MAZENOD COLLEGE

Year 9

Curriculum Handbook

2020

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Introduction

Year 9: The Midpoint of the Mazenod Journey

Year 9 is a pivotal year in the lives of our students. By the end of the year, they reach the half-way mark of their time at Mazenod College. More importantly, however, they reach that key time in their lives when they are well into the transition from being boys to becoming men.

The interaction of these young men with their own learning is critical to how this transition occurs. It is vital that they increasingly take ownership over their learning, and this is reflected in the greater choice they have in their learning pathways.

In Year 9, the students have greater freedom in the choosing of their electives, reflecting the fact that they are beginning to develop a clearer sense of who they are and where their passions lie.

This is the year that the group encounter the Rite Journey Program, which is a powerful experience of transition that challenges the boys to carefully consider their values and their attitudes towards themselves and the world around them.

This Curriculum Handbook articulates the breadth and scope of learning that happens in Year 9. It is a key belief of ours that there is a place for everyone at Mazenod, and our curriculum reflects this with a learning path for every student in the College.

Andrew Watson
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The Lower School Curriculum

Mazenod College delivers the Western Australian Curriculum in all learning areas. Learning from Years 7 to 9 is characterised by increasing choice and autonomy for students as they begin to explore their own interests and take greater control over their learning.

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The five core learning areas are Religious Education, English, Humanities & Social Sciences, Mathematics, and Science. In addition to these, students study Health & Physical Education, the Arts, Italian, Design & Technology, and Digital Technologies.

There are no electives in Year 7, but students get an experience of some of the elective offerings that will be available to them in Year 8. These are:

Italian	Drama	Music
Visual Art	Design & Technology	Digital Technologies

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In Year 8, streaming is introduced in Mathematics, with the grouping of students into Standard and Extended classes. Additionally, Modified Maths and English classes are introduced for students who cannot access the standard content of those courses. Literacy support also takes place during English and Maths.

In Year 8, students select 8 elective courses, each for a semester. From these, students must select one each from Digital Technologies, Design & Technology, Visual Arts and Performing Arts subject areas. There is a wide selection of courses and these can be found in this handbook.

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In Year 9, streaming is introduced in English, with the grouping of students into Standard and Extended classes. Additionally, Modified Science is introduced alongside the equivalent Maths and English classes for students who cannot access the standard content of those courses.

In Year 9, students select 6 elective courses, each for a semester. Students can select whichever courses they choose. There is a wide selection of courses and these can be found in the Year 9 Curriculum Handbook.

In Term Three, Year 9 students do 90 minute exams in Religious Education, Mathematics, Humanities & Social Sciences, and Science.

Learning Diversity

Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?

- Desmond Tutu

Mazenod enrols 150 new students each year, and among these are a rich tapestry of individual gifts, experiences and needs.

Most of that diversity is catered for in the everyday work of the classroom and in the pastoral leadership of the College staff. Through differentiated Success Criteria and extra help, our aim is for all students to make progress academically, socially and spiritually.

Some students, however, need further support to meet their learning needs. To help meet the needs of all learners, Mazenod dedicates resources to three areas for learning diversity: Learning Support, Gifted & Talented, and Aboriginal Education.

Learning Support

The Learning Support Team consists of teachers, education assistants and school psychologists. These staff members support students with particular educational and social-emotional needs.

Students with particular learning needs will typically be on some kind of documented plan. These plans include:

Curriculum Adjustment Plan (CAP)
Students on CAPs will usually have a diagnosed learning or social-emotional condition. The CAP serves as a guide for teachers to make adjustments to the instruction, the environment or the assessment of learning for these students. A student on a CAP will still be taught and assessed against the year-level curriculum. These students may also receive extra support from the Learning Support Team.

Individual Education Plan (IEP)
Students on IEPs usually need significant learning support and are often supported by an Education Assistant.

In all cases where a documented plan is in place, parents, carers and the students themselves will be part of the process.

Gifted & Talented

Among our students are those with learning needs that demand that they go beyond the curriculum. These students may not necessarily be achieving the highest grades, but other indicators might suggest that they have cognitive needs that are not being met by the curriculum.

Gifted and talented students are identified through classroom achievement, teacher observation and testing.

In Year 8, gifted students will have opportunities to engage in extra-curricular activities to support their curiosity and their competitiveness. These include the Da Vinci Decathlon, the Have Sum Fun competition, the Ethics Olympiad and the Euler Mathematics program.

In Year 8 and 9, the opportunities for these students expand to include the RiOT Gifted and Talented elective and the Explore Science elective as well as the Specialist Band Program.

Aboriginal Education

While Mazenod is located in Whadjuk Noongar country, it draws Aboriginal students from across the state in addition to the metropolitan area.

Mazenod is committed to supporting the learning ambitions of its Indigenous students while acknowledging and celebrating Aboriginal culture and history.

