



JOHN XXIII
COLLEGE
SEEK JUSTICE

Curriculum Handbook 2017

Year 9

Important Information to Parents and Students

Year 9 is an integral component of a student's academic, social, emotional, spiritual and physical development as they continue their journey through adolescence. The learning experiences available at the College endeavour to provide students with opportunities to grow in each of these areas.

Year 9 is an important year to attain solid foundations in all Learning Areas with students experiencing learning opportunities across a variety of courses. All students will study the following core areas: Religious Education, English, Health Education, Humanities and Social Sciences (HASS), Mathematics, Physical Education (PE) and Science. Unique to Year 9 is the inclusion of the Rite Journey program that is designed to educate students to move from adolescence to adulthood. Students will also study four Electives throughout the year. A student's learning program at John XXIII College will consist of the following period allocations per ten-day cycle;

Subject	Periods per fortnight
Religious Education	8
English	8
Mathematics	8
Science	8
Humanities and Social Sciences	8
Health Education	2
Physical Education	4
The Rite Journey	2 (Studied for a semester)
Electives x 4	4 each (Studied for a semester)

The learning and teaching programs are aligned, where mandated, to the Western Australian Curriculum and Assessment Outline. Many other Learning Areas are currently initiating changes to the course outcomes to prepare for the introduction of the Western Australian Curriculum and Assessment Outline according to the School Curriculum and Standards Authority (SCSA) timeline.

Students are expected to apply themselves to each course they are studying. Whilst certain courses have specific requirements in relation to group work, practical demonstration of skills, etc the College has an underlying expectation of all students to commit themselves to their academic studies. This relates to preparation and organisation of resources, punctuality to class, positive attitude, active participation in lessons, completion of homework and dedication to achieving their best. College staff are available to assist students in their endeavours.

Included in this Curriculum Handbook is a course description and outline of the assessment types involved in each course available for study at Year 9. The contact person for each course is also provided to assist with any further queries.

Year 9 students will complete formal examinations in the core Learning Areas at the conclusion of Semester One and Semester Two. These will be included in the assessment outline for the relevant courses. A separate timetable will be published for the examination period. Some Elective courses will also include an examination that will be completed during class time.

All students will receive three College reports throughout the year to provide formal feedback to parents. Towards the conclusion of Term One parents will receive an Interim Report that provides an indication of a student's academic achievement, application, attitude and organisation. At the conclusion of each semester, a Semester Report will be issued that provides a student's grades for each course, the cohort average and statements of work ethic.

Formal Parent Student Teacher interviews are scheduled for the conclusion of Term One and the beginning of Term Three, although parents are welcome to contact classroom teachers when queries arise throughout the year.

Elective Selection Process

Electives are a compulsory and enriching part of the College curriculum. They are “elective” in the sense that students can choose, or elect, to do different courses. Students should base their decisions upon;

- Interests
- Abilities
- Preparation for future studies
- Career direction

Year 9 Students will be placed in **four electives** based on their preferences. Students may not receive their first three choices. It is important that Elective Selection Forms are submitted by the due date to avoid missing out on entry into popular courses.

The College makes every effort to make students’ choices available. Unfortunately, not all students can obtain all the electives they choose. Reasons for this include:

1. Not enough students wanting to enrol and make a viable class
2. A class being to capacity and over-subscribed
3. Certain classes may be timetabled at the same time

Survey Monkey Instructions

To select their Electives students will need to;

1. Refer to the Year 9 Curriculum Handbook available on the College website for information about each elective.
2. Complete student name and Homeroom details
3. Select electives to the value of four (4) points. Number 1 is the elective the student most wants to study. Please note Language courses are one year courses whilst all other Electives are one semester courses.
4. Number all remaining boxes in order of preference.
5. All surveys must be completed by **3pm Friday 21 October 2016**.

During Week 3 students will receive an Elective Confirmation Form that will require a parent signature to confirm the Elective choices made via the Survey Monkey link.

