



Parade College

# Year 9

CURRICULUM AND SUBJECT SELECTION HANDBOOK - 2025



## How to use this Course Guide

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## Introduction

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In Year 9, Parade College offers students courses based on the Victorian Curriculum. It covers a wide array of Learning Areas, Capabilities, and skills. Thus, offering students choice and breadth in their studies.

Courses at Year 9 are at Level 9 of the Victorian Curriculum.

If you have any questions relating to the Curriculum which this website does not address, please do not hesitate to contact the relevant Learning Area Leader, Dean of Learning (Years 7-9) or the Assistant Principal Teaching & Learning at the College.

## Curriculum Structure and Subject Selection

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In Year 9, students complete four year-long subjects and six semester-long subjects. Students may wish to continue with their Language subject from Year 8. The program at Year 9 allows students to experience breadth in a wide range of learning areas and to delve deeper into areas of passion and enjoyment.

Students undertake seven subjects per semester.

### Year 9 Core Units

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Year-long	
<ul style="list-style-type: none"><li>▪ Religious Education</li><li>▪ Mathematics</li><li>▪ History*</li></ul>	<ul style="list-style-type: none"><li>▪ English</li><li>▪ Science</li></ul>

\*semester-long

### Year 9 Electives

Students select five (5) elective units following the structure below. Each elective is semester-long, except for Languages, which must be completed in both semester 1 and 2.

- Languages sem 1 **or** Free choice
- Languages sem 2 **or** Free Choice
- Arts **or** Humanities **or** Commerce elective
- Arts **or** Technology elective
- Health & PE elective \*

\*only one unit of Health & PE (including HP Sport) studied in Year 9, unless approved by Dean of High Performance Sport.

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## Year 9 Electives Offerings

The Arts	Commerce	Technology
<ul style="list-style-type: none"> <li>▪ Rock Music Performance</li> <li>▪ Art</li> <li>▪ Visual Communication</li> <li>▪ Theatre Studies</li> <li>▪ Electronic Music Production</li> <li>▪ Media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dollars and Sense</li> <li>▪ The Law in Operation</li> <li>▪ E-Commerce and Work Futures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Digitally Yours</li> <li>▪ Materials and Design</li> <li>▪ Electronics</li> </ul>
Languages	Humanities	Science
<ul style="list-style-type: none"> <li>▪ Italian</li> <li>▪ French</li> <li>▪ Japanese</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geography</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food Studies</li> </ul>

### Rules

- Students may not choose more than two units from Technology.
- Both semesters of a Language must be selected when selecting a Language.
- Three reserve units must be selected.

## Year 9 ExCEL Units

- |                                                                                                                        |                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Extended Learning Project 1</li> <li>▪ Extended Learning Project 3</li> </ul> | <ul style="list-style-type: none"> <li>▪ Extended Learning Project 2</li> <li>▪ Learning 4 Life 1 &amp; 2 (plus two compulsory units)</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

## Sample Year 9 Program

Please see below an **example** of a year 9 program for both core subjects and elective choices.

Semester 1	Semester 2
Religious Education	Religious Education
English	English
Mathematics	Mathematics
Science	Science
History	E-Commerce & Work Futures
Japanese	Japanese
Visual Communication	Physical Education

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## Learning Areas

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At Parade College subjects are grouped into a number of Learning Areas to ensure that the needs of all students are met:

- The Arts, which includes Art and Visual Communication Design and the Performing Arts (Music and Drama)
- English, including English as an Additional Language (EAL)
- Health and Physical Education (HPE)
- Humanities, which consists of two areas of Humanities: History and Geography
- Commerce
- Design and Digital Technologies
- Languages
- Technology
- Religious Education
- Mathematics
- Science

## Capabilities

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The Victorian Curriculum includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines. The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed, and demonstrated by students in and through their learning across the curriculum.

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## Altior

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The Altior Program is Parade College's Gifted and Talented Program. It is an alternate curriculum program catered to the highest achieving students in the cohort. It is a challenging academic program that extends and enriches students in the core subject areas of English, Humanities, Science and Mathematics. It is suited to students who are academically able, highly motivated and have an excellent work ethic. Students are offered a variety of complex tasks that encourage leadership skills, higher order thinking, resilience and teamwork, as well as acceleration in certain topics.

At Year 9, students may be in all four Altior subjects, English, Humanities, Mathematics and Science. Alternatively, students may only be in an Altior class for two of the Altior subjects; Mathematics and Science, or, English and Humanities.