Aboriginal students are supported by our Aboriginal Education Coordinator. All Aboriginal students in the College will be on **Personalised Learning Plans (PLP)**. These documented plans will focus on the following four key questions for the student:

1. Where is the student now?
2. Where should the student be?
3. How will they get to where they should be?
4. How will we know when they get there?

Learning, Homework & Assessment

All learning activities, whether they be class activities, homework, or assessment aim to give the engaged learner guidance on the following questions:

Homework

Homework is an essential part of the learning for students. Homework tasks allow for students to consolidate their learning, practise a skill, or come to class with prior knowledge for the next lesson.

Year 9 students can expect up to two hours of homework each night.

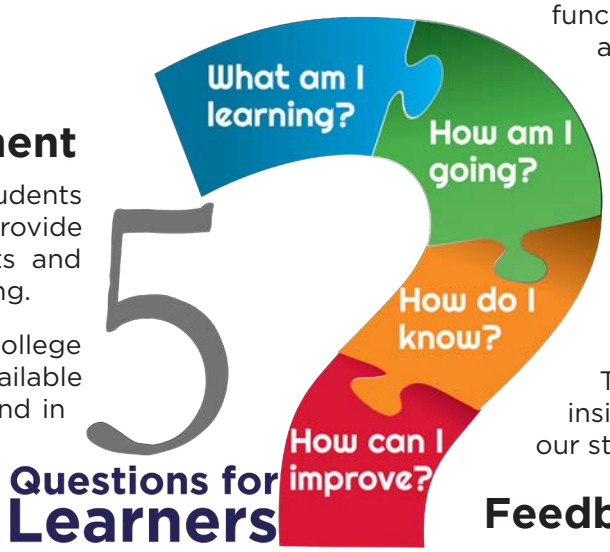
Homework is monitored by teachers to ensure that students complete it to a standard that reflects a commitment to learning.

School Assessment

Throughout the year, students do assessments that provide feedback to the students and teachers about the learning.

The Mazenod College Assessment Policy is available on the College website and in the students' diaries.

Assessments can take many forms and may be modified to meet the needs of individual students.



Examination

In Term Three, Year 9 students do their first examinations. The 90-minute exams cover Religious Education, English, Mathematics and Science.

NAPLAN

In Year 9, the students do their final NAPLAN. These tests occur in May and are completed online.

External Testing

Each year, we test our students against national standards to gain a deeper understanding of the skills of our students and to track their progress.

The value of this type of testing is that it can reveal patterns in student learning that are not visible in school assessment alone.

In Year 9, this testing happens in second semester, allowing us to track student progress since the end of Year 8.

The tests we use in Year 9 are below:

eWrite
The eWrite assessment measures functional writing skills in areas such as spelling, syntax, grammar and punctuation.

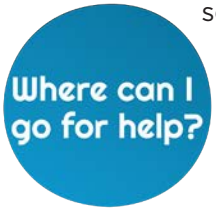
PAT Reading
The Progressive Achievement Test (Reading) allows us to gain insights into the reading skills of our students.

PAT Maths
The Progressive Achievement Test (Maths) allows us to gain insights into the numeracy skills of our students.

Feedback

Feedback on student learning takes on several forms: written feedback on tasks, peer feedback, verbal feedback during a lesson.

The key to the feedback is the engagement of the student in using the feedback for his improvement.



Parent Engagement

Along with reports and other information, parents are able to access assessment marks through iGloo, which is accessible from the Portal link at the top of the College website. You will need to use your login details provided by the College.

The Rite Journey

Your sons will be participating in The Rite Journey as a way to mark the transition from childhood to adulthood.

During The Rite Journey they will have the opportunity to become more aware of the changes they are going through. It is hoped they will have a greater understanding of who they are and how they think about and see their life.

This awareness helps them to make informed choices about who they would like to be, where they are going and what they would like to make of their life. Year 9 is recognised as a time of significant change in the lives of adolescent boys and a time when boys begin to grow from children to young men

Our boys exist in a culture where the period for adolescence can vary considerably, and where young adults can receive very conflicting messages about good values and expected behaviours.

Traditional rites of passage marked a definite point in ones life when they were an adult and all the expectations and behaviours that go with being an adult. Young men in western societies no longer have a Rite of Passage; a point in which they are expected to behave and act in a certain way.

This can leave young confused and anxious about how to act and behave. Importantly, the need to reinforce and build resilience is important at this key stage of their development.

Through our conversations and ceremonies, we hope to make them aware of what issues young men face and set them on the path to becoming the kind of man they wish to be. A decent member of society.

We hope that they will experience personal growth, increased maturity and resilience and are set on a path towards healthy manhood.

The Year 9 Curriculum

Religious Education

Rationale

Religious Education is the first learning area for all Catholic Schools. It is in this course that our students come to understand the teachings, beliefs and values of the Catholic Church.

The Religious Education course is an academic program that is compulsory for all students through to Year 12. In Senior School, the course can be studied as an ATAR subject towards university entry.

The Religious Education program explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

The study of Religious Education at Mazenod will help our students to appreciate their role in sustaining a socially just world in which all are created in eyes of God.