This parent confirmation is to be submitted to Student Reception by **31 October 2016**.

Core Subjects

Religious Education

Course Description

In Year 9 students learn that people have human yearnings and these yearnings ultimately lead to the person of Jesus and the Catholic Church which He established. The first semester explores the common questions and yearnings known as human heart questions. They learn that the Magisterium guides Catholics in living out the Gospel. Semester Two examines the Christian concept of salvation and response to human emotions and the need for love. They recognise that Christians are called to share in the mission of Jesus by following God's laws. Students will be challenged to explore a variety of spiritual, moral and social issues through the following topics:

TERM 1: THE HUMAN SEARCH FOR TRUTH

- Human heart questions
- Jesus answers questions of the human heart
- The Church's Magisterium
- Development of the Bible
- How to read the Bible
- Jesus as the Messiah

TERM 2: PEOPLE GROW STRONGER SPIRITUALLY

- Young people discover new spiritual experiences
- People can develop spiritual relationships
- People find it hard to develop spirituality
- God the Father and Jesus sent the Holy Spirit
- Jesus revealed how to draw on the strength of the Holy Spirit
- The Blessed Virgin Mary was filled with the Holy Spirit

TERM 3: PEOPLE CAN ACHIEVE EMOTIONAL PEACE

- Human emotions
- Jesus promises salvation
- Sacraments and Commandments
- Sin and how God helps people to overcome it
- Sacraments of healing - penance & anointing

TERM 4: CHRISTIAN LOVE AND SEXUALITY

- The gift of Sexuality
- Developing a Healthy Sexuality
- Jesus promises the power of divine love
- God empowers people to live chaste lives
- God calls people to develop a healthy sexuality
- God's plan for married love

Assessment

The following types of assessments and weighting will be undertaken:

Topic Tests: 20% | In-class Essays: 20% | Investigation: 25% | Examinations: 40%

Topic tests includes source analysis and short answers. All students will sit an examination at the end of each semester as well as the Bishops' Religious Literacy Assessment in Term Three.

English

Course Description

The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Topics;

- Novel Study
- Film Study
- Novel Study
- Film Study
- Shakespearean Drama
- Graphic Novel
- Feature Film

Independent Reading

Students are expected to read regularly and widely, both in class and as a part of their homework program.

Assessment

The following types of assessments and weightings will be undertaken:

Reception: 45% | Production: 40% | Examination: 15%

Examinations will take place at the end of Semester One and Two and will cover key content of the unit or units covered in that semester.

Health & Physical Education

Physical Education

Course Description

Work within the Health & Physical Education (H&PE) Learning Area is designed to support, contribute to and complement the aims of the College and the Western Australian Curriculum, by providing equality of access for all students to a broad, balanced and relevant curriculum.

H&PE at John XXIII College aims to provide an enjoyable and satisfying program, with opportunities for every student to develop physically, socially, emotionally and cognitively. The H&PE curriculum offers a comprehensive range of learning experiences to meet the needs of individual students and encourage active involvement by all as performers, observers and officials.

We are continually revising our schemes of work to provide structure and development to ensure all our students experience progression, challenge and a sense of achievement. The sympathetic selection of learning tasks appropriate to students' experience, ability and maturity aims to support all students in two ways. Firstly, in the development of physical competence and secondly promote those skills necessary to effectively plan and reflect for a healthy lifestyle, movement and movement related activities, safely and with confidence.

The development of tolerance, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Through the active participation in a variety of roles within the activities experienced, students will be encouraged to appreciate their own and others' strengths and weaknesses, and respond appropriately to the needs of the individuals and groups. It is intended that the program offered, together with an awareness of leisure opportunities within the community, will develop those skills and attitudes conducive to the involvement in an active and healthy lifestyle.