There is no application process for the Altior Program in Year 9. Students may progress to the Year 9 Altior Program after successfully completing Year 8 in the program. Alternatively, students may be invited to join the Altior Program in Year 9, after a comprehensive review of all Year 8 students' performance on standardised testing, academic results and their learning dispositions occurs.

### Altior Mathematics

Year 9 Altior Mathematics is designed to prepare students for an accelerated pathway in Senior Mathematics. This course covers the topics of indices and real numbers, linear algebra and graphs, coordinate geometry, simultaneous linear equations and inequalities, quadratic expressions and equations, greater understanding of the value of algebra is developed, with particular emphasis on Non-Linear Functions, Statistics and Data, Probability and Polynomials. Trigonometry is introduced and is used in determining properties of right-angled triangles and non-right angles triangles. Throughout these topics, students are expected to complete all exercises, problem solving and analysis tasks, and use the CAS calculator regularly to develop advanced mental strategies and skills.

### Altior Science

In Year 9 Altior Science students continue developing and applying their understanding of the different disciplines of science in novel ways. Students' knowledge of biological, physical, environmental, and chemical sciences is extended beyond the scope of the Year 9 curriculum. Students are challenged to interpret results of practical investigations and outline the transmission of genetic traits across generations.

Students analyse how biological systems function and respond to external changes. In addition to this, students evaluate the evidence for scientific theories that explain how the universe, and humans came to be.

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### Altior English

In Year 9 Altior English students focus on developing metacognition and communication skills. Students explore key aspects of language structures and strategies through writing, presenting and through participating in group activities. The course focuses on developing skills in analysis of themes and issues related to the set novels, as well as exploring the historical and social context in which the novels were written, and the strategies employed by authors in communicating their ideas and developing themes, issues and characters. Students also explore the way language is used to persuade and practise the art of persuasion themselves

### Altior History

In Year 9 Altior History, students study global colonialism and the technological developments that led to the interconnected world we know today. They conduct independent research into the influence of Imperialism and the Industrial Revolution on societies throughout the world. They analyse a variety of different historical interpretations in the form of weekly academic readings to synthesise their own understanding of events and take turns facilitating class discussions. Students also study the key features of white settlement in Australia and how this led to conflict with the Indigenous population, as well as the different ways Indigenous peoples resisted European colonisation. Students investigate key aspects of Federation and the development of Melbourne, visiting noteworthy historical sites on their excursion to the Old Melbourne Gaol and Victorian Trades Hall and analysing their usefulness as sources of information. Finally, they investigate the First World War and the Australian experience of the war, including the places where Australians fought and the impacts World War I had on society.



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## Year 9 ExCEL Program

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The Year 9 ExCEL program offers Year 9 students a variety of Extended Learning Projects (ELP) as well as learning4life (L4L), a series of Personal Development seminars.

The College offers a wide variety of choices within this program; however, it must be stressed that final offerings will depend on student numbers and availability of both staff and resources. Although the Year 9 Program offerings are correct at the time of printing, it should be understood that subjects are revised on a systematic basis and some of these details may occasionally undergo revision.

*Important:*

Families should understand that subjects for the ExCEL program will be based at **both** the Preston and Bundoora Campuses. It is each family's responsibility for organising their son's transportation to and from either the Preston or Bundoora campus for each ExCEL subject. Students will not be able to change their subject campus location once subjects have been allocated. Families will be able to determine the campus that their son's ELP or L4L subject is based at by checking his timetable on SIMON. Classes timetabled in 'R' and 'K' classrooms will be held at the Preston Campus (e.g.: R14). All other rooms are located at the Bundoora Campus. Where a student's ELP/L4L subject is not based at Bundoora, they will be required to travel to the relevant campus by 8:50 am during these programs.

Monday	Tuesday	Wednesday	Thursday	Friday
Core and Elective Subjects		ExCEL Extended Learning Projects and Learning 4 Life Electives	Core and Elective Subjects	

All students will participate in four learning4life seminar offerings (two compulsory and two elective) and three Extended Learning Projects. The offerings in both learning4life and the Extended Learning Projects are outlined below.

[Click on this link for more information regarding the ExCEL subjects and programs.](#)

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## Year 9 Subjects

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### Religious Education

Each year, students examine topics within five content areas. These content areas provide the organisational framework within which the school-based Religious Education curriculum is developed. Students explore scripture, church and community, images of good and evil, prayers and sacraments, and morality and justice. There is an assessment for each content area studied and a Religious Education examination at the end of each semester.

### English

The Year 9 English course focuses on developing and extending students' reading, writing and oral language skills. The courses are text based and students will study a variety of text types including novels, non-fiction texts, films, poetry and media texts. Students also experiment with a variety of writing genres appropriate for different audiences and purposes with a strong focus on creative and persuasive writing. Students demonstrate their knowledge and skills through a variety of assessment methods including: reflective and persuasive responses; text responses; oral presentations; and the semester examination.

