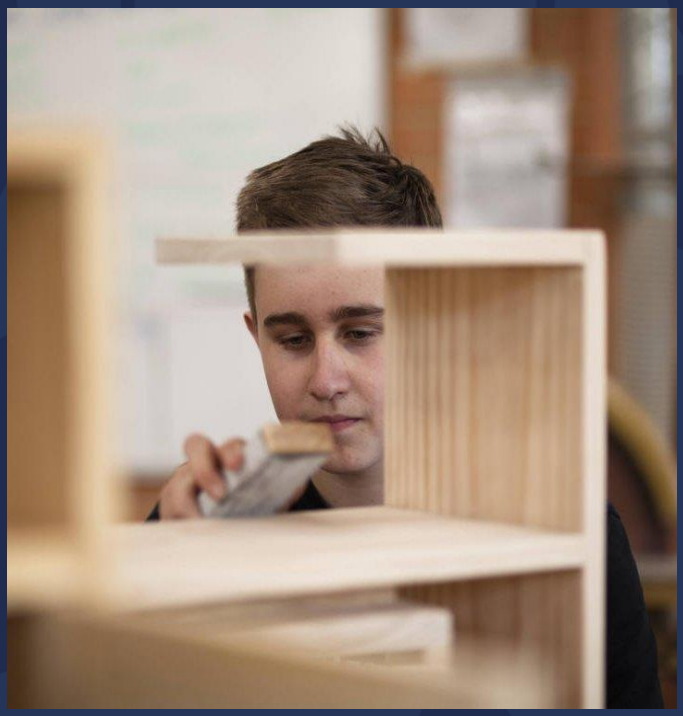
Technology.

At Eltham High School the Technology curriculum emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. This is achieved through a diverse range of subjects, all of which build on the skills and knowledge developed in Year 7 and Year 8. Technology subjects provide clear Pathways: into Year 10 and beyond into VCE.