Physical Education topics;

- Aquatics/Lifesaving
- Cross Country
- Athletics
- Fitness
- Volleyball
- AFL
- Netball
- Cricket

Health Education topics;

- Stress and Anxiety
- Personal Identify
- Lifestyle Decisions
- Sexual Health (Relationships)

Assessment

The following types of assessments and weightings will be undertaken:

Skills: 80-85% | Tests: 5% | Affective: 10-15%

Humanities and Social Sciences

Course Description

The main aim of the Humanities and Social Sciences (HASS) course is to develop the skills, understandings and values that will enable students to participate in a more informed and effective manner in today's society.

Topics;

- Civics and Citizenship - Our democratic rights
- Economics and Business - Australia and the global economy
- Geography - Biomes and food security and Geographies of interconnections
- History - The making of the modern world; The Industrial Revolution and World War I

Assessment

Students will undertake the following types of assessments and weightings:

Skills: 30% | Research: 30% | Minor Work: 10% | Examination: 30%

Examinations will take place at the end of Semester One and Two and will cover key content of the units covered.

Mathematics

Mathematics Advanced A

Course Description

In addition to the standard Western Australian Curriculum, Year 9 Mathematics Advanced A will students tackle problems at a higher difficulty level as well as a number of more demanding topics. They will express numbers in scientific notation and apply the index laws to numbers, expand and factorise algebraic expressions and solve problems involving simple interest, solve linear equations using graphical and algebraic techniques, list outcomes, assign and determine probabilities for events, construct displays and investigate the position of the mean and median and describe the shape of the distribution, calculate areas of shapes and volume and surface area of right prisms, investigate similar and congruent triangles and problems involving Pythagoras' theorem, recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

Topics;

- Scientific notation
- Index laws
- Algebraic factorisation
- Simple interest
- Solve linear equations algebraically
- Solving simultaneously using graphs
- Display data
- Summary statistics
- Volume and surface area
- Pythagoras' theorem, including 3D situations
- Trigonometry of right-angled triangles
- Area of sectors
- Perfect squares, difference of squares

Further elaboration of the topics covered may be found in the program of learning available to the students at the commencement of the course.

Assessment

Students will undertake the following types of assessments and weightings:

Investigations: 16% | Tests: 48% | Examinations: 28%

Mathematics Advanced B

Course Description

In addition to the standard Western Australian Curriculum, Year 9 Mathematics Advanced B will students tackle problems at a slightly higher difficulty level as well as some more demanding topics. They will express numbers in scientific notation and apply the index laws to numbers, expand and factorise algebraic expressions and solve problems involving simple interest, solve linear equations using graphical and algebraic techniques, list outcomes, assign and determine probabilities for events, construct displays and investigate the position of the mean and median and describe the shape of the distribution, calculate areas of shapes and volume and surface area of right prisms, investigate similar and congruent triangles and problems involving Pythagoras' theorem, recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

Topics;

- Scientific notation
- Index laws
- Algebraic factorisation
- Simple interest

- Solve linear equations algebraically
- Display data
- Summary statistics
- Volume and surface area
- Pythagoras' theorem
- Trigonometry of right-angled triangles
- Perfect squares and difference squares
- Finance

Further elaboration of the topics covered may be found in program of learning issued to the students at the commencement of the course.

Assessment

Students will undertake the following types of assessments and weightings:

Investigations: 16% | Tests: 48% | Examinations: 28%

Mathematics Essentials

Course Description

Year 9 Essentials students will cover the standard Western Australian Curriculum. They will express numbers in scientific notation and apply the index laws to numbers, expand and factorise algebraic expressions and solve problems involving simple interest, solve linear equations using graphical and algebraic techniques, list outcomes, assign and determine probabilities for events, construct displays and investigate the position of the mean and median and describe the shape of the distribution, calculate areas of shapes and volume and surface area of right prisms, investigate similar and congruent triangles and problems involving Pythagoras' theorem, recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

Topics;

- Scientific notation
- Index laws
- Algebraic factorisation
- Simple interest
- Solve linear equations algebraically
- Display data
- Summary statistics
- Volume and surface area
- Pythagoras' theorem
- Trigonometry of right-angled triangles

Further elaboration of the topics covered may be found in the program of learning available to the students at the commencement of the course.