### Intervention English

This course is designed to explicitly develop students' literacy skills, using similar texts and resources as Year 9 Mainstream English. Students are placed in smaller class groups which enables increased levels of teacher assistance. Students develop their oral language skills, note-taking skills and writing for a variety of purposes. Students undertake an end of semester examination. Year 9 Intervention English leads to Year 10 Mainstream English.

Participation in this course is by invitation only.

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## Mathematics

Year 9 Mathematics continues to build student skill in understanding, fluency, problem-solving, and reasoning across the six strands of the domain. Students refine their understanding of Linear Graphs, Algebra, and Statistics, while beginning to look at Trigonometry, Financial Mathematics, and Quadratics. Students demonstrate their knowledge through various assessment items including topic tests, application and modelling tasks, and examinations. The use of technology is an integrated part of application tasks and coursework.

## Foundation Mathematics

Foundation Mathematics is a modified course for students with significant numeracy difficulties. Students undertake outcome tests in all topics covered as well as an end of semester examination. Homework is set on a regular basis. Throughout the semester, students complete application and analysis tasks. Year 9 Foundation Maths leads to Year 10 Foundation Maths. Participation in this course is by invitation only.

## Science

In Year 9 Science students are provided with the opportunity to study Biological, Chemical, Earth and Physical Sciences. In Biology, students investigate body systems and ecosystems. Within the Chemistry unit, students learn about the structure of atoms and classify chemical reactions. Earth science introduces students to plate tectonics and how geological activity relates to earthquakes, volcanoes, and continental movement. In Physics, students explore factors that affect the transfer of energy through an electrical circuit. Students demonstrate their knowledge and skills through research assignments, practical exercises, topic tests, and a semester examination.

## Food Studies

This course aims to develop the student's knowledge of basic nutrition. In some detail they will develop their knowledge of the essential nutrients, the role they play in our diet and the food sources of each of these. Students will begin to learn strategies for addressing particular health issues related to food and diet. They will gain knowledge and skills to select foods which meet a specific nutritional need and promote good health. Students will explore more fully Australia's obesity crisis and look at strategies we can use to overcome this problem. Students will become familiar with the Australian Dietary Guidelines and The Australian Guide to Healthy Eating. They will use their knowledge of these to design specific diets for particular occasions. This course focuses on three general areas: nutrition, food for special occasions, and food supply in Australia. Students will prepare and serve food based on sound nutritional guidelines. They will also have the opportunity to study, plan and prepare food for special occasions, as well as look at a range of foods from other countries which influence Australia's diet.

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## Humanities

### History

Year 9 History examines the making of the modern world from 1750 to 1918. Students study the influence of the Industrial Revolution throughout the world, including migration experiences of travel and settlement in Australia. Students also study some key features of Aboriginal and European relations in Australia from settlement to 1901. Then, students investigate key aspects of World War I and the Australian experience of the war, including the places where Australians fought and the impact of World War I on Australian society.

### Geography

Geography explores contemporary issues facing the world and how countries respond to an ever-increasing sense of interconnectedness. Topics such as transportation, information, trade, food production and consumption, and tourism will be investigated. Students will collect, analyse and represent data using digital and spatial technologies, and Geographical Information Systems to prepare them for a future of competing national and global interests.

## Commerce

### Dollars and Sense

This subject introduces students to the principles involved in personal financial management including investing for the future. Areas of study include earning an income, the importance of saving, wise use of credit and budgeting, as well as investigating forms of investment including property, shares and other assets. This subject aims to introduce students to managing their own finances as well as understanding the changing nature of work and participation in the economy of Australia.

### The Law in Operation

Students are introduced to the Legal Justice System in Victoria. Students identify the type of laws that we have in Victoria and why there is a need to enforce such laws. This subject encompasses such topics as: the need for laws, making the law, criminal law, civil law, the court hierarchy, police powers and individual rights.

### E-Commerce and Work Futures

This unit of study introduces students to how technology has altered commerce. Such change is investigated both in terms of using technology to manage day-to-day finances and the impacts on businesses. The unit includes a detailed case study of Amazon as an example of e-commerce. The unit concludes with an investigation of how technology will alter the future of work and pinpoints where future employment opportunities will exist.

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## Languages

In Year 9 Languages, students may elect to continue studying the language they studied in Year 8. If a Language is selected, it must be studied for both semester one and two.

