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INTRODUCTION

This Course Guide provides information about the courses offered in year 9 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year. For information relating to elective units please refer to the 2016 Year 9 Elective Subject Booklet.

Curriculum structure

Year 9 is the final year of Middle School, and the curriculum structure of year 9 is different to that of year 8. Students exercise some choice in the elective subjects they study, as well as studying the following core subjects:

<table>
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<tr>
<th>Subject</th>
<th>Equivalent 80 minute sessions per fortnight</th>
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<tbody>
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<td>Geography/History</td>
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<tr>
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<td>2 (one semester only)</td>
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<td>Sport</td>
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<td>CUE Program</td>
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</tbody>
</table>

Elective subjects

In year 9 students choose two elective units from the following:

- Contemporary Art
- Fine Art
- Drama
- Food and Technology
- Music Performance and Syles
- Textiles
- Recording, Composing and Performing
- Visual Communication Design
- History: American
- Digital Technologies
- Literature

The range of choice experienced in year 9 increases in year 10, and in years 11 and 12 a very broad choice is available to allow students to cater to their individual needs, talents and future directions. Studies in years 9 and 10 serve as a foundation for future studies in either the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE) at years 11 and 12. If you require any information on either of these programs at this stage, please don’t hesitate to contact the Director of Curriculum.

Assessment in year 9 will be based on a variety of tasks, with each task individually graded on a scale of A+ to UG. Parent/Teacher/Student Interviews will be held in April and August and formal written reports will be distributed at the middle and end of the year. Parents are encouraged to contact the College if they have any concerns during the year.

Students in year 9 will also undertake formal examinations towards the end of May and later in the year. These examinations and tasks form only one part of the total assessment for subjects during the year, but more importantly provide a valuable experience for students to learn examination techniques and revision strategies. Students are given time to reflect on their examination experiences and to learn from them for future examinations.
In year 9 students meet regularly with their mentor and other members of their homeroom. They also gather once a week for assemblies or chapel services. During the year, each form spends a week as part of the outdoor education program with the aims being the continued development of self-reliance and an introduction to some of the skills needed for them to participate fully in the outdoor education program available in the Senior School. Students have opportunities to take leadership positions within Middle School and are encouraged to participate in the variety of cocurricular activities offered by the College.

Throughout the year students will be involved in the innovative CUE program, an activity-based experiential program that challenges students and develops independent learners. Further details are given in this booklet and at various times during the year.

It is important that students make the most of the opportunities presented this year to maximise their choice for next year and beyond. Students should aim perform at their best across all subjects in order to keep the greatest range of choice open to them when selecting courses for year 10 and eventually for subjects in years 11 and 12.

Communication between the College and home is very important to the support and success of each student. Students should also maintain open lines of communication with their teachers and parents. Students, parents and staff are engaged in a partnership throughout the year to obtain the best possible outcome for each individual student. I wish all well in their endeavours in 2016.

Dr Tom Fisher
Director of Curriculum
CUE PROGRAM

The year 9 experiential learning program takes students on an inquiry-based journey both on and off campus. The three Domains – Community Service, Urban Exploration and Environmental Sustainability – immerse our young people in issues such as trade and economics, multiculturalism, immigration, social welfare, conservation, ecotourism and sustainable living.

Students spend four to five days off campus in each domain and have one timetabled period a fortnight allocated for reflection and extension of their learning. The Extended Environmental Experience (Year 9 Camp) is incorporated as an opportunity for students to assess human impact on natural environments. In term 4 students participate in a ‘Big Experience’, which draws together the elements of the CUE program and applies them to an overseas experience.

More information on the CUE program and Big Experience will be distributed throughout the year.

Objectives

The CUE program aims to:

- engage students in positive learning and social experiences beyond the classroom
- provoke inquiry into real world issues, focusing on their impact on individuals, local communities and the global community
- encourage students to become towards more sustainable decision makers and people of action
- instil in each student, a positive attitude toward self, the community and their world
- develop in students greater independence and the life skills and qualities required to become independent learners and workers, including the ability to:
  - act responsibly in a variety of settings
  - communicate with others
  - show initiative in managing problems and new situations
  - negotiate with others for successful outcomes
  - plan and organise their time to get work done;
  - adapt to changing circumstances
  - evaluate their own performance and reflect on change and personal growth
  - think creatively to solve problems
  - work effectively with others
  - effectively use appropriate technology, including information and communications technology

Content

Community Service: After nominating their preferences, students will be allocated a community service organisation, and each fortnight will participate in the organisation’s programs to understand how it serves the community. Students will be responsible for travelling to and from their placement to further develop their independence. The placements currently offered by the College include nursing homes, organisations catering for disabilities, adult migrant education services and primary schools.

Urban Exploration: This domain requires students to reflect upon and investigate what makes a city: how it looks, how it feels, how it acts and how it interacts. Students negotiate transport, and look into our social welfare system, multicultural nature and economic drivers, focusing on the development of the city of Melbourne and its northern suburbs. Public transport will be the main mode of travel and it is expected that students will become competent users of Melbourne’s public transport system.

Environmental Sustainability: Whilst investigating the global issue of sustainability this domain takes a local focus on the themes of protection and conversation, consumption and waste management, and human impact and action in order to change behaviours and attitudes towards the environment. Students will complete the field-work component of this domain during the Extended Environmental Experience (Year 9 Camp). This will be facilitated by the Outdoor Education Department along the Great Southwest Walk in term 3.
Learning and Teaching Methods
For the Community and Urban domains, CUE experience days are held once a fortnight, timetabled on a rotating basis. These days involve the students being off campus for the whole day, working in small groups or independently. Field days for the Environmental Sustainability domain are completed during the five day Extended Environmental Experience, as well as during scheduled class time. Preparing for, reflecting on and extending CUE experiences are important aspects of the program and form the academic components for teaching and learning. A concept-based approach to learning is adopted to cater for the specific needs of the activity and the students.