Course Outline

TERM ONE: THE HUMAN SEARCH FOR TRUTH
What people have discovered about God and such things as love and the meaning of life can be found in art, books, movies, psychology, religion, and other areas of cultural life.

People like to discover the truth. However, they begin to realise that no one can ever discover the complete truth. In fact, people begin to discover that there are many 'mysteries' in life.

TERM TWO: PEOPLE GROW STRONGER SPIRITUALLY
Every human person has an inner spiritual dynamism that gives them the inner strength which makes it possible to persevere at a difficult task or to cope with pressures from friends or family. This is the spiritual dimension of each person which is called the soul.

Each person has a soul created personally by God. It is the soul which gives a person's character or personality. Even after death, the soul lives on for eternity. It is the spiritual within people that makes it possible for all to reflect God.

TERM THREE: PEOPLE CAN ACHIEVE EMOTIONAL PEACE
All people are affected by emotions. These move people to behave in certain ways. Emotions, like other human gifts, need development. This requires the choice to do what is good for others.

To learn to develop an emotion requires a person to recognise the emotions and acknowledge its effects. The person then needs to try to work out what it is the emotion is urging them to do, and to decide whether or not they are going to behave as it urges.

TERM FOUR: CHRISTIAN LOVE AND SEXUALITY
This unit focuses on how both males and females seek to reflect the goodness of their creator in their own unique and special way. The unit explores what it means to develop our own sexuality. As we grow and develop we become aware of how we can relate more closely with people and what it means to be ourselves. Our sexuality is something that is unique to us and is part of who we are. Human sexuality is about trying to understand the whole person. As we are made in God's image and likeness, we are to reflect God's good nature and express our sexuality in healthy ways.

English

Year 9 Achievement Standard

Reading and Viewing
At Standard, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features work to create meaning. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.

Writing and Creating
Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening
Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, they demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Course Outline

The English course is streamed in Year 9 with Extended, Standard and Modified courses completing similar unit content with modifications in instruction and assessment.

TERM ONE: SPEAKING OF OURSELVES
This term, students will investigate the language of identity and speaking about ourselves and others. They will discover the lives that others' lead and the values and attitudes their backgrounds foster by reading a variety of autobiographical and biographical texts. Students will also create your own autobiographical text. To round off the term, they will be creating a biographical presentation on a class mate.

TERM TWO: VOICES OF OUR PAST & FUTURE
The focus for this term is for students to explore perspectives different from theirs by examining various photographs and oral histories from the past. They will consider our role as Australians in conserving our past voices for the future. Students will study the novel, *The Interrogation of Ashala Wolf* by Ambelin Kwaymullina to consider what our future voices could sound like. They will also have an opportunity to explore issues of importance in our world and share their opinions through various forms of writing.

TERM THREE: THE WORLD OF SHAKESPEARE
This term, students will encounter William Shakespeare, the greatest writer in the English language. They will discover through the drama-filled *Macbeth*, a clear link between the ideas being explored in the 1590s and today. Shakespeare will surprise students, and they will have exciting opportunities to explore his work through reinterpretations and multi-model developments since the days of the Globe Theatre in Elizabethan times.

TERM FOUR: SCIENCE FICTION
This term, students will look at one of the most popular genres of our age – science fiction. Through their study of this genre, they will come to understand how texts can reflect the hopes, fears and anxieties of the worlds in which they were created. This unit will encourage students to unfurl their creativity and produce a short story that will amaze and entertain their readers.

Health & Physical Education

Year 9 Achievement Standard

Health Education

At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context.

Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Physical Education

At Standard, students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed, control and improved accuracy. They implement tactics and adapt them in response to previous performances.

Students describe projectile motion; summation of forces; and ways to measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate ways to build motivation and encourage teamwork.

Course Outline

TERM ONE
Swimming and volleyball are the major practical components in Term One. Pool safety and swimming techniques are covered. In the volleyball unit, whilst developing specific skills, the focus is also on speed, accuracy and the ability to select and adapt responses based on previous performance.

TERM TWO
In the context of AFL, students develop their skills and strategies. The focus is on tactical skills to create and defend space, such as selection of positions. Adapting responses in order to improve performance is also covered in this unit. Skill development in Athletics is covered in the second half of the term, with a focus on timing of sequential body movements to create force.

TERM THREE
In the context of basketball, students continue to develop their skills and strategies. The focus is again on tactical skills to create and defend space, such as selection of positions. Adapting responses in order to improve performance is also covered in this unit.

TERM FOUR
Students take part in the Sports Management Program. The focus is on communication skills that support and enhance team cohesion. They explore the importance of ethical behaviour and fair play in the team based games, whilst managing and running the participation based competition. The development of leadership and collaboration is an important aspect of the program.

Humanities & Social Sciences

Year 9 Achievement Standard

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners, and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices. Students describe innovations and changes in business, and the implications for the current and future work environment.