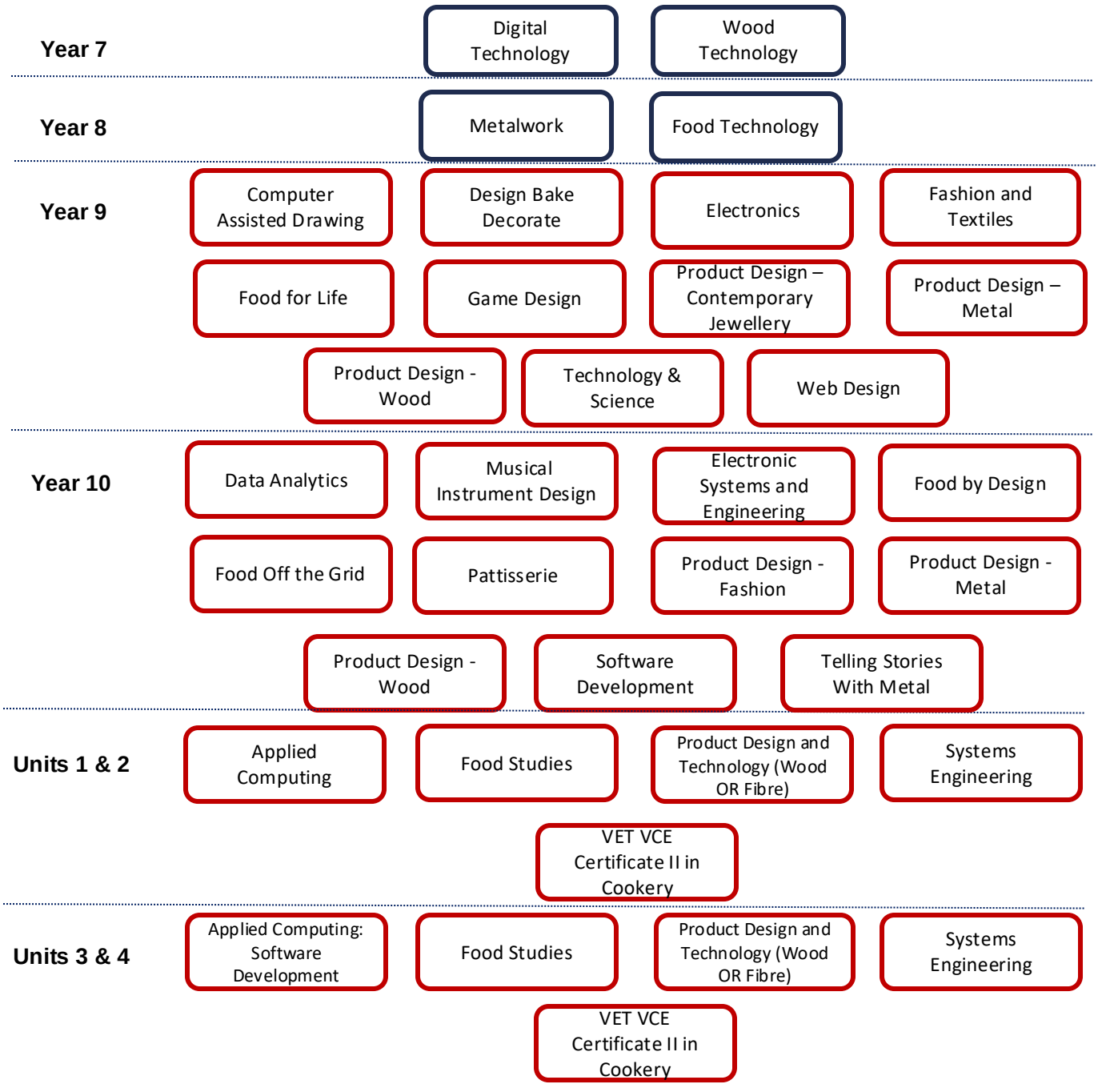
The Technology area is also involved in STEAM, comprising electives that are designed to encourage students to use the EHS STEAM Design Process to practically solve an identified question/issue. (refer to the Critical Inquiry KLA Subject Pages).