Assessment
Much of the assessment will be formative in nature involving observation and discussions with the students.
- Participation and involvement in the CUE Experience Days
- Domain related reflection and extension tasks - my.journey student blog entries, action projects
- Big Experience 'journey.doc' workbook that students take on their Big Experience
ENGLISH

Aims
The year 9 English course aims to develop students’ ability to:

• use the conventions of written English
• write in a variety of styles
• listen carefully and speak clearly and coherently
• read fluently and with perception
• use the fiction section of libraries with confidence to select reading beyond the set novels
• use a dictionary and thesaurus regularly and naturally
• respond perceptively to different literary and non-print genres, including popular culture
• read newspapers regularly and to take an active interest in current issues
• use information technology in a creative manner to support and extend English skills

Content
Texts form the basis of study in English. Complete English Basics 3 (Sadler and Sadler) will be used throughout the year to improve skills in grammar, spelling, punctuation and vocabulary.

Term 1 Of Mice and Men by John Steinbeck
Term 2 Oral presentations/narrative and persuasive writing
Term 3 A Midsummer Night's Dream by William Shakespeare
Term 4 Our Faces, Our Places: a unit focusing on Australian and Asian literature and including a selection of poetry, film, novels and short stories

Learning and Teaching Methods
Recognising the different learning styles and needs of individuals, the treatment of texts can be varied each term to allow diversity in responses from students and varied teaching approaches by individual teachers.

Speaking: Class discussions, group work, individual talks, reading aloud, debating, Dr Norm G Fary Public Speaking Competition.

Writing: The literary essay and formal essay technique; writing within a time limit in test conditions; and further development of writing in a variety of genres, such as reviews, narrative, autobiography, instructional writing, informative writing, persuasive writing, analytical writing, imaginative writing, poetry and dialogue.

Reading: Students are encouraged to read a variety of genres of their own choice in addition to the set English texts to develop a love and appreciation of literature.

Listening: Activities designed to encourage and enhance courteous and effective listening skills are used throughout the year.

Assessment
• A variety of short and long writing exercises to assess:
  • expression skills and mechanics of English usage
    - analytical responses to literary and film texts
    - creative and personal writing
    - persuasive and expository writing
    - study of media and current issues
• Oral work in varied settings
• Research
• Examination (80 minutes) in each semester
GEOGRAPHY

The year 9 Geography course has been designed to complement the CUE program by making geographical connections to the program. Geography focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help make and change places and their environments. This unit examines the interconnection between people and places through the products people buy and the effects of their production on the places where they are made. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Content

Urbanisation – how do we connect with places?
Students will investigate people and their connections with places. This will include the way people interact with places, how we change places and how places change us. How do we see places? What does our land mean to us? How do places change? How do we access places? Are we all on an equal footing? What is the geography of fear?

Environment – tourism, for better or worse
The World Tourism Organisation estimates that by 2030 five million people will move each day. Where these people will go and what will influence their choices will be investigated in this topic. Students will also identify some of the impacts these choices have on the places they visit.

Community – buy, swap and give
Students will explore the topics of environmental awareness, including that of social groups such as Greenpeace and the World Wildlife Fund. Students will also study the role that local organisations play in minimising the negative impacts of global issues. Trade and aid will be discussed with a focus on how these can bring people together. The challenge to be faced is how to organise trade and aid so that they foster social justice and are fair and sustainable.

Geographical Inquiry and Skills
A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 Geography are:

• What are the causes and consequences of change in places and environments and how can this change be managed?
• What are the future implications of changes to places and environments?
• Why are interconnections and interdependencies important for the future of places and environments?
**HEAD, HEART AND SOUL**

**Aims**
An ongoing theme over years 7, 8 and 9 is the philosophy of religion and faith. Students will be encouraged to:

- Study and assess the nature and claims of religious teachings in relation to God and faith
- Examine the difference between the culture of structured religion and issues of faith and relationship with God
- Explore the concept of a personal faith

A specific aim for year 9 is for students to gain an appreciation of the major religions associated with the Asian nations visited during their Big Experience.

Students undertake this subject for one semester in year 9.

**Content**
Students are challenged to carefully consider the nature and claims of religious culture and teachings. They are encouraged to critically analyse the broader concepts of religion and faith, and the specific claims of the world's major religious teachings. It is expected that students will incorporate a specific focus on the religions of the nations that they will visit as part of their Big Experience.

Students are also given a range of other topics that they may choose from: religious history, contemporary religious events, a personal faith journey, spirituality, and world religions. This aspect of the course allows students to assume a sense of ownership over their learning and spiritual growth.

The concepts of religion, opinion, belief and truth are also critically examined to assess and understand the difference between cultural aspects of religious practice and the nature of a relationship with God.

**Learning and Teaching Methods**
Each unit is designed to build student knowledge and skills by using teaching and learning activities designed to meet the inquiry-based method of learning – investigation, communication and participation. Activities will include a variety of interesting tasks that will be completed either as individual or group submissions. The actual mix of teaching strategies will vary from one staff member to the next but the range of teaching and learning strategies employed could include research based work, videos and newspaper/magazine articles, class discussions, worksheets and analytical exercises, and drama presentations.

**Assessment**
- Class work – participation in group work, class discussion and completion of unit work
- Research projects
HEALTH

Aims
Health is a semester-long subject, which aims to give students the opportunity to develop an understanding of common health issues associated with adolescence, as well as developing personal and social skills, including coping, risk-taking and decision-making.

Content
The year 9 health course includes the following topics:

First Aid: practical and theory of basic first aid procedures, such as DRABCD, RICER and the management of bleeding, asthma and anaphylaxis.