Students explain the spatial variation and characteristics of natural environments and the interconnections between people, places and environments. They identify the cause and effect of these interconnections, and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the causes and effects of the Industrial Revolution and World War I over both the short and long term, and the significance of each. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.

Course Outline

TERM ONE: CIVICS & CITIZENSHIP

Civics and Citizenship in Year 9 aims to provide students with an understanding of the Australian political system. Such an understanding of the political system will empower students and enable them to become active and informed citizens of Australian society. The course will enable students to demonstrate an understanding of Australia's democratic system, including The Constitution, responsible government, the separation of powers, parliament, political parties and law making.

TERM TWO: HISTORY

Year 9 History is a study of the history titled The Making of the Modern World from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era 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'.

TERM THREE: GEOGRAPHY

In Year 9 Geography the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.

TERM FOUR: ECONOMICS

Economics aims to provide students with an understanding of basic economic structures at a micro level in society. Students will briefly review the role of consumers, producers and the government within the economy. There is an investigation of the role and flow of money in the economy through the 5 sector model. Students will investigate the Australian Economy, the competitive advantage of both a country and a successful business company, savings, investment, and employee and employer rights and obligations.

Mathematics

Year 9 Achievement Standard

Number and Algebra

At Standard, students solve problems involving simple interest. They apply the index laws to numbers and express numbers in scientific notation. Students expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. Students sketch linear and non-linear relations.

Measurement and Geometry

Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. Students recognise the connections between similarity and the trigonometric ratios. They calculate areas of shapes and the volume and surface area of right prisms and cylinders. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

Statistics and probability

Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They compare techniques for collecting data from primary and secondary sources. Students construct histograms and back-to-back stem-and-leaf plots. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Modified Mathematics

TERM ONE
The focus for Term One will be on decimals and fractions. The course will look at the place value of decimals, adding and subtracting decimals. Towards the end of the term the focus will be on the four operations with Fractions.

TERM TWO
The focus for Term Two will be on measurement. The course will focus on conversion, perimeter and area of shapes.

TERM THREE
The focus for Term Three will be on Pythagoras and Time. The course will focus on learning and using the Pythagoras Theorem. The focus for Time will be converting between the units, reading twenty-four time, reading tables, time difference and applying time.

TERM FOUR
The Term Four focus is on Financial Mathematics. Student will learn about wages and salary, paying tax and best buys.

Essentials Mathematics

TERM ONE
In Term One, students begin by revising numeracy skills from Year 8. They then move into geometry with a focus on: angles and triangles; parallel lines; polygons; congruency; enlargement; and using ratio and scale similar triangles.

TERM TWO
In Term Two, students cover basic Algebra concepts, solving linear equations and consumer mathematics.

TERM THREE
In Term Three, students cover Pythagoras' Theorem and geometry. They also study linear functions as well as the connection between distance, speed and time.

TERM FOUR
In Term Four, students focus on measurement and indices. They consider the areas of composite shapes, and surface area of prisms and cylinders. They learn about index notation, index laws and scientific notation.

Standard Mathematics

TERM ONE
In Term One, students begin by revising numeracy skills from Year 8. They then move into geometry with a focus on: angles and triangles; parallel lines; polygons; congruency; enlargement; and using ratio and scale similar triangles.

TERM TWO
In Term Two, students cover basic Algebra concepts, solving linear equations and consumer mathematics.

TERM THREE
In Term Three, students cover Pythagoras' Theorem and geometry. They also study linear functions as well as the connection between distance, speed and time.

TERM FOUR
In Term Four, students focus on measurement and indices. They consider the areas of composite shapes, and surface area of prisms and cylinders. They learn about index notation, index laws and scientific notation.

Extended Mathematics

TERM ONE
In Term One, students begin by learning about operations with algebraic equations. This extends to using a variety of strategies for solving worded problems algebraically and solving inequalities.

TERM TWO
In Term Two, students cover geometry, Pythagoras' Theorem and trigonometry, and consumer mathematics

TERM THREE
In Term Three, students cover measurement, linear relationships and probability.

TERM FOUR
In Term Four, students learn about index notation, index laws and scientific notation. Students then learn about quadratic equations and graphic circles.

In Mathematics, students are streamed according to ability. Whole outlines for courses may indicate similar broad concepts being covered, the depth and complexity of the learning in these will be informed by the ability levels of the students.

Science

Year 9 Achievement Standard

Science Understanding

At Standard, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe wave and particle models of energy transfer and apply these to explain phenomena. Students explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes and describe ecosystems with reference to interdependencies, energy transfers and flows of matter.

Science as a Human Endeavour

Students describe social and technological factors that have influenced scientific developments.

Science Inquiry Skills

Students design questions that can be investigated. They design methods that include the control and measurement of variables and systematic collection of data and describe how they considered ethics and safety. Students analyse trends in data, identify relationships between variables and inconsistencies in results. They analyse their methods and the quality of their data, and suggest actions to improve the quality of their evidence. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.

COURSE OUTLINE

The Science course is streamed in Year 9 with Standard and Modified courses completing similar unit content with modifications in instruction and assessment.