Design, creativity and innovation are an important component of a balanced course for Year 9 students and are essential elements for success in many areas. For this reason all students are required to complete *at least* one Technology subject as part of their course. At Year 9 focus areas of study include:

- **Food:**
  - Food for Life
  - Design Bake Decorate
- **Materials:**
  - CAD Design
  - Contemporary Jewellery
  - Fashion and Textiles
  - Product Design – Wood
  - Telling Stories with Metal
- **I.T and electronics:**
  - Electronics
  - Game design
  - Website design



Technology Subjects.



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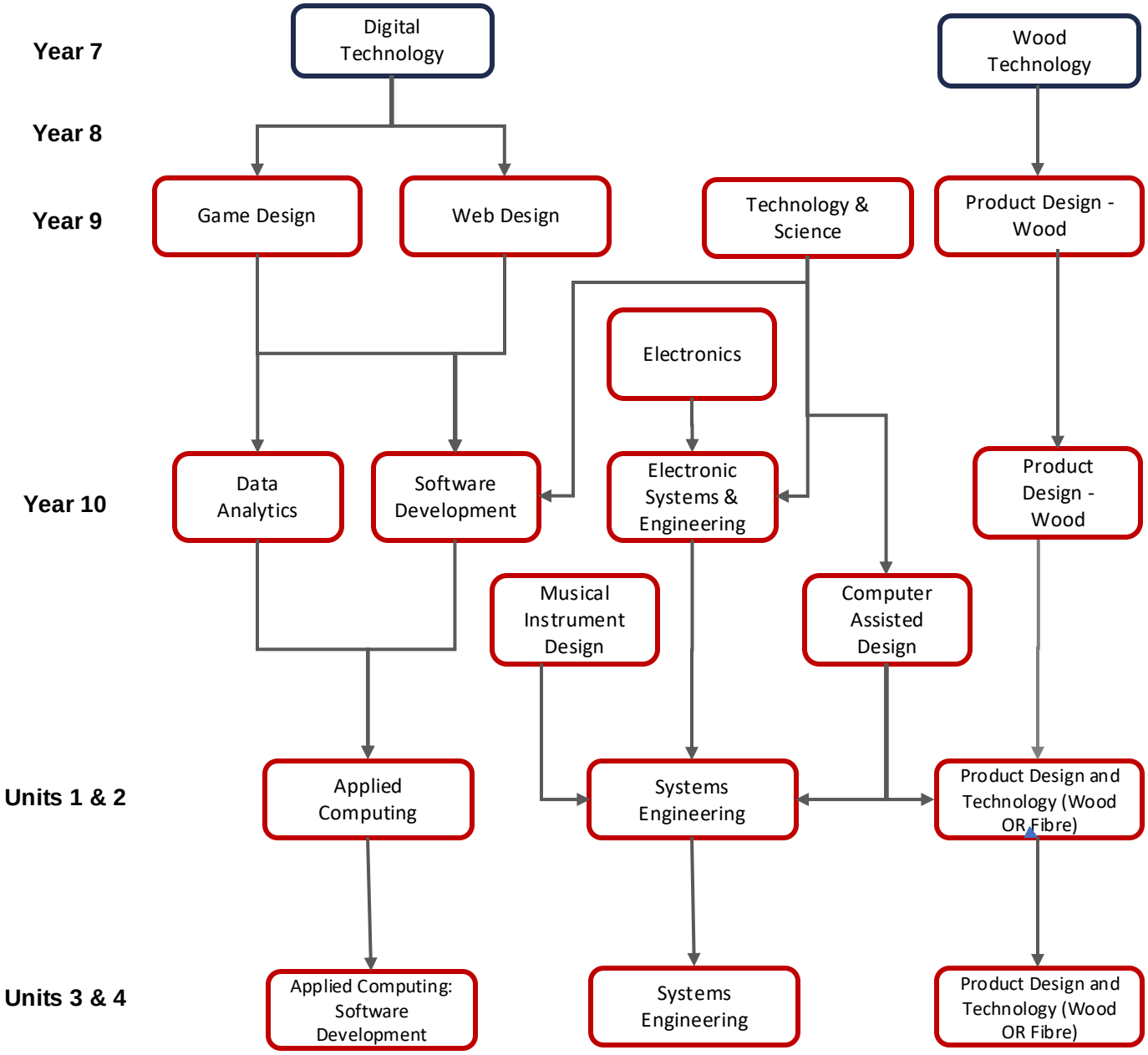
Technology Pathway Process.