Youth, media and pop culture: assessment of screen time and media habits, gender messages in the media, how media influences decisions, and youth trends

Coping, risk taking and decision making: how social groups and the media affect our decisions and mental, social and physical health

Youth health issues: research into common health issues associated with adolescence, such as mental health, alcohol and drugs, sexuality and sexual health, and bullying.

Learning and Teaching Methods
A variety of teaching and learning methods will be employed, such as small group discussions, practical work, web-based media, research projects and educational games.

Assessment
Reporting is based on teacher observations, and a variety of assessment modes including:

- Student workbook, group multi-media presentation, individual research project and a short answer test
- level of participation
- interaction with peers and teacher
- organisational skills
HISTORY

The Year 9 History course aims to provide students with a broad understanding of the period 1750 to 1918. This era saw industrialisation and rapid change in the ways people lived, worked and thought. It was a time of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I – the 'war to end all wars'.

Students begin with an overview of the period 1750 to 1918 so that they can appreciate the context of the core units to be investigated. They look at the Industrial Revolution and its impact on the lives of people in the 18th and 19th Centuries. Specifically, students will look at the ways in which the movement of people was affected. The three topics of slaves, convicts, and migrants will provide the context of this area of study.

The course then investigates the key features of China during the 1750 to 1918 period, including its relations with other nations at the time, and the effect of contact with foreign powers, culminating in events such as the Boxer Rebellion. The Chinese diaspora – the period of migration from China to other parts of the world in the 19th Century – is also addressed as it had a significant impact on Australia's history at that time.

Finally, students study World War I (1914-1918). They investigate the causes of the war and the rush to enlist; the places where Australians fought, including Gallipoli and the Western Front; the impact of the war on Australia; and the way the war is commemorated in the modern era.

Assessment

Assessment for this subject will be based on a range of the following:

- Classwork and homework
- Class tests
- Source analyses
- Research projects
- Essays
- Semester examination
LOTE

Why study a Language?
The broadest aim of language learning is to develop a love and appreciation for the importance of language and cultural studies. This is critical in a culturally diverse nation like Australia. It is also a great asset for a generation of young people who will almost certainly travel or work abroad throughout their lives. Language studies promote increased interest in, understanding of and respect for people from diverse backgrounds. Students’ horizons are broadened through their introduction to a wider environment and an understanding of different language communities. When travelling they can interact with local people in a meaningful way. Their understanding of other peoples is enhanced by their cultural and linguistic knowledge.

Practical considerations for studying a Language
Students may also consider the following:
• The International Baccalaureate Diploma Programme requires students to study a foreign language
• In recognition of the challenges inherent in language learning, students who study a language at year 12 receive a bonus in their Australian Tertiary Admission Rank (ATAR)
• Employers respect the perseverance required to study a language
• An ability to speak a foreign language can be a great advantage in a range of employment situations and is a requirement for certain jobs
• Learning a language other than English enhances your knowledge of English grammar

Aims
The primary aim of language learning in year 9 is to provide students with opportunities to further develop their listening, speaking, reading and writing skills. We aim to provide all students with a challenging curriculum, which will give them a sense of achievement upon completion of year 9 as well as a solid foundation for continued language studies. This will keep their options open for VCE or IBDP studies.

Some of the specific aims in terms of language learning include developing:
• an understanding of different text types for different purposes and audiences
• a variety of writing styles for different purposes and audiences
• a thorough understanding of the grammatical underpinnings of the language
• communication skills specific to each language
• information and computer technology skills to assist in language acquisition and communication
• study techniques for language tests and examinations
• independent learning strategies, such as wider reading, dictionary use and editing skills

Content
Specifically, students choosing a particular language will enjoy areas of study as listed below:

French: Talking about family life and yourself, getting about town and Paris, talking about future events/projects, holiday plans and part-time work, describing and recounting past events and actions, talking about a range of leisure and social activities, discovering life in France and francophone communities, healthy lifestyles.

Indonesian: Friendships, describing people, travelling in Indonesia, buying goods, bargaining in Indonesian markets, visiting an Indonesian restaurant and ordering food, weather and climate, caring for the environment, coping with natural disasters.

Chinese: Holidays, talking about the weather, different countries and languages, modes of transport, describing people, daily routines, directions and places, discussing weekend plans, employment, living in China, shopping, travel in China, understanding tourist information, buying souvenirs, Chinese Festivals.

Learning and Teaching Methods
• Students will view videos to learn about the culture of each language and to practise the language
• Songs and poetry will be used to provide enjoyment and to reinforce the language
• Students will learn to use the language in creative ways by preparing scenarios, surveys, descriptions, brochures or posters
• Students will work in groups to practise speaking and writing skills and to further cooperative learning
• Students will use the internet to find current information about the country
• Students will use computers to practise language skills through games and in the preparation of written work
• Students will perform role plays and individual presentations to foster confidence in speaking
• Students will be encouraged to further their language skills independently, finding opportunities to use the language such as watching TV programs, reading magazines, and conversing with speakers of the language

Prerequisites and assessment
To undertake studies in a particular language at year 9, students will require a background in that language at years 7 and 8. Students will be expected to complete all work requirements to gain a satisfactory on their report. In preparation for work requirements the workbook and homework exercises must be done. Assignments must be completed at a satisfactory standard and in a timely manner. There will be regular tests to monitor student progress. There will be an examination at the end of semester one and a final assessment task at the end of semester two.
MATHEMATICS

Aims
Mathematics is a study of patterns in number and space. It provides a means of symbolic communication that is powerful, logical, concise, and unambiguous. Essential mathematical activities include abstracting, inventing, proving, applying and problem solving.

The middle years of secondary mathematics are designed to prepare students for the demands of IBDP or VCE mathematics, and to provide access to worthwhile and challenging learning in a way which takes into account the needs and aspirations of all students. They are also designed to promote student awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of their mathematical knowledge and skills.