TERM ONE: BIOLOGICAL SCIENCES
The focus for this term is on the way that multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Students also study the way that ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

TERM TWO: PHYSICAL SCIENCES
The idea that energy transfer through different mediums can be explained using wave and particle models is fundamental to students' understandings of the physics of the world around them. This unit will consider sound and light waves, and develop into an understanding of electricity and circuits.

TERM THREE: EARTH & SPACE SCIENCES
The theory of plate tectonics explains global patterns of geological activity and continental movement is at the centre of this unit. Students will learn about the geological forces that shape the earth and its landscapes.

TERM FOUR: CHEMICAL SCIENCES
Students learn that all matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. They learn that chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Additionally, students learn that chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Electives

In Year 9, students are free to choose any of the electives with placements determined by class size and timetabling. Students choose 6 electives with more time allocated for study than in Year 8.

Although Year 9 electives are not prerequisites for Senior School, students with a passion for these areas are given an excellent grounding for courses in Years 10-12.

Design & Technology Units

No. of Units	Name	No. of Units	Name
1	**Design** (1 unit course)	1	**Metalwork** (1 unit course)
2	**Design** (2 unit course)	2	**Metalwork** (2 unit course)
1	**Electronic Engineering** (1 unit course)	1	**Woodwork** (1 unit course)
2	**Electronic Engineering** (2 unit course)	2	**Woodwork** (2 unit course)

Digital Technologies Units

No. of Units	Name	No. of Units	Name
1	**Cybersecurity**	1	**Web Development & Design**
1	**Rescue Robots**	1	**Programming: Coding 101**

Visual Arts Units

No. of Units	Name	No. of Units	Name
1	Art Unit 1: **Be Like and Artist**	1	Media Unit 2: **Truth & Lies**
1	Art Unit 2: **Rapture with Sculpture**	1	Media Unit 2: **Silver Scree**
1	Art Unit 3: **Inventions & Fantasy**		

Performing Arts Units

No. of Units	Name	No. of Units	Name
1	Drama Unit 1: **Off the Cuff**	1	Music Unit 1: **Triple M**
1	Drama Unit 2: **Showtime!**	1	Music Unit 2: **Practically Amped**
		2	**Specialist Band Program**

Gifted & Talented Units

No. of Units	Name	No. of Units	Name
1	**RiOT** (Gifted & Talented)	1	**Explore** (Science)

Languages Units

No. of Units	Name	No. of Units	Name
1	**Italian** (1 unit course)	2	**Italian** (2 unit course)

Commerce Units

No. of Units	Name	No. of Units	Name
1	Commerce Unit 1: **Investment Analysis and Business Valuation**	1	Commerce Unit 2: **Finance & Applied Entrepreneurship**

Health & Physical Education Units

No. of Units	Name	No. of Units	Name
1	**Outdoor Education**	1	**Specialised Physical Education**

Specialist Programs

Specialist Band

This is the College's most prestigious music scholarship program, offered to 35 to 40 of our most dedicated and determined music students. All students selected will not necessarily have had previous music experience, but must demonstrate a willingness to learn and have a strong commitment to practice. This is a two year scholarship, beginning as a bursary in their first year followed with a full scholarship in Year 9. The students selected will be given an instrument, be provided with individual tuition and a structured music program with at least 4 group performance opportunities.

Selection into this prestigious program is determined in Year 7 and students are committed to the two years under the tutelage of our expert music staff. During the first year students will become increasingly familiar with their instruments learning correct posture, embouchure, major/minor scales and instrument care and maintenance.

Understanding one's place within a larger ensemble and being able to play under a Band Conductor are a key focus for this first year. 'Grade 1 Preliminary Orchestral' music is the level of the musical arrangements to be learned, with dynamics, rhythm, melody, tone and articulation as the key focus elements of performance. Theoretical lessons will develop both musical understanding and knowledge of music notation and an historical analysis of their chosen instrument will also form part of the students' development.

Explore Science

This course is designed to cater for those students who have a talent and passion towards science. Explore Science will give students the opportunity to enrich and extend their knowledge and inquiry skills in Science. The course includes real world Science topics not currently covered in the compulsory core Science course such as Forensic Science. It is designed to allow the students to apply their knowledge and explore their interests through practical work and investigations. Explore Science is hands-on, fun and rewarding.

RiOT

(Research, Inquiry & Original Thinking)

Research Inquiry and Original Thinking is the key for the great minds of the next generation. RiOT is an exciting opportunity for students who want to go beyond their everyday learning to engage with Big Ideas that challenge them intellectually and creatively. The program complements the Explore program in Science, which means that students can do both the RiOT and Explore programs.

The program is for one semester and is tailored specifically to extend and challenge each student's ability and to develop their critical thinking and problem-solving skills. Students in this program will be given opportunities to compete against other schools in competitions that allow them to engage with other like-minded students.

The semester will culminate in students showcasing personally and collaboratively developed Big Ideas projects for parents and the College community.