Assessment

Assessment will include investigations which require application of acquired knowledge to new situations and problem solving ability: 16% | tests: 48% | examinations: 28%

Mathematics Practical

Course Description

The students will broaden their understanding of mathematics at an elementary level by completing topics in the content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Some students may be on individual education programs more suited to their ability. As far as possible, content from the Australian Curriculum for Year 9 will be covered.

Topics;

- Rounding
- Arithmetic
- Ratios
- Number concepts
- Solve simple algebraic equations
- Probability
- Statistics
- Graph rules
- Angle concepts
- Transformations
- Perimeter, area and volume
- Pythagoras' theorem
- Percentages
- Finance
- Timetables

Further elaboration of the topics covered may be found in the program of learning available to the students at the commencement of the course.

Assessment

Students will undertake the following types of assessments and weightings:

Investigations: 16% | Tests: 48% | Examinations: 28%

Some students may do modified assessments to suit their needs.

Rite Journey

Course Description

The Rite Journey is a pastoral program that looks at the rite of passage between adolescence and young adulthood. It provides unique educational opportunities to support the development of self-aware, vital, responsible, respectful and resilient adults.

By raising students' consciousness about transitioning from child to adult and having conversations with them about what really matters we can assist in guiding their journey into adulthood. It embraces the Christian and Ignatian ethos of the College in a year-long program using a Rite of Passage framework to deepen the students' experience of this important life transition.

Rite Journey classes are scheduled for one period per week. Classes are gender based so they can focus on the specific issues related to becoming young men and women.

Assessment

There is no formative assessment for this program.

Science

Biological Science

Course Description

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

Assessment

Students will undertake the following types of assessments and weightings:

Research Task: 20% | Test 1 – Human Body: 25% | Investigation: 20% | Test 2 – Ecology: 25% | Homework: 10%

Chemical Science

Course Description

Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses.

By the end of this unit all of the students will be able to explain that:

- the kinetic theory describes the movement of particles in matter and is used to explain the properties of solids, liquids and gases
- Elements consist of one type of atom while compounds consist of two or more different types of atoms which are chemically combined
- Compounds can be separated by chemical reaction into purer substances but elements cannot
- All matter is composed of atoms with a nucleus containing protons and neutrons and surrounded by electrons
- The atomic and mass number of an atom enable the number of protons and neutrons to be determined
- The number of electrons in the outer shell of an atom determines many characteristics of the substance (e.g. formation of ions, metallic or ionic bonding)
- Recognise formulae of common substances
- Elements can be grouped into metals/non-metals based on common physical characteristics
- Acids and bases have distinct physical properties
- Gases can be identified using tests
- Chemical changes can be observed and described
- Physical and chemical change can be explained in terms of arrangement of particles and type of particle involved, understand that matter is not created or destroyed in these processes
- Chemical reactions occur at different rates
- Write word equations to describe chemical reactions and understand general equations for common reactions

Assessment

Students will undertake the following types of assessments and weightings:

Mid-topic test: 30% | End of topic test: 30% | Investigation: 30% | Homework: 10%

Science Inquiry Skills (SIS)

Course Description

Concepts such as fair test and variables will be covered in the Thinking Science lessons. Planning and conducting investigations will occur throughout each unit. This short unit aims to supplement the content covered in the Thinking Science lessons and previous investigations. These include: using basic laboratory equipment and following the safety rules, measuring, recording and manipulating data. The students will also be taught how to write up experiments and investigations in the Practical Report book. SIS is embedded into all areas of the Science curriculum. This unit seeks to develop the basics at the start of the year from which students will be able to apply logical processes into their investigations. Scientific Literacy is developed through the use of a faculty produced aide memoir, and displaying the key words in each laboratory.