Content
This course has been designed to follow the Australian Curriculum by developing knowledge and skills through the study of the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Specifically, topics include algebra, linear graphs, equations, Pythagoras’ Theorem, geometry, measurement, trigonometry, quadratic functions, probability, and statistics. Most topics are three to four weeks in length. Students learn to apply their knowledge in the above areas to analyse, investigate and solve problems in a variety of situations.

In year 9 there is an accelerated group and an enrichment group, which comprise the most able mathematics students as determined by their performance in year 8. Students can be moved in or out of these groups based on their results in assessments and commitment to the subject. Accelerated students cover the same topics as the standard year 9 course, as well as additional topics from the year 10 course. This provides a foundation to study VCE Mathematical Methods in year 10. The enrichment group covers the same topics as the standard year 9 course, but in greater depth. A foundation group also exists to cater for students requiring additional support. This group studies a modified version of the year 9 course.

All students participate in the Australian Mathematics Competition. High achievers will be offered the chance to participate in the Australian Intermediate Mathematics Olympiad and the University of Melbourne Mathematics Competition.

Learning and Teaching Methods
Students will experience learning through explicit teaching, completing hands-on activities, conducting investigations, exploring open-ended questions and applying skills to real life problems. Other classroom activities will include number and logic puzzles, problem solving, using mathematics specific apps and online resources, and construction activities. Students also learn to communicate mathematical ideas and make use of scientific calculators and iPads.

Assessment
Assessment is based on mid-year and end of year examinations, common classroom tests in each topic as well as homework tasks, projects and problem solving activities. Students in the accelerated group also complete an additional examination. Students’ results in the tests and examinations are used to determine the mathematics groupings for year 10.
PHYSICAL EDUCATION/SPORT SKILLS

Aims
Physical Education and Sport Skills is a practical area that aims to apply students’ movement and game skills to a variety of sporting and recreational situations. There is a strong emphasis on developing personal and social skills. A strong link exists between physical education and the ACS sport program, with an increased focus on students gaining the skills, knowledge and values required for lifelong participation in physical activity and sport.

Content
The year 9 program is divided into two areas of learning: physical education and sport skills. The physical education component involves community sport electives, game sense, House sport and movement skills. Sport skills is directly related to ACS sport, and students learn skills and tactics relevant to their chosen sport.

Learning and Teaching Methods
The activities offered in year 9 specifically focus on variety, enjoyment and developing values to enable an active lifestyle in the future.

Community Sport Electives: students choose from a variety of community sports, such as water sports, adventure racing, social team games, wellness (e.g. yoga, pilates, gym) and self-defence.

Game Sense: students participate in three areas: invasion games, striking/fielding games, and net/wall games. Here the focus is on developing game tactics and teamwork/social skills.

Sport Education in Physical Education Program (SEPEP): students participate in a House sport competition where they are responsible for fulfilling all the roles involved in a team environment, such as coach, captain and umpire. Success is achieved through working together as a team.

Movement Skills: students participate in a session of gymnastics, aerobics and modern/hip-hop dance.

Sport Skills: students are grouped into their ACS teams to develop skills in their chosen sport which will enable them to perform more effectively and confidently in their ACS competition.

Throughout these different learning areas, students will have a number of different instructors/teachers with specific expertise, to enable them to experience a variety of activities.

Assessment
Within this practical area, assessment is based only on behavioural indicators of the Physical Education component:

- Organisation for learning
- Attitude to learning
- Engagement in learning

Whilst skill development is assessed in years 7 and 8, the focus in years 9 and 10 is more on enjoyment, involvement, and trying new sports and concepts to encourage life-long participation in physical activity.
SCIENCE

Aims
Science and its applications are part of everyday life. Science education develops students’ abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

The science curriculum at St Leonard’s College helps and encourages students to:
- develop knowledge and skills central to biological, chemical, earth and physical sciences
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- communicate scientific understanding in appropriate scientific language to a range of audiences

Content
The year 9 Science course has been designed according to the philosophy that it is the responsibility of every individual to have an awareness and understanding of the scientific developments happening around them. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the critical and creative thinking skills of students. Areas of study include:
- Body systems
- Scientific method
- Ecology
- Waves
- Electricity
- Chemical reactions

Learning and Teaching Methods
The variety of classroom teaching activities include:
- research, library, internet, journal and practical based assignments, projects, tasks and investigations
- class, group and individual student discussions and presentations
- computer simulations, data-logging, web page designing and PowerPoint presentations
- the use of puzzles and activities which promote and mesh creative and logical thinking
- overhead, whiteboard, slides, demonstrations or video sessions
- role plays, drama, creative compositions (poetry, songs, models, etc)
- various types of homework activities
- guest speakers and excursions to places of scientific interest
- thinking about ways to solve problems and come up with potential solutions
- applying the principles of scientific method to problems and challenges
- note and data recording and collection
- formatting and manipulation of data, results and other information
- comprehension, discussion, interpretation and analysis of data, articles and other information
- self and class tests and examinations

Assessment
A range of tests, semester examinations, experiments, investigations, PowerPoint presentations and projects are used which will examine the skills of collecting and using information through observation, measurement, experimenting, interpreting and problem solving.
SPORT

School Sport is concerned with:

- Further development and application of the knowledge, skills, attitudes and values gained through physical education
- Encouraging all students to maximise their potential, and to use their knowledge and skills in an appropriate sporting and educational environment
- Students having a sense of identity and belonging to a team, and representing the college with pride against other schools