Core subject

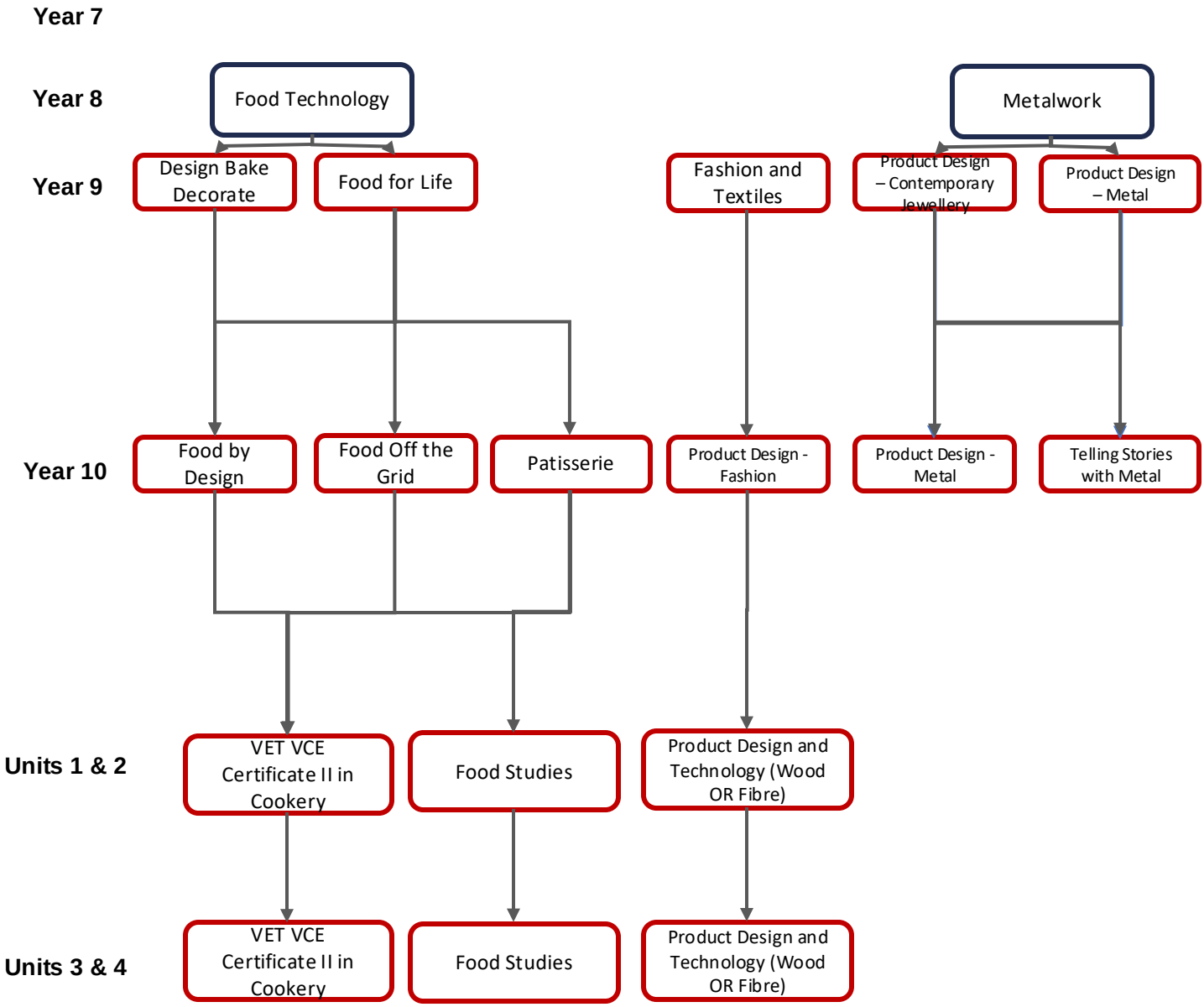
Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

Technology Pathway Process.



Core subject

Elective subject

Pathway with prerequisite

Pathway

All electives run for a semester unless otherwise stated.

CAD Design: Computer Assisted Drawing.

In this subject students will explore CAD tools to influence the creative problem-solving process. These skills will enable students to enhance their visualisations, communication, and decision making skills, active listening, creativity, collaboration and analytical skills. It will support students to work efficiently toward finding solutions to issues. Across the unit, students will explore examples of product design and innovation and evaluate their impact on sustainability and other ethical considerations. Students will investigate the use of computer modelling, computer-aided design (CAD), and computer-aided manufacture (CAM), and new and emerging technologies including tools and/or materials used in industry. In the context of industrial manufacturing, they will develop an understanding of a range of issues relating to innovation, research and development, and how designing ethically positively impacts and creates market needs and/or opportunities.

Students will use creative, critical and speculative design thinking strategies to examine ways to make a positive impact and minimise harm when generating and designing graphical and physical product concepts, including prototypes, and a final proof of concept that addresses the need or opportunity of the end user.

Subject Length

1 Semester

4 periods

Areas of Study

- Product Design
- Visual Communication
- Computing

Assessment:

- Designing - Students explore the designing processes in CAD.
- Investigating - Students investigate sustainable design and emerging technologies.
- Producing - Students produce CAD design to solve an ethical design problem.
- Evaluating - Students work collaboratively to evaluate the CAD design according to the criteria.

Pathways:

Studies in this area could lead to Visual Communication and Design, Electronics/Systems Engineering, Product Design and Technologies.

Design Bake Decorate.