Assessment

Students will undertake the following types of assessments and weightings:

Homework: 100%

Elective Subjects

Art

Visual Arts

LENGTH: 1 TERM

Course Description

In Year 9 Visual Arts, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D artworks which communicate artistic intention.

Students experience a growing awareness of how and why artists are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work. Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Topics;

The art forms of particular focus include painting, printmaking, drawing and digital media. Art styles that may be examined include Ancient Art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau and Pop Art), Australian Art, Urban Art and contemporary artistic practice.

Assessment

Students will complete two projects over a semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 9 Visual Arts course is divided into two content areas:

- Art making
- Art responding

Art Making - Inquiry (Outcome: Arts Ideas 20%)

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. Students will develop a sketchbook of work that includes preliminary ideas and development for art-making (e.g. brainstorming, mind maps, sketches). They will apply techniques and processes suited to 2D artworks (e.g. observational, explorative and expressive drawing activities and media testing) and use visual art language and the elements and principles of design to develop artworks. Students will introduce ideas inspired by an artistic style into their own artworks.

Art Practice (Outcome: Arts Skills, Techniques and Processes 70%)

This involves the use of skills, techniques and processes in order to develop and produce artworks. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices and focusses on the use of techniques and processes to enhance the representation of ideas in their art-making.

Presentation

Students will be provided with the opportunity to display their finished artworks in the College's annual Visual Arts Exhibition.

Art Responding - Analysis (Outcome: Arts Responses 5%)

Students will use analysis frameworks (STICI, Feldman or Taylor) to analyse artworks from contemporary and past times. They will use the elements and principles of design to respond to artworks as well as develop an understanding of visual conventions and complex compositional devices.

Social, Cultural and Historical Contexts (Outcome: Arts in Society 5%)

Students will identify representations in artworks within a given context. They will investigate the varying viewpoints in artworks for particular artists and styles and examine the practices and techniques from different cultural groups.

Interpretation/Response (Outcome: Arts Responses 5%)

This includes the evaluation of their own artworks and the artworks of others', using examples and evidence to support judgements.

FURTHER INFORMATION: Miss L Hoy

Pottery and Ceramics

LENGTH: 1 TERM

Course Description

Students are provided with the opportunity to learn, develop and extend a variety of ceramic techniques. They use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 3D ceramic artworks which communicate artistic intention.

Students experience a growing awareness of how and why artists are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work. Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Topics;

The ceramic techniques of particular focus include hand building, coil building and slab building to create 3D ceramic artworks (both functional and decorative). Students will also experiment with a range of glaze techniques (underglazes, cesco glazes, oxides, crystal glazes and image transfers) to colour their ceramic artwork. Art styles that may be examined include Ancient Art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau and Pop Art), Australian Art, Urban Art and contemporary artistic practice.

Assessment

Students will complete two ceramic projects over a semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 9 Pottery and Ceramics course is divided into two content areas:

- Art making
- Art responding

Art Making - Inquiry (Outcome: Arts Ideas 20%)

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. Students will develop a sketchbook of work that includes preliminary ideas and development for art-making (e.g. brainstorm, mind maps, sketches). They will apply techniques and processes suited to 3D artworks (e.g. observational, explorative and expressive drawing activities, media testing and maquette building) and use visual art language and the elements and principles of design to develop artworks. Students will introduce ideas inspired by an artistic style into their own artworks.

Art Practice (Outcome: Arts Skills, Techniques and Processes 70%)

This involves the use of skills, techniques and processes in order to develop and produce artworks. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices and focusses on the use of techniques and processes to enhance the representation of ideas in their art-making.

Presentation

Students will be provided with the opportunity to display their finished artworks in the College's annual Visual Arts Exhibition.

Art Responding - Analysis (Outcome: Arts Responses 5%)

Students will use analysis frameworks (STICI, Feldman or Taylor) to analyse artworks from contemporary and past times. They will use the elements and principles of design to respond to artworks as well as develop an understanding of visual conventions and complex compositional devices.