Languages are assessed in several modes including topic tests of grammar and vocabulary, writing and oral tasks, and cultural investigations.

### Italian

The Year 9 Italian course develops students' knowledge and skills through topics of work including personal fitness, buying and selling a house, clothing and shopping and celebrating festivals. Students are introduced to cultural aspects as well as a range of selected grammar and vocabulary through graded tasks that develop listening, spoken, reading and written capacity. The units taught are designed to extend students' understanding and use of the language to build literacy capabilities and communicative skills in Italian.

### French

The Year 9 French course develops students' knowledge and skills through topics of work including holidays and leisure activities, transportation, and shopping for groceries and souvenirs. Through the study of grammar and vocabulary in cultural and real-life contexts, the course guides students through graded tasks that develop listening, spoken, reading and written capacity. The units taught are designed to extend students' understanding and use of the language to build literacy capabilities and communicative skills French.

### Japanese

The Year 9 Japanese course develops students' knowledge and skills through topics of work including daily routines, describing location and school life. Students continue their acquisition of Kanji as they are introduced to cultural aspects as well as a range of selected grammar and vocabulary through graded tasks that develop listening, spoken, reading and written capacity. The units taught are designed to extend students understanding and use of the language to build literacy capabilities and communicative skills in Japanese.

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## Health and Physical Education

This subject is designed to further our students' progression in understanding how to maintain physical and mental wellbeing throughout their lives. Incorporating both theoretical and practical experience students learn how to achieve improvement in physical fitness and why we need to be physically fit and healthy. These outcomes are achieved in an environment which promotes inclusion and assists students in developing their skills no matter what their level of knowledge or performance. The practical activities studied are modified games, weight training and hockey/tennis.

Students will take an in-depth look into the process of creating a training program that isolates and targets a specific component of physical fitness they have chosen based on a fitness testing battery that they will undertake. In conjunction with this, the students will then investigate the many aspects that contribute to the nutrition and healthy eating habits that have a positive effect on the human body and any athletic performance.

Note: At Parade students in Year 9 only study one unit/semester of Health and Physical education (including HP Sport) unless with the approval of the Dean of High Performance Sport

## High Performance

This subject is designed for students undertaking an ACC sport and will involve ACC games, training and theory lessons. Games and training will occur during regular school hours. Whilst students can elect to do this subject, final selection into this elective will be based on a combination of level of expertise, previous involvement in ACC Sport, behaviour, level of commitment and an ability to represent the College in a sportsmanlike manner.

Students wishing to be involved in a sport in Semesters 1 and 2 must select this subject for both semesters. Selection into this elective is decided by the Dean of High Performance Sport.

ACC Sports	
Semester 1	
Term 1	Term 2
<ul style="list-style-type: none"><li>Swimming</li><li>Athletics</li></ul>	<ul style="list-style-type: none"><li>Football</li><li>Soccer</li></ul>
Semester 2	
Term 3	Term 4
<ul style="list-style-type: none"><li>Hockey</li><li>Table tennis</li><li>Basketball</li><li>Cross country</li></ul>	<ul style="list-style-type: none"><li>Cricket</li><li>Volleyball</li><li>Tennis</li></ul>

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## Manchester City Program

As students enter the Pathways Stage (Years 9–10) of their secondary education, it is important that they study a broad enough range of subjects so that they may begin to plan their senior secondary program of study. The structure of the program in Year 9 has been developed to allow students to continue their journey through the Football School, whilst also having the opportunity to explore other elective choices in both semesters.

Students currently in Manchester City Football school need to select Manchester City as part of their Subject Selection should they wish to continue the program into Year 9.

*The structure of the Manchester City Program in Year 9 is as follows:*

### Semester One

- Six timetabled periods per cycle.
- A weekly before-school session (Tuesday 7:30 am – 8:30 am, TBC)
- Participation in this High-Performance Manchester City program will satisfy the prescribed Health and Physical Education unit at Year 9.

### Semester Two

- As part of the Year 9 ExCEL program, students enrolled in the Manchester City Program will be allocated to four full days of the Manchester City Program in Term 3 (the two L4L electives will be allocated to the Manchester City Program). The Manchester City Excel Program will include excursions and high-performance sessions.
- A weekly before-school session from 7.30am to 8.30 am. Day in the week confirmed once subjects are allocated.

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## Technology

### Materials and Design

Students follow the Design Process to investigate, design, produce and evaluate solutions to design problems. They develop their understanding of design and understand the purpose of design briefs. They study materials used in the manufacture of their products and apply this knowledge to their work, whilst using a range of graphic communication techniques to develop and share their ideas. Students work with timber and metals to create a combination stool and toolbox utilising a specific set of criteria. Students are introduced to a variety of basic hand and power tools and equipment. They develop their production skills while observing safe working procedures.