This subject is designed to engage students in the techniques and skills required to produce and decorate a variety of commonly baked products. Students will use the product design process to creatively problem solve and produce different baked goods that meet the set design brief. This subject provides a hands-on approach to reinforce numeracy by regular application of measuring, ratios and costing of recipes. Students will also improve their literacy by using new cooking methods, ingredients and analysing their food. Food related issues such as ethics and sustainability of ingredients are investigated to support students to become informed and active food citizens. Weekly cooking sessions will also provide opportunities for students to improve their culinary skills, knowledge and application of food safety and hygiene. Students will learn how to use specific tools, equipment, ingredients and cooking processes such as piping bags, royal icing, ganache, marbling, fondant figurines and more.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Baking Processes
- Icing and Piping Techniques
- Ethical and sustainable issues
- Product design

Assessment:

Year 9:

- Design a themed celebration cake
- Develop a meal delivery kit recipe card

Pathways:

Studies in this area could lead to:

- Year 10 Food by Design
- Year 10 Patisserie
- Year 11 Food Studies Enhancement
- Year 11 Commercial Cookery Enhancement
- Part-time employment in the hospitality industry

Electronics.

This elective covers the knowledge and skills related to a range of activities associated with the use of analogue and digital electronic components and circuit boards as a practical introduction to electronics. A strong emphasis is placed on the importance of safety in the workshop, including the safe use of electrical tools, the danger of 'live' wires, the effect of an electric shock, the difference between 'active' and 'neutral' and the importance of 'Earth' connections and their location. Students will complete a series of electrical activities that will enable them to read a circuit diagram and identify the various components. They will learn how to read the colour coding of resistors and the numerical coding of ceramic capacitors. They will identify npn and pnp transistors and understand their operation. This will culminate in extensive practice of soldering skills enabling the construction of an operating electric circuit. The course then looks at digital electronics and the construction using breadboards and simple components to produce a selection of logic gates and ultimately to 1 bit of RAM (Random Access Memory)

Subject Length:

1 Semester

4 periods

Areas of Study:

- Electrical Components
- Circuit Diagrams
- Soldering
- Breadboarding
- Logic gates
- Random Access Memory (RAM)

Assessment:

- Electrical components, their identification, purpose and limitations.
- Interpreting circuit diagrams and constructing a circuit.
- Constructiion of logic gates and RAM

Pathways:

Studies in this area could lead to:

- Year 10 Systems & Engineering
- VCE Physics

Subject Specific Information:

There is a course charge for this subject to cover the electrical components required.

Fashion and Textiles.

The significance of fashion and textiles in society, including cultural, historical, and economic aspects is discussed. Key terminology related to fashion design, such as silhouette, fabric grain, seam allowance, and embellishment are introduced. Different types of fabrics, including natural fibres (cotton, silk, wool) and synthetic fibres (polyester, nylon) are investigated, along with fabric properties such as texture, drape, and stretch, and how they impact garment design and construction. In addition, fabric sourcing, including where fabrics come from, how they're manufactured, and sustainable options are considered. The basic principles of fashion design, including colour theory, proportion, balance, and harmony. Fashion illustration techniques, both traditional (sketching) and digital (using software) are used to encourage creativity by assigning design projects that allow students to apply design principles to their own fashion concepts. Garment construction techniques, such as pattern drafting, cutting, sewing, and finishing, plus hands-on demonstrations of sewing machine operation, stitching techniques, and garment assembly are applied. Sewing projects of increasing complexity, start with simple items like tote bags and progress to more challenging garments like skirts or dresses. Students are guided in creating a fashion portfolio showcasing their design work, garment construction projects, and textile experiments.

Subject Length:

1 Semester

8 periods

Areas of Study

- Basic Construction Processes
- Basic Product Construction
- Basic Garment Production

Assessment:

- Portfolio
- Practical work

Pathways:

Studies in this area could lead to:

- Year 10 Product Design Technology: Fashion

Subject Specific Information:

Students will be required to purchase fabric for their chosen product.

Food for Life.

