



SALESIAN COLLEGE CHADSTONE
YEAR 9 SUBJECT SELECTION BOOK
2010

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A JOURNEY OF EXCELLENCE





INTRODUCTION

The Mannix Campus aims to create an environment in which students are encouraged to develop their skills and talents. The Year 9 program academically challenges students, fosters leadership skills and raises awareness of community responsibilities.

The key feature of the program is the Bosco Units. One day per week, students will engage in learning experiences which extend beyond the classroom walls. They will have opportunities to pursue initiatives that help them to understand their world and explore “real life” issues.

The Year 9 curriculum builds upon the sound foundations established at junior levels. It includes: a broad curriculum which draws from all Victorian Essential Learning Standards; a wide range of opportunities within the elective program, and a continuing commitment to the pastoral care of our students which places their spiritual and personal development at the forefront of what we do.

Year 9 students complete a maximum of four elective units in one year; two in Semester One and two in Semester Two. Each elective comprises three periods per week, therefore, Year 9 students complete six periods per week of elective studies. Each student is required to undertake a minimum of one elective unit from The Arts and a minimum of one elective unit from Technology in their Year 9 Elective Program.

This curriculum book provides an outline of the syllabus for each of the core subjects and elective units offered in 2010. The format for each includes: an overview; structure of the subject and details regarding the Work Requirements which must be completed. The final sections convey information concerning how students will be assessed.

The College takes a keen interest in all students and recognises the particular needs of adolescents in this important transitional year. As they prepare for the challenges of the senior years, students can enhance their success by availing themselves of opportunities provided by the Pathways Co-ordinator. While it may appear early to be contemplating career choices, Year 9 is an ideal time to begin researching their options before the pressures of the senior years are upon them. Time spent exploring the options will also offer students the opportunity to set goals for the year and provide them with direction.

Undoubtedly, the qualities that will lead to a successful year for each student include a dedicated and persistent approach. A student who accepts responsibility for his own learning and is prepared to pursue his goals will be richly rewarded for his efforts. Furthermore, each student can rely upon the support and efforts of his Homeroom Mentor, the Year Level Co-ordinator and Subject Teachers, whose desire is to see each young man develop to his full potential. The College also recognises the vital role of parents in the development of their sons and is keen to work in partnership with them regarding the welfare and ultimate fulfilment of each young man.



SELECTING A COURSE OF STUDIES FOR YEAR 9

The Course of Studies offered at the College at Year 9 provides a comprehensive curriculum and some specialisation. This is seen as an important step in a student's developmental progress towards the Victorian Certificate of Education undertaken in later years. The table below outlines the range of elective units offered in 2010. **Each student must choose a minimum of one elective unit from The Arts and a minimum of one elective unit from Technology in their Year 9 Elective Program.** Special consideration will be taken for those students studying a Language Other Than English.

YEAR 9 ELECTIVE UNITS OFFERED IN 2010

Design - The Arts

Drama
Music
Art
Media Studies
Visual Communication and Design

Design - Technology

Information Technology
Systems and Technology
Design and Technology

Languages Other Than English (LOTE)

Italian

Italian must be taken as a whole year sequence, (i.e. two units of Italian)

THE PROCESS OF CHOOSING ELECTIVES

Students and parents are advised to thoroughly read and discuss the descriptions of the elective units before making a choice. The choice of elective units will be based on many things, depending on the individual student. The following may be useful factors to consider:

- a) the talents and interests of the student;
- b) the desire to experience something different before VCE;
- c) the desire to "try out" a subject to see if it would be an appropriate VCE choice; and,
- d) possible career choices.

After discussion between parents, students and teachers, the Preference Sheet accompanying this book should be completed and returned to the Year 8 Co-ordinator by Monday 27th July.

In the allocation of students to elective units, every effort will be made to accommodate the first four preferences of each student. This may not always be possible because of class sizes and facilities. In such cases, the student will be consulted about the other preference allocated.

Any enquiries should be directed to the Year 8 Co-ordinator, the Year 9 Co-ordinator, or the Deputy Principal - Learning and Curriculum.



COMMON STUDIES

RELIGIOUS EDUCATION

OVERVIEW

The Year 9 Religious Education course has been developed to support students in their journey of faith by touching on their actual life situations. It explores the beliefs of the Catholic tradition, the Old Testament, the history of the Catholic Church in Australia and the sacraments of Reconciliation and Healing. Special emphasis is placed on the person of Mary as Mother of God and the Church.