### Electronics

This unit focuses on the electrical and electronic areas of Technology. In this course students will create and Electric Guitar from scratch. Students follow the Technology Process of investigating, designing, producing, and evaluating to produce their guitar. They develop skills in soldering, hand tools and testing; and diagnostic practices related to electronic systems. Students learn about sustainability and consider what impact our creations have on the environment. Students are required to follow safe work practices in the workshop environment.

*NB. All offerings in Technology are subject to the availability of specialist teaching staff. There will be limited numbers of classes.*

### Digitally Yours

This course is designed to develop students' knowledge and skills in the Information Technology field in particular the programming language of Python. The overall theme of the course is for students to learn through project-based tasks to be creators rather than just consumers of technology. Students will design, develop and code devices to solve a real world need or problem in areas such as robotics, websites, app and/or game design. They will investigate the concept of Augmented Reality and attempt to produce an experience in response to a problem or need, such as the game 'Pokemon Go'.

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## The Arts

Electives within The Arts use a range of methods to assess student progress and skills. These methods include solo performance, ensemble performance, research projects and assignments, theory tests, film presentations, computer aided design, and visual diary processes.

### Rock Music Performance

This course builds on the fundamental concepts of instrumental performance and ensemble skills. On a chosen ban- class instrument, students consolidate technical facility, tone production and conventions in reading notation in solo and group environments. Students are encouraged to undertake tuition in the College Instrumental Music Program and have the option to enrol in the Instrumental Music Band Class Program to further develop their instrumental development. Musical comprehension is developed in the areas of notation, time signatures, scale patterns, key signatures and basic harmony. Students develop music analysis skills to complement and deepen their understanding and complete a folio of listening responses, short compositions, and improvisations.

## Art

In Year 9 Art, students study a variety of art movements, which explore different forms of expression. Students are encouraged to explore their creativity and imagination through these art movements and images are created and inspired from a range of themes. Students are given the opportunity to experience and familiarise themselves with a variety of drawing and painting media such as pastel, acrylic and mixed media. The use of digital manipulation is also employed as media for expression. Sculpture is another art form for the student to explore and through working with a variety of sculptural media students will complete free-standing forms.

### Visual Communication Design

This unit provides students with an understanding of the design and drawing systems used in design to create a product on paper that is consistent with the standards in the industry. By experiencing this process students develop skills in communicating graphically in many situations. They experience a variety of systems, techniques and devices that enable them to understand design elements and design principles, technical drawing standards, drawing methods and rendering techniques. Students will investigate designers and design movements in an effort to design visual communication which addresses the constraints within the messages, objects, environments and interactive experiences fields.

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## Theatre Studies

This versatile course will provide you with a foundation in contemporary theatre analysis and practice. Students will be given the chance to sample and develop a range of performance and production skills in theatre. Specialist work includes scriptwriting, acting and directing. Students examine key theatrical pieces, as well as develop acting skills for both group and solo performance; it is as intensive as it is worthwhile.

This course also gives students practical skills in many of the aspects of Production Roles. Students develop an understanding of lighting, sound, costuming, set, props, costume and make-up. This elective is an excellent precursor to Theatre Studies at Year 10.

## Electronic Music Production

Students will use the latest music technology equipment and software to create and manipulate music via electronic means, for purposes such as film, TV and Computer Game soundtrack and EDM (Electronic Dance Music) creation. Students will develop their creative listening skills regarding the elements of music (including awareness of a range of electronic music genres) and learn how to solve compositional problems of beginning, continuation and completion. It is aimed at students who wish to pursue a pathway to VET Music Sound Production in later years. Please note that it is not necessary to be able to play an instrument to successfully complete this subject.

## Media

In Year 9 Media students have the opportunity to explore both practical and written elements of Media production and analysis. They will also study film production techniques and create a piece of print media. The goal of the elective is to allow the students to view the media they interact with everyday with a critical eye and build simple production skills they will need for future Media subjects.

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## Year 9 ExCEL

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The Year 9 ExCEL program will take place on most Wednesdays throughout the year, with the exception of examination times and extra-curricular days. Subjects are based at the Preston and Bundoora Campus. It is each family's responsibility to ensure appropriate transport arrangements for their son to attend either campus. All students will participate in four learning4life seminar offerings and three Extended Learning Projects.