Social, Cultural and Historical Contexts (Outcome: Arts in Society 5%)

Students will identify representations in artworks within a given context. They will investigate the varying viewpoints in artworks for particular artists and styles and examine the practices and techniques from different cultural groups.

Interpretation/Response (Outcome: Arts Responses 5%)

This includes the evaluation of their own artworks and the artworks of others', using examples and evidence to support judgements.

FURTHER INFORMATION: Miss K Moore

Creative Crafts

LENGTH: 1 TERM

Course Description

The Year 9 Creative Crafts course offers students an opportunity to develop their design skills in making creative objects. Students are encouraged to identify with craft as an art form and to recognise its potential as a vehicle of inspiration within different cultures. Students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention.

Students experience a growing awareness of how and why artists are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work. Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Topics;

The art forms of particular focus include printmaking (e.g. screen printing and lino printing), textiles, fabric embellishment and 3D sculpture (e.g. mosaics, marionettes, paper mache and plaster sculpture). Art styles that may be examined include Ancient Art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau and Pop Art), Australian Art, Urban Art and contemporary artistic practice.

Assessment

Students will complete two projects over a semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 9 Creative Crafts course is divided into two content areas:

- Art making
- Art responding

Art Making - Inquiry (Outcome: Arts Ideas 20%)

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. Students will develop a sketchbook of work that includes preliminary ideas and development for art-making (e.g. brainstorming, mind maps, sketches). They will apply techniques and processes suited to 2D and/or 3D artworks (e.g. observational, explorative and expressive drawing activities and media testing) and use visual art language and the elements and principles of design to develop artworks. Students will introduce ideas inspired by an artistic style into their own artworks.

Art Practice (Outcome: Arts Skills, Techniques and Processes 70%)

This involves the use of skills, techniques and processes in order to develop and produce artworks. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices and focusses on the use of techniques and processes to enhance the representation of ideas in their art-making.

Presentation

Students will be provided with the opportunity to display their finished artworks in the College's annual Visual Arts Exhibition.

Art Responding - Analysis (Outcome: Arts Responses 5%)

Students will use analysis frameworks (STICI, Feldman or Taylor) to analyse artworks from contemporary and past times. They will use the elements and principles of design to respond to artworks as well as develop an understanding of visual conventions and complex compositional devices.

Social, Cultural and Historical Contexts (Outcome: Arts in Society 5%)

Students will identify representations in artworks within a given context. They will investigate the varying viewpoints in artworks for particular artists and styles and examine the practices and techniques from different cultural groups.

Interpretation/Response (Outcome: Arts Responses 5%)

This includes the evaluation of their own artworks and the artworks of others', using examples and evidence to support judgements.

FURTHER INFORMATION: Miss K Moore

Drama

Drama Skills 1

LENGTH: 1 TERM

Course Description

This course provides for the development of skills in the areas of movement, voice, imagination and self-confidence. It involves the application of these skills to specific performance tasks involving improvisation, play building and script work.

Topics;

- Physical Theatre
- Australian Script Performance
- Theatre in Education

Assessment

Students are assessed on both their practical and written skills. The main focus of the course is on a student's performance skills and learning through practical workshops. Students will be assessed formally through public and in class performances as well as informally through workshops. Students are required to participate in the Year 9 Drama Night as part of their formal assessment. Assessments will be group based with students required to complete one written response on the completion of each performance.

Performance Skills: 80% | Written Response: 20%

FURTHER INFORMATION: Mr G Tsakisiris

Drama Skills 2

LENGTH: 1 TERM

Course Description

This course provides for the development of skills in the areas of movement, voice, imagination and self-confidence. It involves the application of these skills to specific performance tasks involving improvisation, play building and script work.

Topics;

- Play building
- Scripted Performance
- Commedia Del Arte

Assessment

Students are assessed on their practical and written skills. The main focus of the course is on a student's performance skills and learning through practical workshops. Students will be assessed formally through public and in class performances as well as informally through workshops. Students are required to participate in the Year 9 Drama Night as part of their formal assessment. Assessments will be group based with students required to complete one written response on the completion of each performance.