Religious Education is a core subject consisting of 3 periods per week. This includes a Liturgy once per fortnight. Students also participate in a series of Bosco units, one of which has a strong Religious Education focus. This particular unit explores communities with the emphasis on the call to community that is made in the Gospels.

STRUCTURE

Standards in the Religious Education Domain are divided into the following three dimensions: *Religious Knowledge and Understanding*; *Reasoning and Responding*, and *Personal Engagement*.

Religious Knowledge and Understanding focuses on the knowledge and understanding of the key practices and beliefs of Christian communities both present and past.

Reasoning and Responding focuses on the development of ways of thinking and acting as a response to Christian knowledge and understanding. Knowledge and Reasoning enables students to respond to the Catholic tradition and its call to building the reign of God.

Personal and Communal Engagement focuses on the nurturing of the spiritual life as part of a faith community which serves the community. Religious Education goes beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and the contribution to civic and faith communities.

WORK REQUIREMENTS

Students will be required to complete a number of minor tasks related to outcomes in addition to maintaining an accurate Workbook and completing the following major Work Requirements.

Semester One

1. Assignment: Australian Catholic Church
2. Investigation: Literary Forms in the Scriptures
3. Presentation: Wisdom and Prophetic Literature

Semester Two

1. Report: Mary, The First Disciple
2. Presentation: The Sacraments of Healing and Reconciliation

Examination

Students will sit a formal examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Religious Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the 'Religious Education' standards.



ENGLISH

OVERVIEW

The English Domain is centred on the study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including texts such as novels, short stories, poetry, plays, films and newspapers. The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas.

STRUCTURE

Standards in the English Domain are divided into the following three dimensions: *Reading*; *Writing*; and, *Speaking and Listening*.

The **Reading** dimension involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts.

The **Writing** dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance.

The **Speaking and Listening** dimension refers to the various formal and informal ways oral language is used to convey and receive meaning.

WORK REQUIREMENTS

As the learning in these dimensions is interrelated, Semester One and Semester Two both cover the dimensions in a similar format but in differing ways. In each semester, work will be set according to the following guidelines.

1. Text Response

Students are required to complete an extended piece of writing (either an essay or a creative text response) on each set text studied during the semester. Students will be expected to read and view a number of works in addition to the set texts, including newspaper articles as well as complete a range of shorter exercises as set by their teachers.

2. Writing Folio

Students will complete pieces of writing chosen from a range of text types, including personal, imaginative, argumentative, persuasive, informative and instructional.

3. Oral Communication

Students will be assessed on their ability to prepare and deliver a formal oral presentation to their class, and are expected to actively and sensibly participate in class discussions and other group activities.

Examination

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



MATHEMATICS

OVERVIEW

Mathematics is a compulsory core subject consisting of four periods per week. The course provides students with an opportunity to develop and extend their skills in the five dimensions listed below. As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models in a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions. In each semester there are a number of assessable Work Requirements.

For those students who have been identified as having significant difficulty, additional help is provided by staff from the Learning Support department. The more able students are provided with enhancement material.

STRUCTURE

Standards in the Mathematics Domain are divided into the following five dimensions: *Number; Space; Measurement, chance and data; Structure; Working mathematically.*

Number focuses on developing students' understanding of counting, magnitude and order

Space focuses on developing students' understanding of shape and location

Measurement, chance and data focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference.

Structure focuses on developing students' understanding of set, logic, function and algebra. It is fundamental to the concise and precise nature of mathematics and the generality of its results.

Working mathematically focuses on developing students' sense of mathematical inquiry, problem posing and problem solving, modelling and investigation.

WORK REQUIREMENTS

There are two Work Requirements in each semester for Year 9 Mathematics.

1. Formal tests

Students are required to complete a formal test on each unit of work. These tests will help to assess the acquisition of key learning outcomes and concepts from that unit.

2. Investigation

Students will complete a mathematical investigation or project. This project can both explore and extend the applications of some of the Mathematics studied this year. The investigation will challenge all students to use Mathematics in real situations and to further develop their problem solving strategies.

Examination

Students will sit a formal examination at the end of each semester.

Expectation

All students will maintain a Mathematics Workbook, which will contain all tasks completed for each unit of work. This will include work completed in class, at home or for revision. Students will regularly work on and complete set exercises and activities as they progress through each unit of work. Students are expected to have a scientific calculator.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 9 Mathematics for each semester. They are also awarded separate numerical grades for each of the Work Requirements above. Students will also be assessed against the VELS standards.