RiOT is part of the College's gifted and talented offerings but it is also available to all students. If you think this is for you, feel free to select it and Ms Biffin will catch up with you.

Digital Technologies

Year 9 Achievement Standard Digital Technologies

At Standard, students identify the role of hardware and software have in managing, controlling and securing the movement of data in digital systems. They identify different methods used for manipulation, storage and transmission of data. Students explore techniques for acquiring, storing and validating quantitative and qualitative data. They analyse and visualise data to create information and address complex problems. Students create a design for the user experience of a digital system supported by drafts with annotations. They design algorithms, represented diagrammatically and in structured english, and validate plans and programs through tracing. Students implement and apply data storage and organisation techniques. They create and use interactive solutions for sharing ideas and information online, taking into account social contexts.

In digital technologies, students identify and define the needs of a stakeholder to create a brief for a solution. They investigate a selection of components/resources to develop ideas, identifying and considering constraints. Students apply design thinking, creativity and enterprise skills. They provide design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology. Students select, test and safely implement appropriate technologies and processes to make solutions. They evaluate design processes against student-developed criteria. Students work independently and collaboratively to manage projects, using digital technology and an iterative and collaborative approach. They consider time, cost, risk and safety.

Digital Technologies (Unit 1)

Cybersecurity

Cybersecurity is a growth industry and more important than ever.

Students will investigate how to be safe online, encryption and network security and how to implement them. Students will become 'ethical hackers' and be able to promote secure online practices.

Digital Technologies (Unit 2)

Web Development and Design

Students will learn web development concepts and the theory of design and its impact on the user experience. We all know a well-designed product when we see one but how can we develop good digital products? Students will develop their own websites and the multimedia assets that go along with it. Applications like Adobe Muse, Photoshop, Illustrator and more will be covered during the unit.

Digital Technologies (Unit 3)

Rescue Robots

Learn how to build and program robots to save stranded earthquake victims. Students will learn how to build and develop code to control autonomous robots. Students will be working toward participating in the RoboCup, competing against other schools to see who can create the best solution.

Digital Technologies (Unit 4)

Programming: Coding 101

Programing is an integral part of IT and is constantly innovating and evolving. Students will hone their skills in coding, gaining experience in a range of programing languages and development tools. Through this course students will delve into websites, scripting and database design and be exposed to advanced programing skills for mobile applications and games development.

Commerce

Commerce (Unit 1)

Investment Analsyis & Business Valuation

Students will use a variety of share investment decision making tools including Fundamental, Technical and Behavioural analysis techniques, manage a $50,000 virtual share portfolio, gain an understanding of accounting terminology, study the principles of valuation and complete a market appraisal of an actual business. Students should develop skills in data interpretation, business decision making and become proficient users of Excel.

Commerce (Unit 2)

Entrepreneurship and Personal Finance

Students will experience being an entrepreneur, planning and creating an invention as well as working in a small team to operate a school market stall. They will record simulated and real business transactions and produce simplified financial statements in Excel, complete an individual Income Tax return with capital gains events and dividends, study current bank lending practices and assess a home loan application.

Italian

Italian (1 or 2 unit course)

Italian

This course builds on ideas, vocabulary and basic grammar structures acquired in Year 8 and is designed to provide students with the necessary skills to communicate at an elementary level with native speakers in both written and spoken exchanges. Students who choose to study Italian in Year 9 will deal with various topics and emphasis is placed on a wide range of practical activities including role-plays and games.

The cultural and background content is further encouraged through multi-media, audio-visual programs and excursions and incursions.

Design & Technology

Year 8 Achievement Standard Design & Technology

At Standard, students identify social, ethical and sustainability factors and consider economic, environmental and social sustainability in the development of designed solutions for products, services and environments. In engineering principles and systems, students create solutions through identifying characteristics and properties of materials and the influencing factors of force, motion and energy. In materials and technologies specialisations, students identify characteristics and properties of materials, systems, components, tools and equipment and outline how technologies can be combined and used to create designed solutions.

With all Design and Technology contexts, students identify and define the needs of a stakeholder to create a design brief for a solution. They investigate a selection of components/resources to develop ideas, identifying and considering constraints. Students apply design thinking, creativity and enterprise skills. They provide design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology. Students select, test and safely implement appropriate technologies and processes to make solutions. They evaluate design processes and solutions against student-developed criteria. Students work independently and collaboratively to manage projects, using digital technology and an iterative and collaborative approach. They consider time, cost, risk and safety.

Woodwork Unit (1 or 2 unit course)

Woodwork

The main aim of this subject is to further develop the skills and working practices learned in Year 8 and to prepare students for the more individual and independent project organisation expected in Year 10. The course also expands their knowledge of various machines and specialised woodworking equipment as well as developing an understanding of plans and working drawings. Students in this course will become skilled in the safe use of basic tools and a limited range of woodworking machines. Safety will underpin all teaching and learning experiences.