Performance Skills: 80% | Written Response: 20%

FURTHER INFORMATION: Mr G Tsakisiris

Languages

French

LENGTH: 1 YEAR

Course Description

In this course, students will deepen their understanding of the structure of the French language and acquire a more extensive vocabulary over a variety of topics. They will also become more skilful as communicators as the sophistication of their writing increases and more adept at accessing reading and listening materials.

Topics;

The Individual: This is Where I Live, Making Arrangements

French Speaking Communities: Public Transport, Clothes and Fashion, Food and Eating Out

The French World: Let's go Shopping, Young People's Lives

Assessment

The following types of assessments and weightings will be undertaken:

Listening and Responding: 25% | Spoken Interaction: 25% | Viewing, Reading and Responding: 25% | Writing: 25%

All Year Nine students complete the Assessment of Language Competence in French

Italian

LENGTH: 1 YEAR

Course Description

This course offers the students the opportunity to extend their communicative skills in the context of health, fashion and travel. Students will explore and enhance their language through the application of skills and strategies.

Topics;

The Individual: Discussing Favorite Pastimes; Daily Activities and Routine. Describing My House

The Italian Speaking Communities: Living in Italy, Different Types of Lifestyles, Fashion Trends, Italian Regional Cooking.

The Changing World: Being a Tourist and Planning a Holiday. Asking and Giving Directions.

Assessment

The following types of assessments and weightings will be undertaken:

Listening and Responding: 25% | Spoken Interaction: 25% | Viewing, Reading and Responding: 25% | Writing: 25%

All Year Nine students complete the Assessment of Language Competence in Italian.

Japanese

LENGTH: 1 YEAR

Course Description

This course aims to develop and expand a student's previous knowledge of Japanese, giving them the skills to better understand and interact with Japanese materials and communicate with Japanese speakers. Students will begin to master the finer points of hiragana and katakana. They will also be using the unique 'Self Access Teaching Packs' to teach themselves katakana. All the while, students are developing the language and beginning to make it their own.

The cultural component of learning a language is integral to all our classes and we will also be indulging in traditional Japanese cooking and martial arts. Students will be given opportunities to explore situations and events associated with welcoming visitors to Australia.

Topics;

The students will learn how to exchange information and develop their cultural understanding in these broad contexts.

The Individual – Favorite Things, Hobbies, Interests and Sports in Japan and Australia, Daily Routine, Japanese Speaking Communities – Food, Drink and Traditional Meals, Significant Events, Festivals and Celebrations, Manga and Anime, Transport in Japan, Manga and Anime, Japanese Architecture

The Changing World – Influence of Technology on Sport, Leisure and Fitness

Students will become competent in Japanese script using a range of medium from calligraphy brushes, word processing and touch technology. They will be able to manage their own teaching/learning program through Self Access Teaching Packs.

Assessment

The following types of assessments and weightings will be undertaken:

Listening and Responding: 25% | Spoken Interaction: 25% | Viewing, Reading and Responding: 25% | Writing: 25%

Cultural Understandings, Systems of the Japanese Language and Language Learning Strategies will be embedded in the course and assessments. All Year Nine students complete the Assessment of Language Competence in Japanese.

Let's Entertain (cooking)

LENGTH: 1 TERM

Course Description

The unit focuses on gaining an understanding of the menu.

Students prepare a variety of dishes suitable for the following courses;

- Soup
- Entrée
- Main Course
- Dessert

As part of the course, students will work together in small groups to plan, prepare and serve a two course meal for four people. Gaining an understanding of table setting, service and etiquette.