SCIENCE

OVERVIEW

Science is a core subject in Year Nine consisting of three classes per week. The lessons entail classroom work, discussion and theory, and practical work in the laboratory. The course has been developed to broaden students' knowledge in the disciplines of science, improve students' understanding of concepts and further develop practical skills.

Students expand their knowledge of science to include abstract concepts, theories, principles and models drawn from biological, chemical, earth, environmental, physical and space sciences. They apply these to particular situations, for example, changing the rates of chemical reactions, using gear systems to demonstrate the relationship between force and energy and relating sustainability of the requirements for species survival.

STRUCTURE

Standards in the Science Domain are divided into the following two dimensions: *Science Knowledge and Understanding*, *Science at work*.

Science knowledge and understanding focuses on building deep understanding of the overarching conceptual ideas of science.

Science at work focuses on students experiencing and researching how people work with and through science

WORK REQUIREMENTS

Semester One

1. An investigation into Forensic Science
2. Laboratory practicals: An overall mark is allocated based on the assessment of various practical reports
3. Topic assessment: varied depending on the nature of the topic

Semester Two

1. An investigation into Chemical Elements
2. Laboratory practicals: An overall mark is allocated based on the assessment of various practical reports
3. Topic assessment: varied depending on the nature of the topic

Examination

Students will sit a formal examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Year 9 Science for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



HUMANITIES

Overview

Humanities is a core subject consisting of three classes per week. It involves the study of human societies and their interaction with environments, both past and present. It encourages the students to use a range of skills as they develop their civic responsibilities through discipline based learning in the areas of Economics, Geography and History.

Semester One will focus on the Australian and global economic markets, personal finance, issue of global concern and coastal managements.

Semester Two will focus on Indigenous and European interpretations of events and issues of significance in the development of the Australian national identity including World War I and the period between the wars.

The students in Year 9 are working towards the VELS Standards of **Level 6 Humanities** and **Civics & Citizenship**.

Each of the areas has two dimensions.

Economics

- **knowledge and understanding** describes how markets, government policies and innovation affect the economy, society and environment in terms of use of resources and ecological sustainability.
- **Reasoning and interpretation** involves the interpretation and impact of reports, nationally and globally and how differences can be identified, negotiated and possibly resolved.

Geographical

- **knowledge and understanding** leads to an evaluation of the interaction of natural systems and human activities relating to the sustainable use and management of resources.
- **geospatial skills** involves the interpretation a variety of geographic data.

Historical

- **knowledge and understanding** analyses the impact of key events which contributed to Australia's social, political and cultural development.
- **reasoning and interpretation** involves the framing of key research questions in the identification, comprehension and critical evaluation of a range of resources using historical conventions, such as footnotes and bibliographies to document sources.

Civics and Citizenship

- **knowledge and understanding** describes the origins of Australia's federal political system, the development of a multicultural society and an analysis of an issue of global concern.
- **community engagement** encourages the formation and articulation of opinions related to social and environmental issues in national and global contexts.

WORK REQUIREMENTS

Semester One

1. **Survey & Report:** Analysis of Consumer Spending
2. **Case Study/Power Point Presentation:** Investigate a Political Party and the influence of pressure groups on voters.
3. **Environmental Impact Study:** Assess the extent of human impact on the coastal environments.



Semester Two

1. **Document Analysis:** Critical analysis of various documents depicting the impact of colonisation on Indigenous people.
2. **Report/Power Point Presentation:** Evaluate the contribution of a significant person/event to Australia's development as a nation.
3. **Image Analysis:** Analysis of Primary sources on World War I.

Expectation

The students will be expected to keep an accurate **Work Folio** of assessment tasks completed throughout each semester.

Examination

Students will complete an Examination covering each semester's work.

Assessment

Students are awarded a global percentage grade of their overall performance in Humanities for each semester based on separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



HEALTH AND PHYSICAL EDUCATION

OVERVIEW

In Health and Physical Education, Year 9 students develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. They investigate different components of fitness.

In semester two, students will be an integral part of SEPEP (Sports Education in Physical Education Program) curriculum model where the students will create and administer this particular form of social system within Physical Education lessons.

Students at the Year 9 Mannix Campus will learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students also examine the relationship between nutrition and the eating practices associated with different stages in life.