### ExCEL Orientation Day

Independent travel is a crucial aspect of the ExCEL program. The orientation day held during the Year 9 Commencement week emphasises the ease of using public transport between campuses, safe travel practices and excursion expectations. Students participate in a series of activities designed to build their confidence in using public transport and will explore the city (CBD) to familiarise themselves with key ExCEL excursions destinations, all under teacher supervision. The one-day mandatory event aims to facilitate your son's involvement in the Year 9 ExCEL program. Please be aware that there will be no alternative program offered on this day or on subsequent Wednesdays.

### ExCEL – Excursions

For city-based ExCEL excursions, students are expected to arrange their own travel to and from the CBD. The journey planner from Public Transport Victoria (<https://www.ptv.vic.gov.au/journey>) may be helpful. Students are required to wear the correct College PE Uniform. For excursions, parents and carers will receive a request for parental permission via PAM. The permission for the School Approved Activity (SAA) will specify the meeting time at the designated ExCEL meeting point, the dismissal time, and whether students will return to the College with their ExCEL teacher for the regular 3:15 pm dismissal or be dismissed from an alternative venue. Please note that if permission is not granted for an excursion, no alternative program will be provided.

### ExCEL – Preston Campus Classes

For ExCEL classes held at the Preston Campus, families are responsible for arranging transportation for their sons to and from the campus, ensuring they arrive by the start of tutor group (8:40 am). If an ExCEL class is at the Bundoora Campus, your son should attend Tutor Group as usual.

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## LearningforLife (L4L)

The learning4life seminars are a chance for students to develop their awareness of and skills for living as teenagers (and beyond) in the 21st century.

Each of the learning4life choices consists of two full-day seminars, presented at both Preston and Bundoora campuses. Each student participates in two compulsory learning4life seminars, then has guided choices for the two other learning4life seminar series.

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Compulsory Seminars – students complete both	
▪ Streetwise	▪ Career Voyager

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Elective Seminars – students elect two	
▪ Be a Man... Become a Man	▪ Brain Boot Camp
▪ Buying & Owning a Car	▪ The Edible Garden
▪ First Aid & CPR	▪ Outdoor Education
▪ Manchester City Football School*	

*\*Only available for students involved with the Year 9 Manchester City Football School program.*

## Extended learning projects (ELP)

The Extended Learning Projects provide students with the chance to explore a specific area of interest in an in-depth way, with off campus excursions that frequently involve students developing and practising independent learning and travel skills. Students will submit formative assessment every week as well as working towards a significant research or production piece for presentation and assessment at the conclusion of each eight (8) week program.

Each of the Extended Learning Projects consists of 8 full days, spread across 8 weeks. The delivery of the programs will involve a mixture of sites, including the Bundoora and Preston campuses as well as external venues. Each student will choose three Extended Learning Projects from the list below.

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Extended Learning Projects (ELPs) – students elect three		
▪ Art and Design	▪ Engineering – Bridge Building (STEM)	▪ Shark Tank Innovation (STEM)
▪ Back to the Future	▪ In the Zone	▪ SuperCoach
▪ CO2 Dragsters (STEM)	▪ Journalism	▪ Superfoods: Exploring Food Studies
▪ Culture Vultures	▪ Lights, Camera Imagination	▪ Super Sleuth (STEM)
▪ Defining Law and Influencing Change	▪ Markets in Australia	▪ Try a Trade
▪ Defying Gravity (STEM)	▪ Mechatronics (STEM)	▪ Urban Farming and Sustainable Futures (STEM)
▪ Ecological Tourism	▪ Exploring Small Business in Melbourne	

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## Learning4life (L4L) Course Descriptions

### Be a Man.....Become a Man

This program covers the following topics:

- Forming and maintaining relationships
- Communicating in relationships
- Feelings and thoughts in relationships
- Social problem solving
- Body image and associated issues/pressures
- How to seek help for yourself and others

### Brain Boot Camp

This program is aimed at students who want to improve their life skills and academic performance. Good thinking is essential for optimum performance across all aspects of life. How we understand new material and how we apply this understanding to new situations in assessment tasks is all built on good thinking. In this subject, students will learn about psychology and the brain and assess the state of their thinking to help them improve it. Through games, puzzles and activities students will investigate modes of thinking such as: logic, lateral thinking, creative thinking, problem solving, seeing things from multiple perspectives and decision making.

### Buying & Owning a Car

In this course students will investigate various aspects of car ownership: getting your Learners Permit; budgeting/saving/borrowing to buy the car; types of loans, application forms; insurance types and insurance application; calculation of running costs; road safety issues; and legal responsibilities.