In this unit students will develop the knowledge and food preparation skills required for good health whilst also engaging with key food sustainability issues that impact both our current and future food supply. Students will follow the design process to create and produce meals that reduce food wastage and reduce negative social and environmental impacts of specific food production systems and industries. Students will investigate the impact of sustainable foods, food miles, and factors that influence current food habits and trends. The course is designed to equip young people with improved culinary skills to maximise the use of ingredients and easily produce home meals from available raw ingredients, leftover foods, and pantry items. Students who undertake this subject will become conscientious and informed producers and consumers of food.

Subject Length:

1 Semester

4 periods

Areas of Study

- Food Sustainability
- Food Ethics

Assessment:

- Course work
- Practical Cooking
- Group work tasks

Pathways:

Studies in this area could lead to:

- Year 10 Food by Design
- Year 10 Patisserie

Game Design.

The fundamentals of game design, including game mechanics, player experience, and storytelling are introduced. Different types of games (e.g., platformers, puzzles, simulations) are explored and analysed with respect to their elements and mechanics. Tutorials and hands-on activities are used to familiarize students with the interface and basic functionalities of the chosen game development tool. Students are guided through the process of brainstorming game ideas and developing a concept for their own games they learn how to create game design documents outlining the game's concept, mechanics, characters, levels, and storyline. Iterative design is implemented by having students refine their game concepts based on feedback and playtesting. Asset creation techniques are introduced, including 2D and 3D art, animation, sound design, and music composition. Resources and tutorials for creating or acquiring game assets, such as sprites, textures, models, and sound effects are provided. This subject provides a comprehensive and hands-on learning experience that empowers students to create their own computer games from concept to completion.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Basic Skill Builder
- What Makes Games Good?
- Maze Game
- Scrolling Shooter Game

Assessment:

- Skill builder
- Maze game
- Scrolling game

Pathways:

Studies in this area could lead to:

- Year 10 Software Development
- Year 10 Data Analytics
- VCE Applied Computing

Subject Specific Information:

GameMaker software must be installed on student's devices during the first session of this subject. This is a free software package.

Product Design – Contemporary Jewellery.

Contemporary jewellery is a course designed for students who would like to enhance their metalworking skills, with a focus on jewellery making. Students are given the opportunity to design and handmake through exploring and combining the use of metal and non-metal elements, such as titanium, copper, torch-fired enamelling, roll printing, plastics and found objects, to make a small series of jewellery items.. We look at different cultures and how contemporary jewellers use this for inspiration and how to do this in a sensitive manner and then in turn using these explored investigations to help inform the design of various pieces. in demonstrations and hands-on workshops to teach basic jewellery-making techniques, including soldering, forging, casting, enamelling and wirework. Students are guided through the design process, from ideas to execution and how to develop conceptual narratives and themes for their jewellery collections, drawing inspiration from personal experiences, cultural influences, social issues, or abstract concepts. There is a focus on building students' technical skills and craftsmanship through hands-on practice and guided projects. The importance of attention to detail, precision, and quality in creating professional-quality jewellery pieces is emphasised. This subject provides a comprehensive and immersive learning experience that equips students with the skills, knowledge, and confidence to explore and express their creativity through contemporary jewellery design.

Subject Length:

1 Semester

4 periods

Areas of Study:

- Use of Various Metals
- Hand Fabrication
- Use of Other Materials
- Investigation
- Surface Treatment

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Metal
- VCE Product Design and Technologies

Product Design – Metal.

This subject covers the broadening of knowledge and skills, learnt in Year 8, related to a range of activities associated with the use of non-ferrous metals. Students will design their own projects with a strong emphasis placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop, and production evaluation. The learning outcomes include an analysis of the appropriateness of using particular materials, including emerging materials for a particular purpose, preparation of detailed design proposals, making products using complex equipment, and analysing the product's effectiveness. The learning outcomes will be achieved through a range of learning activities including an investigation of appropriate materials to suit the product; appropriate joining methods; comprehensive sketches and drawings; production work emphasising the safe and correct use of hand and power tools; and an evaluation of the production activities.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Use of Various Metals
- Hand Fabrication
- Soldering Techniques
- Investigation
- Design to Themes

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Metal
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Product Design – Wood.