STRUCTURE

Standards in the Health and Physical Education Domain are divided into the following two dimensions: *Movement and Physical Activity* and *Health Knowledge and Promotion*.

Movement and physical activity focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Health knowledge and promotion examines physical, social, emotional and mental health and personal development across various stages of the lifespan.

WORK REQUIREMENTS

Semester One:

1. Movement and Physical Activities
2. Game awareness and teamwork knowledge and skills
3. Analysis Task: Personal Fitness Testing and Evaluation
4. Research Task: Evaluation of adolescent risk taking behaviour and an analysis of preventative measures
5. Survey Task and Analysis: Community Activity Providers

Semester Two:

1. Movement and Physical Activities
2. Game awareness and teamwork knowledge and skills
3. Analysis Task: Personal Fitness Testing and Evaluation
4. Research Task: State of Health and its Promotion in Australian case studies
5. Smart Eating and Diet related Food Disorders study.
6. SEPEP: Student centred learning outcomes/assessment tasks.

Examination:

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Health and Physical Education for each semester. They are also awarded separate numerical grades for each of the Work Requirements. Students will also be assessed against the VELS standards.



BOSCO UNITS

The Bosco Units are unique to the Year 9 program. One day per week, students will engage in learning experiences which extend beyond the classroom walls. They will have opportunities to pursue initiatives that help them to understand their world and explore “real life” issues. Each term the Bosco Units will explore a particular theme.

UNIT ONE: THE ENVIRONMENT

OVERVIEW

This unit provides students with opportunities to investigate local and global environmental issues and to investigate a solution to an environmental issue. There is no one solution to this problem and students will be engaged in creating personal solutions to this need. In doing this, students will build their knowledge of the subject and develop their skills of inquiry.

AIMS

On completion of this unit the student should be able to:

- Understand our environment and human impact on our environment by investigating one experimental challenge facing Melbourne.
- Develop and justify a solution about how best to guarantee Melbourne’s environmental needs.

WORK REQUIREMENTS

1. Investigation Project and Personal Action Plan
2. Report on Scotchman’s Creek Wetlands Visit
3. Environmental Journal

UNIT TWO: TALENTS AND LIMITS

OVERVIEW

This unit provides students with opportunities to stretch their limits by discovering their potential in a range of experiences including an Outdoor Education camp, and variety of adventure activities.

AIMS

On completion of this unit the student should be able to:

- Identify personal strengths, weaknesses and talents
- Evaluate the skills and behaviours required of an effective team member
- Analyse and plan the requirements of a multiday Outdoor Education Camp

WORK REQUIREMENTS

1. Personal Journal ‘Mt talents’ Project
2. Practical Application Tests and camp experience reflection

ASSESSMENT

Students will be awarded separate numerical grades for each of the Work Requirements. There are no Semester Examinations for Bosco Units.



UNIT THREE: URBANISM – ‘Growth of a City’

OVERVIEW

This unit provides students with opportunities to develop an understanding of the factors which have shaped Melbourne and its suburbs. Students will explore the CBD, local and inner suburban areas.

AIMS

On completion of this unit the student should be able to:

- appreciate the positive and negative aspects of living in a variety of urban environments
- demonstrate an understanding of urban growth (CBD and suburban growth due to population increase)
- explain some of the historical factors which helped shape Melbourne and its suburbs (Identification of links between past and present. Development of research questions, inquiry plans and use of a wide range of print and online resources to research events. Synthesis of written evidence to support arguments and conclusions).
- interpret a variety of geographic data at a range of scales with use of spatial concepts in explanations, evaluations and proposals.
- work collaboratively in teams

WORK REQUIREMENTS

1. Field exercise reports
2. Investigate Projects and presentation

UNIT FOUR: COMMUNITIES

OVERVIEW

This unit provides students with opportunities to develop an awareness of what it means to be an effective member of a community. It challenges students to recognise their responsibilities as community members and to take action through Community Service. Students will also have the opportunity to investigate some of the key issues affecting the global community.

AIMS

On completion of this unit the student should be able to:

- Understand what constitutes a community
- Describe the work of some of the local community agencies.
- Understand the social justice issues which are present in the world community today.
- Draw connections between Catholic social teachings on the common good and economic justice in the global community
- Appreciate some of the actions which are open to them to enact change.