St Leonard’s College is a member of the Association of Coeducational Schools (ACS). This requires that students will play one summer and one winter interschool sport. Each sport has ten home and away games and the possibility of one final. Students select from the following:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
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<tr>
<td>Softball</td>
<td>Basketball</td>
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<tr>
<td>Volleyball</td>
<td>Hockey</td>
</tr>
<tr>
<td>Tennis</td>
<td>Cricket</td>
</tr>
<tr>
<td>Soccer</td>
<td>Softball</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Table Tennis</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td>Football</td>
</tr>
<tr>
<td>Basketball</td>
<td>Soccer</td>
</tr>
<tr>
<td>Hockey</td>
<td>Tennis</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

St Leonard’s also enters large teams into the ACS Athletics, Swimming, and Cross Country carnivals. Regular training occurs for these teams on Thursday afternoons.
## VICTORIAN CERTIFICATE OF EDUCATION COURSE

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Units 1 and 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English Literature</td>
<td>English Literature</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td></td>
<td>General Mathematics Specialist Foundation Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
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# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Subjects may be taken at Higher Level or Standard Level

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Year 9
Elective Subject Booklet 2016
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INTRODUCTION

At year 9 students undertake a number of elective subjects. This booklet gives details of those subjects, information regarding the choices available and the process of making those elective choices. You should read the whole of this booklet before considering your selection.

The separate Year 9 Course Guide is available online and contains information on the core subjects, which are common to all students.

Curriculum structure

Years 9 and 10 can be seen as a two-year sequence within the secondary school curriculum. In years 7 and 8 all students are engaged in a common core curriculum with very little choice, providing a strong foundation for future studies. At years 11 and 12, students have a very broad range of choice to cater for their individual talents, needs and future directions. It is in years 9 to 10 that students are introduced to some choice to allow them to pursue areas of interest or areas in which they have a particular talent. Whilst there is some choice, there is still the foundation of a common core of subjects.

Of the areas of discipline-based learning, students study English, Mathematics, History, Geography, Science, LOTE, Health, and Physical Education and Sport within their core. Elective subjects are drawn from the areas of the Arts, Health and Physical Education, English and History. Students should have a balance of areas of study within their choice of elective units. This ensures a breadth of education and the greatest range of choice for subjects at years 11 and 12. Students will be expected to complete a formal examination in their elective subjects, as well as their core subjects, with the exceptions of Health, Physical Education, and Head, Heart and Soul.

In year 10, the elective program expands to include a greater range of Humanities and Arts and Technology subjects, as well as incorporating Sports Science and access to a range of VCE units. Languages also become elective subjects in year 10. More information regarding the details of the year 10 program will be available next year, or can be obtained from the Director of Curriculum.

Years 9 and 10 provide a foundation for students to make an informed choice about their subjects in years 11 and 12 and their choice of program: the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE).

The IBDP is a two-year program in which students take six subjects over the two years. These subjects must include a modern language, a science, and a humanities subject along with Mathematics and English.

In the VCE program, students choose 22 semester-length units over a two-year period, and each unit is assessed using a variety of assessment tasks. Many of the year 9 and year 10 elective units provide a foundation for later VCE units and students should bear this in mind when planning courses.

A summary of the VCE and IBDP subjects offered at St Leonard's College is given at the back of this booklet. If you require information at this stage about courses available in years 11 and 12, please contact the Director of Curriculum.
Core subjects
The following subjects are compulsory for all students:

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<tr>
<th>Year 9</th>
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<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>LOTE</td>
<td>History: The Modern World and Australia</td>
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<td>Geography</td>
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<td>Health and Physical Education</td>
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<td>Head, Heart and Soul (one semester)</td>
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<td>CUE Program</td>
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<td>Health and Physical Education</td>
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<td>Sport</td>
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Elective subjects

Year 9 - students choose two elective subject units from the following:

- Contemporary Art
- Fine Art
- Drama
- Food and Technology
- Music Performance and Styles
- Textiles
- Recording, Composing and Performing
- Visual Communication Design
- History: American
- Digital Technologies
- Literature

Year 10 2017 - students choose four elective subject units from the following:

<table>
<thead>
<tr>
<th>Group A minimum one unit</th>
<th>Group B minimum one unit</th>
<th>LOTE taken as a two-unit sequence</th>
<th>Year 11 units taken as a two-unit sequence</th>
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<tbody>
<tr>
<td>Drama</td>
<td>Geography (2 units)</td>
<td>Indonesian</td>
<td>VCE Units 1 and 2:</td>
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<td>History</td>
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<td>VET Interactive Digital Media</td>
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Available only to students intending to undertake the IBDP:
- VCE Physics
- VCE Chemistry
Choosing an elective program

Students should look at years 9 and 10 as a two-year program and should plan their elective choices accordingly. Students will not be locked into year 10 choices at this stage, however it is worthwhile to plan for a two-year program rather than a series of one-off electives. Students will make choices for year 10 in term 3 of year 9.

In considering their elective choices, students should identify their strengths and weaknesses, their areas of interest, and areas which might provide prerequisites for further studies. Having identified these things students should speak with their parents and teachers for advice.

Students must choose two semester-length elective units for year 9, which will be studied over the course of the year. While every attempt will be made to provide for the choices made by the students, numbers of classes and class sizes may require a second or third preference to be taken. In such cases, students will be consulted.

Students are encouraged to read the Web Preference Access Guide and follow its instructions when completing the online selection. Please also follow the instructions for submission by the due date. Students can complete the planning grids below as a record of their proposed program. Elective choices will be confirmed before the end of 2015.

Planning grids

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<th>Year 10</th>
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<td>Semester 2</td>
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If you have any queries at all, please do not hesitate to contact me.

Dr Tom Fisher
Director of Curriculum
tom.fisher@stleonards.vic.edu.au
CONTEMPORARY ART

Contemporary art is a dynamic combination of materials, methods, concepts, and subjects that re-defines traditional boundaries of what is art. It reflects contemporary culture and society, providing students with opportunities to explore current ideas and reimagine the familiar. This course is designed to give students the opportunity to investigate contemporary mediums and approaches to making art, such as:

- Street art
- Digital media
- Social communication

This course follows on from year 8 and is intended to give students the skills necessary to develop an imaginative and creative involvement in senior Art. As well as the practical component, students are expected to study elements of contemporary art appreciation.