A focus of this subject will be product design. Students will be asked to solve a design problem in which they will need to come up with their own solution. In doing so the students will learn the relevant design processes needed as well as how to communicate their ideas through the use of Free Hand Sketching and Computer Aided Drafting. Throughout the course the students are introduced to a range of hand tools and safe working practices are strongly promoted.

Metalwork (1 or 2 unit course)

Metalwork

This subject follows on from the skills that were taught in Year 8 and it is designed to encourage and broaden the students' knowledge of metalworking practices and processes. The course also expands their knowledge of various machines and specialised metalworking equipment as well as developing an understanding of plans and working drawings. Students in this course will become skilled in the safe use of basic tools and a limited range of metalworking machines. Safety will underpin all teaching and learning experiences.

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Design (1 or 2 unit course)

Design

This course is designed to further expand the knowledge and skills learned in Year 8. Students revisit Computer Aided Design through a number of different software applications such as Autodesk Inventor, ArchiCAD, and 2D Design to design their own products and design solutions. Students will then test their designs through manufacture by making use of 3D printers, 3D Modelling and VR software, and Laser Cutters. ArchiCAD work will be based around a residential design and Inventor work will be creating an object for a client.

Engineering Unit

Electronic Engineering

The content and assessment of this course is divided between theory and practical work and will build on skills learned in the Year 8 Course; however, no prerequisites are required. Theory in the course includes electrical safety, basic electronic principles, understanding and recognition of components, calculations in resistance, capacitance and simple circuit laws. Practical work involves the construction of integrated circuitry on manufactured printed circuit boards. Students will also program simple electronic and robotic devices to perform specific functions.

Students will also investigate needs, opportunities and problems that are defined in a design brief. They devise a solution that considers factors such as function, environment, materials, components and parts.

As part of this process students will be introduced to elements of design and the use of Computer Aided Drafting (CAD) programs.

Visual Arts

Year 9 Achievement Standard Visual Art

At Standard, students generate ideas related to a given theme and art style. They experiment with media, materials and technologies, and document results. Students select and apply elements and principles and artistic conventions to arrive at visual solutions. They consider design alternatives and use visual art language in annotations. Students use equipment and materials in a safe manner. They provide reflective comments and opinions about the creative process. Students maintain a plan in the development of an idea for a final design and apply techniques, processes and an art style in artwork. They produce an artwork with reference to a chosen design. With guidance, students apply presentation conventions to display artwork for exhibition purposes. They comment on their own artwork, with some consideration of audience and purpose.

Students analyse artwork and provide an interpretation, personal opinion and judgement. They use visual art language to describe artwork and offer opinions about how the artwork was created. Students identify visual conventions and offer a personal opinion about artists' viewpoints and/or art styles. Students complete research about artists and comment on techniques used by artists to convey cultural viewpoints. They provide a reflection of their own artwork, using evidence to support judgements.

Art (Unit 1)

Be Like an Artist - Art that breaks with Tradition

(Fine Art)

For the contemporary artists out there, come and work your magic in a module all about doing things differently. Students will explore pop culture through alternative materials and create a T-shirt printing/painting, graffiti spray paint a skateboard, music hero caricatures and recycled wood portrait. Students will explore and challenge recontextualised artworks to see if they are the next Banksy!

Art (Unit 2)

Rapture with Sculpture

(The Art of Everything 3D)

In a 3D world, why not learn about the Art of everything 3D in one place? This module sets out to experiment and play with sculpture of all types including mould making, cement/stone casting, carving and latex. Not only will students leave this module with a deeper appreciation for the multidimensional and extended skills and experience with a variety of material - they will also have their very own latex horror mask ready for Halloween.

Art (Unit 3)

Invention & Fantasy

(Art of the Impossible)

Ever catch yourself imagining another world, or wanting to jump into a virtual reality? Think you could create a comic strip for the next generation that would challenge Marvel and DC? Enjoy reading, watching or creating Science Fiction or Fantasy? This is the module for you. Students will explore the art of the impossible through anime, illustrations, surreal photo manipulation and roto-scoping in this digital design course.

Media (Unit 1)

Truth & Lies

(Documentary & Mockumentary)

In truth and lies, who decides? This module aims to ask critical questions about the power of representation and what we choose to believe in the media that surrounds us. Before students produce, shoot and edit their very own documentary, they will explore the subgenre of Mockumentary to learn about bias and the fine line between truth and lies through comedy, satire and slapstick humour.

Media (Unit 2)

Silver Screen

(Television & Pop Culture)

In an age where TV series are superseding film, we have to ask ourselves the question, how did this happen? Taking a step back and observing pop culture, students will examine television trends including the impact of streaming, singles and interactivity. Students will pull apart soap opera, reality TV and sitcoms before creating, pitching and filming a pilot episode for a contemporary audience.