WORK REQUIREMENTS

1. Community Service Reflection
2. Presentation on a Global Issue



ELECTIVE UNITS

ART

OVERVIEW

This unit offers students an exciting opportunity to explore a variety of Art activities. Students are introduced to a wide range of imaginative approaches, materials, skills, techniques and processes. They produce artworks in the areas of design, drawing, painting, printmaking, cross-media and digital art. Features of the program include an introduction to digital art using scanners and computer programs such as Macromedia Fireworks. Appreciation tasks introduce students to key Modern and Australian artists.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and making*** dimension focuses on ideas, skills, techniques and processes. Students design and make art works devised from a range of stimuli, demonstrating development of a personal style.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of art works.

WORK REQUIREMENTS

1. Folio

A collection of finished work from the areas of:

- Painting;
- Drawing;
- Sculpture;
- Digital Art;
- Cross-Media;
- Printmaking; and,
- Visual communication and design.

2. Visual Diary

Maintain a Workbook which includes a record of:

- Ideas;
- Exploratory drawings;
- Work plans;
- Visual references; and,
- Annotations.

3. Appreciation

- Written tasks on key Modern and Australian artists.

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Art at the end of the semester. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



VISUAL COMMUNICATION

OVERVIEW

Visual Communication at Year 9 is a semester long course, comprising of three periods per week. It is the training of visual literacy and practical problem solving using graphic techniques. It aims to translate often confusing verbal or written information into a clear, universal and visual language. Visual Communication satisfies the needs of specific clients and solves design problems in a visual way, using the Design Process. Students are encouraged to produce visual presentations that demonstrate their own development of personal style and reflections. Students will use the laboratory computers to develop skills in both the practical and theoretical components of this course.

STRUCTURE

Standards in the Arts domain are divided into the following two dimensions: Creating and Making and Exploring and Responding.

The *Creating and making* dimension focuses on ideas, skills, techniques and processes, performances and presentations.

The *Exploring and Responding* dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

1. Visual Diary

Maintain a workbook which includes a record of;

- Ideas
- Exploratory drawings
- Work plans
- Visual references; and
- Annotations

2. Folio

One finished presentation selected from the following areas;

- Posters
- Explanatory diagrams
- Brochure
- Book jacket
- Advertisement
- Billboard
- Concept presentations

3. Technical Drawing

- Exercises based on Pictorial Drawings

2. Appreciation

- Written tasks based on Contemporary and Modern Graphic Designers.

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Visual Communication. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



DRAMA

OVERVIEW

Drama in Year 9 consists of two units: Children's Theatre and Solo Performance. Students will explore, generate and express ideas when making and presenting drama, and develop characters and situations using a range of dramatic skills, techniques and processes. They will develop an understanding of and demonstrate various ways in which drama is developed to communicate ideas and feelings in various cultural and historical contexts.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

1. **Journal:** A series of prescribed entries
2. **Children's Theatre:** The creation and performance of an original work for a Primary School audience.
3. **Solo Performance:** The creation and performance of an original solo dramatic work

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Drama for each semester. They are also awarded separate numerical grades for each of the Work Requirements. Students will also be assessed against the VELS standards.



MUSIC

OVERVIEW

Music in Year 9 is a semester subject. Year 9 Music is designed to provide students with tangible links between the practice and theory of music in a variety of situations and historical contexts. Students will learn musical concepts according to the Kodaly Philosophy which places a very strong emphasis on melodic and rhythmic work. Students learn about music through the completion of practical and theoretical tasks, performance, listening, composition and analysis. Information technologies are employed to enhance student learning in several units of work. A minimum of one year's experience of singing or playing an instrument is essential.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques, processes, performances and presentations.

The ***Exploring and Responding*** dimension focuses on context, interpreting and responding, criticism and aesthetics.

WORK REQUIREMENTS

1. **Performance:** Solo and group performance(s).
2. **Assignment:** Instrument development and performance.
3. **Composition:** A folio of arrangement and composition tasks.

Examination

Students will complete a Theory and Aural semester examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Music for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELs standards.



MEDIA STUDIES

OVERVIEW

This introductory unit seeks to identify some of the dominant media forms in our society and explore what their messages are and how they communicate with us. Theoretical instruction is reinforced by practical tasks wherever possible. Much emphasis is placed upon team solutions to media problems.

STRUCTURE

Standards in the Arts Domain are divided into the following two dimensions: *Creating and Making* and *Exploring and Responding*.

The ***Creating and Making*** dimension focuses on ideas, skills, techniques and processes. Students design and make media products devised from a range of stimuli.