Folio

During the semester students will develop a folio of artworks that may include aerosol and acrylic paint, collage, Photoshop techniques, and use their images in printmaking techniques such as stencilling and screen printing to produce finished individual artworks.

Workbook

The workbook is an essential part of the course since it involves documenting all practical processes, ideas and design exercises.

The aim is to develop students’ critical and analytical awareness of artworks. Emphasis will be on visual analysis and discussion relating to contemporary art styles. Theory components will be based on a general study of contemporary artists who work in different environments, such as avant-garde, conceptual and street art.

Assessment

There will be continuous assessment of each folio piece with the emphasis on design, developing skill levels and expressing personal concepts and ideas. There will be a written task and examination during the semester based on art appreciation course work. The workbook, as an essential part of the course, is part of the continuous assessment.

Art Appreciation

Art is acknowledged as an important element in the full development of students’ academic and cultural education. Students who study an Art unit in year 9 will be able to keep their educational and career options open for their senior years of study. The study of Art should be seen as a practical as well as an academic subject, leading students to many academic career opportunities in all areas of fine art, media, visual communication, fashion and design, including architecture and interior design.

Year 9 Contemporary Art is recommended for year 10 Art, Media, and Visual Communication Design.
FINE ART

This course is designed to give students a variety of experiential and technical challenges to extend their creative and expressive artistry. Within practical units of work, students will explore the pursuit of individual artistic practice as initiated by artists of the impressionist movements: French impressionism, post impressionism and Australian impressionism. Students will develop their visual literacy skills through recognising and analysing art images. The final unit will connect with the traditional and cultural practices of their Big Experience country destination of choice.

Students will complete three areas of study during the semester. Each area will collectively develop skills in art related research, conceptual development, aesthetic composition, and technical studio practices. It is expected that students will have up to one-and-a-half hours of homework each week, including tasks such as research, concept development, annotation and visual literacy, that support their practical work.

Folio
Students develop a folio of major works that will include the following:
- Drawing and computer generated imagery
- Oil painting
- Mixed media

Smaller experimental works will also be completed within each area of study.

Workbook
The workbook is an essential part of the course and assessment. At the end of each unit of work all stages of research – technical and historical, conceptual development, design and production – must be compiled and presented in the workbook for final assessment. Students will be provided feedback throughout each unit of work to guide them on the construction of this form of evidence of learning.

Assessment
Assessment criteria for each area of study will include all aspects of the research, design and creation of each art work, in keeping with practices currently used in senior years. There will be an art examination during the semester based on European and Australian impressionist movements and a specific selection of related artists.

Year 9 Fine Art is recommended for progression to year 10 Fine Art and Visual Communication Design.
DRAMA

Two drama courses are offered at year 9: Semester 1: Naturalism and Character
Semester 2: Non-Naturalistic Storytelling

The year 9 Drama course aims to develop and extend the skills and knowledge covered at a basic level in year 8. Students are introduced to basic acting, movement and performance techniques, with an emphasis on developing creativity, clarity and conviction in presentations.

These electives will appeal to students who enjoy working practically and creatively, are interested in artistic concepts and human behaviour, have an appreciation for aesthetics, and enjoy performance. The style of learning in this subject is unique in that it involves a large degree of physical activity, creative input and social interaction. The concepts and skills studied are relevant to other artistic subjects, such as art, graphics, music and media. Interpersonal skills are an important facet of this subject, and are as valuable in real life as they are on the stage. Similarly, self-presentation, awareness, expression, discipline and empathy are also developed through the study of Drama.

This elective may benefit students contemplating a career that involves communication and dealing with people, for example journalism, law, medicine, psychology, management, and public relations, as well as careers in the arts, for example designer, cartoonist, writer, radio announcer, producer, lighting director, theatre manager, and performer.

Naturalism and Character
Topics include: improvisation, focus and the theatre, naturalism, character development, subtext, monologues, elements of movement, and performance.

Practical tasks include: improvisation tasks; a group performance from a chosen naturalistic script; a scripted dialogue performance focusing on subtext; class presentations of short, group-devised movement performances; and a self-devised monologue performance.

Non-Naturalistic storytelling
Topics include: storytelling, non-naturalism, ensemble building, movement, manipulation of time and space, and Big Experience performance.

Practical tasks include: group devised storytelling performance; non-naturalistic ensemble performance; a group devised performance in a chosen non-naturalistic style, performance based on the Big Experience.

In general, Drama will be studied in a variety of forms: character workshops, development of short dramatic scenes, the rehearsal and performance of scripts, improvisation and acting exercises, as well as theatre sports games. Students are required to keep a Drama journal, in which they will record information from class, evaluate performance work, and file scripts and notes.

Assessment is based on drama composition and performance, the journal, performance reviews, a written examination, and a practical performance.
HISTORY - AMERICA

Throughout the 20th Century, the United States of America played a central role in global affairs. As we move further into the new millennium, it remains the world’s only superpower. We are presented with examples of American influence every day, and there is (or should be) a level of curiosity about a country that continues to have so great an impact on the rest of the planet.

This unit on American history introduces students to the foundation years of the United States, and looks particularly at how the view that the Americans have of themselves and of their place in the world has been produced.

After a brief survey of the lifestyles of the native Americans, the course moves to the discovery and exploration of America (the “New World”), and then looks at the motives of some of the early immigrants. Life in the colonies is studied, along with the development of the frontier spirit, which characterised the early settlers. Other topics include the movement for independence: how the thirteen colonies managed to defeat Britain, the growth and functioning of slavery in the South, and the Civil War. There is not enough time for a detailed consideration of developments from the Civil War to the present, however they are covered briefly and students do have the opportunity to complete a research project on a famous American of their choice.