Year 9 Achievement Standard Media

At Standard, students apply some media terminology specific to the task and chosen context. They use codes and narrative conventions appropriate to genre and purpose, construct meaning and create point of view to engage an audience. Students construct representations of ideas, issues and people that reflect values. They demonstrate social and cultural sensitivity in media work by observing controls and audience values. Students complete most required planning, and select and safely use technology to create and edit planned media work, with mostly effective results. Students apply some problem-solving processes and fulfil most personal and team timeline responsibilities.

Students describe, in their own work and the work of others, aspects, and some impact, of media work in relation to audience, purpose and context. They identify the impact of current trends on how audiences use media.

Performing Arts

Year 9 Achievement Standard Drama

At Standard, students select processes, including improvisation and rehearsal, to shape appropriate elements of drama for devised and scripted drama. They demonstrate awareness, in performance, of a selected drama performance style, spaces of performance and specified design and technologies appropriate to dramatic meaning and to engage with an audience.

Students use reflective and analytical processes to describe choices made in performance and their effect on dramatic meaning. They accurately use generalised drama terminology in responses.

Drama (Unit 1)

Off the Cuff

(Improvisation & Theatre Sports)

Thank God You're Here, we need you on our team! Improvisation is not only a foundational skill in performance studies, but also in life, whether it be handling unforeseen circumstances, making it through an interview, meeting new people or navigating difficult experiences. Students will learn how to think spontaneously and creatively through a series of practical and fun skill-building exercises and games, leading towards a Theatre Sports competition for a live audience. Students will also explore how to use improvisation in playbuilding with a look into the most famous improvised theatre - Commedia dell'Arte.

Drama (Unit 2)

Showtime!

(Putting on a Production)

One of the best experiences in Drama is being part of a production, so why not do it in class? This module aims to explore all areas of production by actually putting on a production for a live audience in a short timeframe. Students will explore the role of the Actor, Director, Designer and Producer as they select a script, cast roles, rehearse, produce, design, create and perform a show for a live audience with the possibility of a short local tour. This module is perfect for both performers and the quieter achievers who might prefer to work behind the scenes.

Music (Unit 1)

Triple M

(Music, Media & Mixcraft)

The title says it all! Using Mixcraft, produce voice overs for ads, get all Hollywood with a track and voice creation for a movie preview and put any of those things together as a soundtrack to an action packed cartoon! Students will learn the importance of music in movies, and how to put its power to use. They will explore programs, software and theory to master their projects and a more critical ear for what they hear around them.

Music (Unit 2)

Practically Amped

(Music Ensembles)

Amp it up! Want to learn how to make your instrument sound awesome? This module is all about playing and doing. Students will create and work in an ensemble as they explore how to use amplifiers for performance and production. Students can also expect to leave this module with a solid understanding of working a sound desk, microphone technique, equipment maintenance and operating within a musical group. While music experience is not a requirement, all instruments are welcome.

Year 9 Achievement Standard Music

At Standard, students identify, sing, play, notate and apply rhythmic and melodic phrases and simple chord progressions in major and minor keys, with some partial or inconsistent responses. They improvise and demonstrate some evidence of structured and developed musical ideas, using generally accurate notation and incorporating some stylistically appropriate expressive devices. Students perform with generally sound technique and some appropriate expression. With some guidance, they consider blend and balance when playing with an ensemble and endeavour to adjust tone and volume.

Students identify, analyse and describe the use and purpose of the elements of music, using some appropriate music terminology and making occasional references to stylistic application. They identify and describe some musical characteristics, considering stylistic features and contributions made by key composers, performers and/or artists, and make some connections with social, historical and cultural contexts.

Health & Physical Education Electives

Specialised Physical Education

This course is offered to students who enjoy HPE and want to further develop their skills and strategies. A variety of sports that are not covered in physical education classes are selected, such as flag gridiron, lacrosse, floorball, softball and badminton. Students are given the opportunity to improve their skills and understanding of the methods to improve performance. Students ability to transfer tactical knowledge and strategies from one sport to the next is a focus. Practical performance in the selected sport forms the basis for student assessment in this course.

Outdoor Education

The initial emphasis in this one semester course is on the principles of leave-no-trace, sustainability and risk management. From that point on there is a mixture of theory and practical lessons in each cycle.

Theory component: Students relate to aspects of the seven leave-no-trace principles and how they can inform practice in the outdoors. In particular we consider the first principle, Plan Ahead and Prepare. Students look at simple risk management strategies, learn the common first aid skills and hygiene considerations needed in the outdoors, develop equipment lists and consider how climate and weather can affect their outdoor activities. Students also prepare a report on a famous walking trail.

Practical component: The students relate to the Plan Ahead and Prepare principle and train for their hiking expedition. This training generally consists of swimming and walks in the area of the College to develop their core strength. The students also learn and practice camp cooking, setting up shelters (tents and hootchies), knot tying and packing rucksacks.

The course culminates with a 2-3 day expedition where the skills and knowledge learned in the course are put into practice.

Please note there is a limited number of places offered in Outdoor Education for logistical and safety reasons. Selection criteria will be based on suitability to the subject and recommendations from classroom teachers and the Head of the Health & Physical Education Department.

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