### Career Voyager

Career Voyager provides students with the opportunity to consider their personal skills, interests, values and personal qualities in an attempt to link these with future career options. Students come to understand the importance of self-awareness in making pathway and career decisions, explore a variety of career tools and resources and learn about occupations of interest

### The Edible Garden

In this course students will develop the knowledge and skills of how to grow fresh, seasonal produce and then use it as a basis to prepare nutritious and satisfying meals. Students are given the skills and experiences they need to learn to enjoy growing their own produce successfully and then making healthier choices about what to cook and eat for a better life limiting their chances of developing dietary related illnesses. Students will increase their knowledge and awareness of environmental sustainability – closing the gap on food waste by learning to compost successfully.

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## First Aid & CPR

In this course students will develop the skills and knowledge required to recognise emergencies, identify and eliminate potential dangers in their environment and make appropriate decisions for first aid care until the arrival of medical assistance. Students will learn a variety of basic first aid management procedures and undergo training and assessment in CPR and Anaphylaxis.

## Outdoor Education

Students will undertake both skills and an adventure component as a precursor to the Year 9 Outdoor Education camp program later in the year. A range of Outdoor Education skills and adventure activities will be offered, activities may include navigation and orienteering, shelter construction, food preparation, knot skills, rock climbing, mountain bike riding, bushwalking and group initiatives. This course provides an excellent base for accelerated studies in VCE Outdoor and Environmental Studies in Year 10.

## Streetwise

This is a wide-ranging drug education program following the "harm minimisation model". This program acknowledges that students will at some stage encounter issues relating to drugs, either legal or illegal. The program aims to equip students with vital knowledge, which will help them to make informed decisions when faced with these issues. Throughout the program students will learn assertive behaviour, how to 'look out for and look after themselves and their mates' and where to access quality Drug Education Information and Support Services.

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## Extended Learning Project Course Descriptions

### Art and Design

In this course, students work in the field of messages and environments, researching architecture, building small scale models, creating designs for greeting cards and working towards completing projects to a deadline. Students are creative and keep working through their own ideas, staying connected to each piece of art and design work that they create. They reflect on their work and present their ideas and final works to their peers. This course is an active one with an excursion to the city included. The students are engaged through their own creative expression, and they are empowered in the art and design environment.

### Back to the future

In this course where students will compare something that is happening in the world now, to something that has happened in the past. Students will use historical thinking skills flexibly to make comparisons and predictions. Examples include: AI to the industrial revolution, Essendon 2024 to Richmond in 2018, Ukraine War to Vietnam War or Manchester City 2023 to Manchester United 1999.

### CO2 Dragsters

Students will design, construct, test and race a CO2 powered dragster. We will investigate aerodynamic principles of lift, drag and down force and apply these to the design and construction of the dragsters. Students will test their vehicles under race conditions and evaluate their performance

### Culture Vultures

Students will investigate food, music, art and sport as well as other aspects of culture in a series of investigations and celebrations of the cultures of the languages studied at the school. Learning to draw Manga, appreciate French Impressionism and create Origami as well as make cuisine from Italy and Japan, learn songs and investigate how the cultures of these countries are represented in modern Melbourne will feature alongside an exploration of Indigenous Culture of the City. This course is open to language and non-language students interested in learning more about foreign countries and cultures.

### Defining Law & Influencing Change

The aim of the unit is for students to investigate the three-tiered parliamentary system, the process of law-making that exists, and the democratic processes available to the community in voicing concerns and initiating change. Students will identify and research an area of concern in relation to a law they feel needs to be addressed. They will then work towards providing a detailed proposal for change.

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## Defying Gravity (STEM)

Students will be involved a number of problem-solving activities where they will use their knowledge of Physics to complete a series of challenges. Activities are focused on how science can overcome and/or use the force of gravity and will be completed in a group setting.

## Ecological Tourism: Exploring the Bike Paths of Melbourne's North

This program is designed for students to use bicycles to explore Melbourne's bike paths, map these bike paths using a variety of mapping and geospatial technologies and then conduct research into their environmental, social and historical significance. Once completed students will then create an ecotourism publication or website that can be offered to people wanting to explore these areas.

## Engineering: Bridge Building (STEM)

Bridge Building explores the fundamental elements of engineering involved in the design and construction of the built environment. The focus of investigation are bridges. Over eight weeks students are given a broad introduction to the theory behind design and construction in the built environment and develop their understanding through applying this knowledge to their own design and construction projects.

## In the Zone

Students watch and play different sports (basketball, footy, soccer, cricket, tennis, golf) and create, record and map out data to find efficiencies in their own and other people's games. Think AFL 'heat maps', Basketball shot charts, Cricket bowling and batting areas and Golf shot charts / club/ball speed.