Research is an important part of the course, and students will be expected to complete two research activities, with library time available. Other activities during lessons include computer and iPad work, exercises from the set text, map studies, document analyses, discussions, and viewing some educational television programs.

Students are encouraged to use the internet for their research, though often careful judgement needs to be exercised in deciding if online material is useful and reliable.

Assessment will involve class work and homework, class tests, research projects, and the semester examination.

Students who choose this elective will:

- Develop a knowledge and understanding of significant events in American history from the discovery of America to the immediate post-civil war period
- Use a range of primary, secondary, oral and visual sources
- Use evidence to formulate hypotheses
- Understand and analyse historical viewpoints and their influence on different groups
- Discuss the problems of using historical representations
FOOD AND TECHNOLOGY

Food and Technology at year 9 investigates food from around the world with focus on Asia. It aims to promote healthy eating by gradually shifting, where necessary, students' food preferences and choices in the direction of the principles of the Healthy Eating Pyramid.

Topics covered in this elective unit include:
- Practical food skills and knowledge which involves planning, food preparation, time management, safe use of equipment and appliances, and food hygiene
- Simple meals – using vegetables, fruits, cereals and meat with a focus on Asian cuisine
- Baking – sweets, pastry, biscuits and cakes
- Quick and healthy snack foods
- Nutrition – food nutrients and exercise levels required for optimal health and development
- Making healthy food choices – food selection models and their application

Students undertake a variety of practical experiences that serve to reinforce nutrition knowledge gained throughout the course, whilst developing the practical food preparation skills required for multicultural cooking.

The following tasks will be used to assess students' work:
- Production - practical application and time management
- Short exercises
- Examination

Food and Technology at year 9 can be chosen for one semester only. The study of Food and Technology at year 9 level provides an excellent foundation for future studies in both Health and Human Development and further Food and Technology units, both of which are currently VCE subjects taught at year 11 and 12 levels.
DIGITAL TECHNOLOGIES

2D Animations, Websites and Digital Graphics

Digital Technologies creates an opportunity for students to be exposed to concepts and skills in computer science. Students learn specialised digital skills such as HTML coding, CSS, 2D animation techniques, introduction to basic 3D digital forms, photo manipulation, understanding file formats and file management.

The software types covered will be:

- Web authoring software to create web site solutions (Adobe Dreamweaver)
- 2D animation software to produce banners and logos (Adobe Flash)
- Graphics editing software to create and manipulate digital images and create 3D digital forms (Adobe Photoshop)

These are industry standard applications used by professionals and are widely taught in many tertiary courses. The work requirements for each software type will comprise of teacher-directed classes and a set of self-paced exercises, designed to progressively develop the student’s skills and computerisation thinking. While all students will be expected to reach a prescribed level of competency, the nature of the course enables students to develop at their own pace and provides scope for extension to more difficult concepts for more able and diligent learners. There will be an introduction to 3D digital modelling if time permits during the semester.

This course is suitable for students with little or no exposure to the applications listed above.

Assessment

Assessment will be based on the level of skills acquired in each software application and the student’s ability to apply those skills in a problem-solving situation. This will be determined from class work, skills tests, the quality of the major project and a semester examination.

Web Authoring: Building a website
2D Animation: Creating a short animation movie
Graphic Manipulation: Creating a digital poster
Exam: Computer-based exam in skills testing

Pathway

Digital Technologies provides a pathway to further studies in areas such as computer science, software development and digital graphics. Some examples are graphic design, web authoring and web design, photography, architecture and engineering, computer science, software development, and 2D animation. Possible career pathways are Graphic Designer, Game Developer, App Developer, Web Developer and Animator.
LITERATURE

The study of literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider them in the light of their own understanding and life experience. Texts are valued for their use of language to recreate and interpret experience imaginatively. Students study challenging and layered texts drawn from a range of genres such as poetry, drama, prose and film.

Aims

- To develop an enjoyment of literature in all its forms
- To read widely and independently
- To gain an understanding of the variety of human experience and a critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature
- To extend students’ understanding of the different ways in which literary texts are constructed
- To read closely and critically
- To respond creatively to literature

The year 9 Literature classroom offers a supportive environment for the active exploration of the ideas raised in a variety of texts. Students will learn to share ideas through a range of activities, including discussions analytical and creative writing, including commentaries, short stories, script writing and poetry.

This course will teach you how to think creatively and analytically. These are essential skills for dealing with the future in a society where the pace of change seems to accelerate every day.

Content

Texts form the basis of study. For example, some of the texts used in the past which have been analysed closely, include:

- An extensive collection of poetry, including poems by William Blake, Judith Wright and Sylvia Plath as well as contemporary performance poetry
- Short stories dealing with a variety of themes from authors such as Alice Walker, Roddy Doyle, Charlotte Perkins Stetson and Nam Le
- The study of postmodernism and parody through film adaptations such as The Princess Bride
- The examination of humour through plays such as The Importance of being Earnest by Oscar Wilde

Assessment

A variety of tasks will form the assessment. These may include creative responses, passage analysis and analytical essays. There will be the opportunity to refine oral communication skills through class discussions and oral presentations.
MUSIC PERFORMANCE AND STYLES

In this course students will develop performance skills, both individually and as part of an ensemble. There will be a focus on aural skills and musical analysis, as well as the development of composition skills using different approaches including music technology. Genres such as opera, and music from other cultures will be studied.

Music Performance and Styles will provide students with time to perform, compose and create, while building theoretical skills. It is important to note that students wishing to undertake this subject should be having private instrumental or singing lessons, either within or outside the College, as performance skills are an important part of classes. This subject will help to provide students with the background for the study of music at the IBDP or VCE level.