The ***Exploring and Responding*** dimension focuses on interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work.

WORK REQUIREMENTS

1. Introduction to film's language and genre

Students will complete a one page magazine article exploring a specific film genre, such as Horror, identifying the elements at work on audiences from the classic Hollywood age. The requirement will be completed using desktop publishing software.

2. Introduction to animation

Students will investigate a range of animated forms across cultures and time. Students will complete a short, original 2D animated sequence using either digital technology or stop-frame animation.

3. Introduction to persuasive powers of media

Students will create a commercial, using a fictional product, with the option to complete the assignment in a variety of forms ie: video, radio or print.

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Media. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each dimension.



INFORMATION TECHNOLOGY

OVERVIEW

Students will be introduced to two ICT tools for creating solutions to information based problems, namely Microsoft Excel and Microsoft Access respectively. They will also be given the opportunity to problem-solve and share ideas in a collaborative environment by building and programming LEGO robots.

STRUCTURE

Standards in the Information and Communications Technology domain are divided into the following three dimensions: *ICT for visualising thinking*; *ICT for creating*, and *ICT for communicating*.

ICT for visualising thinking focuses on students using ICT tools to assist with their thinking processes and to help them reflect on the thinking strategies they use to develop understanding.

ICT for creating focuses on students using ICT tools for creating solutions to problems and for creating information products.

ICT for communicating focuses on students using ICT to:

- a. present ideas and understandings to audiences
- b. communicate with known and unknown audiences
- c. support knowledge-building among teams

WORK REQUIREMENTS

1. Spreadsheets

Students will be required to develop a spreadsheet-based solution in response to a typical information problem. A number of techniques will need to be applied so as to transform data into meaningful information.

2. Databases

Students will be required to develop a database as a solution to a typical information problem. A number of techniques will need to be applied so as to transform data into meaningful information.

3. Robotics

Students will be required to work in small groups to design, construct and program a LEGO robot to perform a set task. In doing so, students will need to demonstrate effective thinking, problem solving and communication skills.

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Information Technology. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



SYSTEMS and TECHNOLOGY

OVERVIEW

Systems and Technology involves the student designing and producing a working system using a Design Brief as a guide. Students transform ideas into creative and innovative plans prior to production beginning. Students must demonstrate investigative skills using a range of information technologies. Using selected sub-systems, they then implement their design plans in the production stage. In a workshop setting, students develop manual and diagnostic skills through the safe and appropriate use of tools, equipment and techniques. Finally, students are required to evaluate the effectiveness of their finished product by making judgements concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions:

Investigating and Designing

Having conducted thorough investigation into materials, sub-systems and design options, students develop an effective plan prior to production. Students are encouraged to utilise ICT in creating their design plans

Producing

Students select appropriate tools and equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

Analysing and Evaluating

In this dimension the outcomes of design and production activities are scrutinised and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. Investigating and Designing

Using ICT equipment and techniques, students develop a design brief that requires research into the needs of a potential client or user, considering factors such as expected function and performance, energy usage and suitability of materials or subsystems

2. Producing

Students select correct component parts, materials, tools, equipment and processes to safely construct a working system

3. Analysing and evaluating

Both as individuals and in a group setting, students critically analyse their product in terms of its suitability and effectiveness.

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



DESIGN AND TECHNOLOGY

OVERVIEW

Design and Technology involves the student designing and producing three-dimensional products using a Design Brief as a guide. The semester's focus is centered around the design and production of a piece of furniture using a selection of different materials. Students are encouraged to create a product that is both original and functional. In the design stage, students transform ideas into creative and innovative plans using ICT resources wherever appropriate. In a workshop setting, students build on skills gained in previous years and learn the correct use of some of the more challenging hand tools including an introduction to some basic power tools. Finally, students are required to analyse and evaluate the effectiveness of their finished product by making judgements concerning its suitability, safety and practicality.

STRUCTURE

Standards in the Design, Creativity and Technology domain are divided into the following three dimensions:

Investigating and Designing

Students develop design concepts, production plans and conduct investigations into suitable materials. Students are encouraged to utilise ICT in creating their design plans

Producing

Students select appropriate tools, equipment and processes in order to implement their design plans. Safe workshop practices must be demonstrated.

Analysing and Evaluating

In this dimension, the outcomes of design and production activities are scrutinized and compared in effectiveness with the design brief.