In this course students are introduced to the basics of woodworking. A comprehensive overview of woodworking tools and equipment is provided, including hand tools (saws, chisels, planes) and power tools (drills, sanders, routers). Proper tool usage and safety practices is emphasised, in particular the importance of wearing personal protective equipment (PPE) and following safety guidelines at all times. Students are taught fundamental woodworking techniques, such as measuring, marking, cutting, drilling, and joining. Hands-on demonstrations and guided practice sessions are used to help students master these techniques as well as illustrating the importance of accuracy and precision in woodworking. Students are taught about wood finishes and techniques for enhancing the appearance and durability of their projects, such as staining, painting, varnishing, and oiling. Students evaluate their woodworking projects, reflecting on their strengths, challenges, and areas for improvement. This subject provides a comprehensive and engaging learning experience that equips students with the skills, knowledge, and confidence to explore and excel in woodworking.

Subject Length:

1 Semester

8 periods

Areas of Study:

- Product investigation
- Dowel and Biscuit Joining
- Construction Processes

Assessment:

- Designing - Students produce a design folio based on the needs of an end user/s.
- Producing - Students produce the product they have designed.
- Investigating - Students investigate sustainable designing.
- Evaluating - Students evaluate their product using criteria from their design folio.

Pathways:

Studies in this area could lead to:

- Year 10 Product Construction - Wood
- VCE Product Design and Technologies

Subject Specific Information:

There is a course charge for this subject to cover the materials.

Technology and Science.

This 'Design and Construction Skills' class allows students to explore the progress of Science and Technology through time. Beginning with the Stone Age, students examine the advances made through the Industrial Age into the Information Age. There is a major emphasis on the design, construction, testing, and evaluation of models of various examples of technology. The law of levers and motion is explored with the construction of a large-scale catapult. The study of motion is combined with Thermodynamics to explore the history of steam engines, from the earliest days of the Aeolipile, the advances made by Savery and Watt, and culminates in the construction of a steamboat from basic materials. The construction of a glider introduces the concept of an aerofoil from the study of Aerodynamics. There is also a look at fire behaviour, given that South-East Australia is a fire-prone area. Design and construction is further covered with the building and programming of robots.

From these applications the social, economic and ethical contexts of scientific advancements will be further explored.

Subject Length:

1 Semester

4 periods

Areas of Study:

- History of Technology
- Fire Behaviour
- Levers – Catapults
- Mechanisation – Steam engines
- Aerodynamics - Gliders & missiles
- Robotics

Assessment:

- Research Report
- Construction Projects
- Design project

Pathways:

Studies in this area could lead to further Year 10 and/or VCE Biology Electives or STEAM subjects including:

- Year 10
  - Software Design
  - Musical Instrument Design
  - STEAM Vertex (2025)
- VCE
  - Physics
  - Extended Investigation

Subject Specific Information:

This subject has a small charge associated with it for materials the students get to keep and take home with them.

Web Design.

This course begins with the basic elements of a website, including layout, navigation, content, and functionality. Examples of well-designed and badly designed websites across different industries are shown to inspire creativity and showcase best practices. Students are introduced to essential web technologies, such as HTML, CSS, and JavaScript. The use of these technologies in website design and development, including markup, styling, and interactivity is discussed. Resources and tutorials are used for learning the basics of HTML and CSS, including how to structure web pages and style them using CSS. The importance of usability, accessibility, and user-centred design in creating effective websites is discussed. The importance of responsive design and accessibility in creating inclusive and user-friendly websites is investigated. Overall, this course can provide a comprehensive and hands-on learning experience that equips students with the skills, knowledge, and confidence to design and create their own websites.

Subject Length:

1 Semester

4 periods

Areas of Study:

- HTML Site
- CSS Site
- Image research

Assessment:

- HTML site
- HTML with CSS Site
- Image research

Pathways:

Studies in this area could lead to:

- Year 10 Software Development
- Year 10 Data Analytics
- VCE Applied Computing

Eltham High School

Further Information.

For further information regarding the Year 9 curriculum and course selection process please contact:

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