Assessment

The following types of assessments and weightings will be undertaken:

Skills: 80% | Written: 10% | Affective: 10%

FURTHER INFORMATION: Miss M Toleman

Course Description

Music focuses on developing and expanding the musical skills of our students across a wide range of contexts. The course places equal emphasis on the development of both written and practical skills: theory and aural, history and literature, arranging and composing. Performance skills are also developed and assessed as students continue to progress through their private instrumental tuition. The Semester 1 unit, 'From Bach to Blues', culminates in a Blues composition task where students use the music software program *Sibelius* to notate their composition.

In Semester 2, students continue to develop their written and practical skills, focusing on music 'from the Blues to the Beatles'. They use their developing keyboard and musicianship skills to compose an original song featuring their own instrument/voice.

Topics;

Written:

- Aural & Theory (skills covered in accordance with the Australian Curriculum)
- Composition & Arranging (in a wide range of styles as outlined above)

Performance:

- Practical and performance tasks incorporating students' instrumental/vocal skills

Assessment

Each unit will undertake the following types of assessments and weightings:

| Composition Tasks: 25% | Written Tests: 40% | Performance Assessments: 35%

FURTHER INFORMATION: Mrs K Alexander

Outdoor Education

Course Description

This is an introductory course to provide students with the knowledge, skills and motivation to pursue outdoor activities in a safe and responsible manner. The program aims to increase the numbers of responsible users of the natural environment through awareness of minimum impact skills.

Group work, team building and problem solving activities allow individuals and the group to develop interpersonal relations, leadership and opportunities to promote positive self-concept.

The benefits of an active lifestyle are emphasised through the development of knowledge and skills that enable students to use the natural environment for activities that provide enjoyment, socialisation and recreation throughout their lives.

Personal safety in the natural environment is emphasised to promote a cautious and educated approach to potential risks associated with outdoor pursuits.

Topics;

- Navigation
- Surfing
- Paddle Boarding
- Roping
- Orienteering

Assessment

Outdoor Education is largely a practical based module and as such students must participate in 90% of the practical lessons to achieve a pass mark for the course.

Technology and Enterprise

Material Design and Technology: Wood

LENGTH: 1 TERM

Course Description

The main aim of the Material Design and Technology course is to further develop skills in the construction of wooden projects in a safe and effective manner. Students will continue to develop their understanding and use of Auto CAD software to produce drawings of projects. Students will be exposed to new tools and machinery not previously used in Year 8.

The course has two components: Wood Technology which focus on skill development and Wood Design which introduces simple design aspects to projects.

Topics;

Students will be focus on simple box construction multi part project assembly, the construction of widening joints and simple frame construction.

Assessment

Each unit will undertake the following types of assessments and weightings:

Practical Skills: 60% | Written and Graphics: 30% | Workshop Habits and skills: 10%

FURTHER INFORMATION: Mr G Paragalli

Electronics

LENGTH: 1 TERM

Course Description

Students are introduced to some common electrical components and will also focus on safe work practices. Using this knowledge soldering exercises are introduced, once mastered a variety of packaged kits are constructed using these new found skills and knowledge. These kits will then be incorporated in some simple design tasks.

Topics;

Students will be focus on learning the function and use of electrical components developing this understanding through Bread Boarding. They will also develop their soldering skills through a number of practical exercises. Once proficient in soldering the students will construct a number of commercial kits incorporating them into design tasks.

Assessment

Each unit will undertake the following types of assessments and weightings:

Practical Skills: 60% | Written and Graphics: 30% | Workshop Habits: 10%

FURTHER INFORMATION: Mr G Paragalli

Course Description

This unit introduces the world of robotics, stretching from industrial robots and Mars explorers through to humanoid robots.

The main medium for learning about robotics is a series of open-ended projects in which students build Lego NXT devices to carry out certain challenges. These projects involve designing and building the robot with the input sensors and output peripherals needed and then writing the code to make it do what is required.

In addition, there are a number of research assignments and other types of robotics simulation software to explore.

Assessment

The following types of assessments will be undertaken:

Practical Skills, Written Responses

FURTHER INFORMATION: Mr G Paragalli