Please note students may wish to elect Music Performance and Styles for both semesters, as the content will vary for each semester.

Content
- Composition in groups or individually
- Performances as a soloist and in a group
- Listening to different genres of music
- Development of aural and listening skills

Assessment
- Performance
- Composition
- Musicianship examination

RECORDING, COMPOSING AND PERFORMING

In this course students will develop skills in composition, arranging and performance as well as using music technology to compose and record music works. Students will participate in workshops designed to build their knowledge and skills in composing, and in using Sibelius and Pro Tools to compose and record music works. Students will record an EP of three to five music tracks, as negotiated with their teacher.

Content
Recording, Composing and Performing will provide students with skills in using Sibelius and Pro Tools to record and produce music works. Students will be able to explore various approaches to composing, and the different techniques used when recording music performance. It will help provide students with the background for the study of music at IBDP and VCE level. Completion of the year 8 Recording Studio subject would be of benefit but is not essential.

Assessment
- EP of 3-5 recorded music works
- Pro Tools examination
TEXTILES

This course aims to develop students’ abilities to design and make products using textile materials and processes. Students will gain experience operating sewing machines and overlockers to produce quality products, building sustainable life skills. This course follows on from year 8 but is accessible for new students.

Garment Construction
Students will design and construct a contemporary garment having selected a pattern from the commercial ranges available. They will learn how to read and use paper patterns, making only minor alterations if necessary. After negotiations with the teacher, students will be required to purchase fabrics, notions and patterns from local retail outlets to fulfil the design tasks.

Production Journal
Students will maintain detailed records of research, design and construction as they relate to the chosen garment. These will be presented in the form of instructions that are user friendly for their peers and will reflect any alterations of the process or product that took place. They will include fashion illustrations, diagrams, reports, and presentations. New technologies will be incorporated where appropriate to research, record and present student work.

Design Communication
Students will explore vintage fashion, researching the social context of fashion between 1910 and 1959. They will explore the styles and silhouettes, identifying the trends of each decade. Students will produce a collage for each decade and develop their technical drawing skills as they learn how to illustrate fashion on figure templates. These technical drawings will be enhanced with annotations explaining the design features and proposing materials, trims and fibres. Students will develop further design communication skills through descriptive and analytical writing about fashion collections and products.

Assessment
- Garment construction
- Production journal
- Design communications
- Examination

Year 9 Textiles is a one semester-long course.

This subject provides skills and experiences that may be of benefit during senior studies in year 10 Fashion, VCE Studio Arts and Visual Communication Design. It is also of relevance for future study in areas such as fashion design, merchandising, marketing and retail, advertising, and interior and textiles design.
VISUAL COMMUNICATION DESIGN

Learning Focus
Visual Communication Design seeks to foster students’ visual and creative abilities. The course develops students’ critical eye for design and analysis, confidence in their aesthetic judgment, and ability to respond to a design brief. Visual Communication Design directs students through an exploration of media and materials, drawing techniques, and processes of design production. The course will give students the opportunity to explore design through three major design areas, such as communication, environmental and industrial.

Folio
Students develop a folio of artworks that explore:
- Developing type and imagery on popular items
- Exploring design elements and principles
- Designing posters and products for the community

Their workbook and finished works will demonstrate skills in drawing and stenciling with markers, paints, inks and fine liners. Software used will include Illustrator, Photoshop and InDesign.

Workbook
The workbook is an essential part of the course as it involves documenting all practical processes, ideas and design exercises.

Design Analysis
Students will learn the language of design through investigation, exploration and discussion about their own work and the work of designers.

Assessment

Workbook
Folio – there will be continuous assessment of each folio piece with emphasis on design, developing skill levels and expressing personal concepts and ideas

Design Analysis and Examination – there will be a written task and examination during the semester based on design techniques and designers

Career Opportunities
Many students have embraced Visual Communication Design with a passion. Students who study Visual Communication Design in year 9 will be able to keep their educational and career options open in their senior years of study. Visual Communication Design is recommended by several university courses. The study leads to many varied practical and academic career opportunities including advertising, animation, architecture, game design, product design, visual communication, fashion, interior design and web design.
### VICTORIAN CERTIFICATE OF EDUCATION COURSE (2018)

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<th>Key Learning Areas</th>
<th>Units 1 and 2</th>
<th>Units 3 and 4</th>
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<td>Food and Technology</td>
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<td><strong>Languages other than English</strong></td>
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<td>Indonesian</td>
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<td><strong>VET Studies</strong></td>
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### INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (2018)

Subjects may be taken at Higher Level or Standard Level

<table>
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<tr>
<th>Subject group</th>
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<tbody>
<tr>
<td><strong>Language – A</strong></td>
<td>Literature&lt;br&gt;Language and Literature</td>
<td>Literature&lt;br&gt;Language and Literature</td>
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<tr>
<td><strong>Language – B</strong></td>
<td>French&lt;br&gt;Indonesian&lt;br&gt;Mandarin Chinese&lt;br&gt;<em>ab initio</em> Spanish</td>
<td>French&lt;br&gt;Indonesian&lt;br&gt;Mandarin Chinese&lt;br&gt;<em>ab initio</em> Spanish</td>
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<td><strong>Mathematics</strong></td>
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<td><strong>Science</strong></td>
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<tr>
<td><strong>Humanities</strong></td>
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<tr>
<td><strong>The Arts</strong></td>
<td>Visual Arts&lt;br&gt;Music&lt;br&gt;Theatre</td>
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<td><strong>Sport</strong></td>
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<tr>
<td><strong>Other compulsory components</strong></td>
<td>Theory of Knowledge (TOK)&lt;br&gt;CAS (Creativity/Action/Service)</td>
<td>Theory of Knowledge (TOK)&lt;br&gt;CAS (Creativity/Action/Service)&lt;br&gt;Extended Essay</td>
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