## Journalism

In this class students will learn the basic skills and principles of print journalism. The focus will be student-driven, with emphasis placed on (but not limited to) the news, current affairs, sports, the arts and tourism. Students will work independently and collaboratively to write a variety of different pieces. The course is student-centred, and students are encouraged to take initiative and be the drivers of their own learning process. Throughout the program students will journey to multiple locations to conduct research that will drive the focus of their writing.

## Lights, Camera, Imagination!

In a time where everyone can take photos and create films so quickly, we learn the skills to edit and create through the use of digital SLR cameras, Adobe Creative Cloud, and the setup required for professional photography production. Students create scenes, take images, and document their ideas.

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## Markets in Australia

Australia has a market type of economic system with many different types of markets operating within this system. Markets are institutions or organisations used to make economic decisions, where particular goods or services are bought and sold at prices that are negotiated between buyers (creating a demand) and sellers (creating a supply). Students will examine this principle of demand and supply through a range of different markets in Melbourne. Students will visit various retail markets in their local area, and Melbourne's CBD, such as Melbourne Central, QV centre, and Myer Emporium, as well as the South Melbourne Market. On these visits' students will identify the common elements and what drives demand and supply in each. Students will investigate how their consumer choices affect these markets.

## Mechatronics (STEM)

Mechatronics is a STEM technology program combining electronics and mechanical engineering with virtual world and real robots. Using robotics, artificial intelligence, game design and computer science students learn to code, program and use virtual and real robots to solve problems and develop robotic projects and real work and gaming applications

## Exploring Small Businesses in Melbourne

Students will be required to set up a theoretical business using the research they have undertaken during the course. They will be required to provide costings for this business as well as identify a product or service. There is a high importance placed on the location and online presence of the business

## Shark Tank Innovation (STEM)

In Shark Tank Innovation, students tackle real-life problems to find innovative, creative solutions for their chosen audience. Students engineer their entrepreneurial skills to design, prototype, test and create 21st Century solutions to problems. In teams, students will research their chosen topic to better understand users and create tailored solutions for them. Shark Tank Innovation caters to all students, especially students who enjoy the challenge of problem solving, creative design, science, technology, business and engineering.

## SuperCoach

This program is aimed at students who wish to explore pathways for their own development in various sporting fields whether it be playing, coaching, refereeing or as a sports administrator. The program is an ideal lead into future studies in VET Sport and Recreation and is focused on a range of sports including soccer, AFL, track cycling, gymnastics and ice skating

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### SuperFoods: Exploring Food Studies

This program will involve an intensive investigation of nutrition. Students will investigate major elements of a good balanced diet and the components of food, focussing on nutrient dense “SuperFoods”. The students will also examine the ill effects of a poor diet including the extended use of convenience and take away foods and the marketing tactics used by food producers.

### Super Sleuth (STEM)

This elective encourages students to use their problem-solving skills and deductive knowledge to solve interesting, engaging, and relevant problems. Each week students will be engaged with different facets of philosophy and problem solving, including forensic and crime scene analysis, the nature of perception, unsolved mysteries of the universe, and logic puzzles. Students will work in groups and individually, using a wide range of media to solve, model, and discuss problems.

### Try A Trade

In this program students will explore various trades and will be introduced to the skills require for vocational pathways. Try a Trade, students will have the option of purchasing the Parade College high-vis polo and/or jumper if they wish to wear high-vis. If not, they are welcome to wear their sports polo as in previous years. They are not permitted to wear non-Parade high vis. For OHS reasons, they will need to wear leather school shoes at a minimum, or ideally work boots which will need to be purchased prior to undertaking the subject.

### Urban Farming and Sustainable Futures (STEM)

This course explores the future of agriculture and horticulture in Australia in a changing climate and changing environment. In this course students will explore the future of agriculture and horticulture in the urban environment looking at how innovation, technology and design is blended with traditional methods of farming and food production, both indigenous and European, to work towards sustainable futures and food security. Over eight weeks students will be engaged in both on campus and off campus activities using the Waterford Garden as the basis for practical applications of student learning. Students will be engaged in hands-on agricultural and horticultural practices demonstrating the knowledge and understanding of animal husbandry, plant health and nutrition, seasonality of production and plant environmental suitability that has been gained through their investigations.

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## Careers Advice

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All students are invited to make appointments with the Career Adviser to discuss Course and Career options and subject selection and to use the many Careers resources located on the Careers website.

For all Career related inquiries, information and appointment bookings, please refer to the College's Career Website <https://www.paradecollegecareers.com.au/>

Careers Coordinator: Ms Liz Bult

Careers Advisor: Ms Justine Barnes

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