WORK REQUIREMENTS

1. Investigating and Designing

Using ICT equipment and techniques, students develop a design brief that requires research into the needs of a potential client or user, considering a range of design factors, and the characteristics and properties of materials

2. Producing

Students select correct materials, tools, equipment and processes to safely construct a 3 dimensional product

3. Analysing and evaluating

Both as individuals and in a group setting students critically analyse their product in terms of its suitability and effectiveness

Examination

Students will complete an examination at the end of each semester.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in this elective. They are also awarded separate grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



LANGUAGES OTHER THAN ENGLISH

(ITALIAN)

OVERVIEW

In Year 9 LOTE, the Italian curriculum will follow on from work completed in Years 7 and 8. The program is designed as a FULL YEAR course and counts as two electives. The emphasis remains on using LOTE for communication by developing the skills of listening, speaking, reading and writing, with a deeper understanding of the connections between language and culture, and how culture is embedded in the communication system.

STRUCTURE

Standards in the Languages Other Than English domain are divided into the following two dimensions: *Communicating in a language other than English* and *Intercultural knowledge and language awareness*.

In the ***Communicating in a language other than English*** dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied.

The ***Intercultural knowledge and language awareness*** dimension, develops students knowledge of the connections between language and culture, and how culture is embedded throughout the communication system.

WORK REQUIREMENTS

Italian:

Semesters One and Two

1. Oral and Aural Tasks
2. Tests on Language Structures
3. Written Work

Examination

Students will complete an examination covering each semester's work.

ASSESSMENT

Students are awarded a global percentage grade of their overall performance in Languages Other Than English for each semester. They are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against the VELS standards.



My Place, Our Space

OVERVIEW

Humans are having a significant impact on the environment, as can be seen from the increasing concerns about global warming and the challenges of running out of fossil fuels such as petroleum. How well are we looking after our environment, the Mannix Campus? What can we do to minimise our impact on this space and what can we do to make it a more pleasant and ecologically balanced place for us to enjoy? To respond to these important questions students will follow the three steps of “Investigate, Create and Evaluate”. Firstly they will investigate the key features of the Mannix Campus ecosystem, They will then create a solution to some feature of the environment that needs improvement. Possibilities include landscaping the access road along the eastern boundary of the campus, plant propagation, building bird nesting boxes for native species in the area, reducing energy use and waste generation on site, and establishing native plant and/or vegetable patches on site. Finally, they will evaluate how effective was the project in meeting its objectives.

AIMS

This course is designed to enable students to:

- identify and investigate sources of waste generated by and within the Mannix community
- analyse and evaluate waste treatment and management options that are suitable to the campus and can be carried out in a timely and effective manner.
- appreciate the links across related areas of science: for example, resource management, green chemistry and habitat renewal
- design, construct and evaluate a project that improves some aspect of the environment on the Mannix Campus, by either enhancing the physical surrounds or minimising the wastes generated as a result of our presence.

STANDARDS

Standards are divided into the following dimensions:

Science knowledge and understanding

- Students investigate how plants and animals adapt so as to be able to survive in their environments
- they investigate sources of waste generated within the community and consider waste treatment and management options
- they learn how wastes are generated in the processing of natural materials and how the management of these wastes contribute to environmental sustainability
- they investigate, create and produce a range of strategies and products that explore, encourage and communicate the responsible use and management of natural and processed resources

Science at work

- Using a variety of formats, students prepare investigation reports learning to use symbols and diagrams extensively to illustrate procedures and data analysis, and support the conclusions drawn and presented
- they make systematic observations and interpret recorded data appropriately, according to the aims of the study. In field work, they demonstrate use of basic sampling procedures and represent relationships in ecosystems graphically. Students use simulations to predict the effect of change on an ecosystem. They identify, analyse and ask their own questions in relation to scientific ideas or issues of interest.

Geographic knowledge and understanding

- Students demonstrate understanding of environmental issues based in inquiry and propose ways of ensuring the sustainability of resources
- they analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales.

WORK REQUIREMENTS

1. A topic test on Ecosystems and Environmental Science



2. A major report on the Project undertaken
3. A journal that follows the progress of the task and the particular allocated duties that were undertaken by that student, in addition to an evaluation of its success or otherwise.

ASSESSMENT

Students are awarded a numerical grade which provides a global summary of their overall performance for the semester. Students are also awarded separate numerical grades for each of the Work Requirements described above. Students will also be assessed against each of the VELS standards for each Dimension.