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The Academic Program

The Structure of the Academic Program
The Years 9 and 10 curriculum at Daramalan College has been reviewed and restructured to allow students to have sustained learning opportunities in each of the Essential Learning Achievements in the ACT Curriculum Framework, Every Chance to Learn. In 2012, the College further refined the curriculum with the implementation of the Australian Curriculum for the learning areas of English, Mathematics, Science and History. There will be further adjustments to the curriculum in the next two to three years with the implementation of the Australian Curriculum in the other learning areas.

The academic program for students in Years 9 and 10 is arranged in a system of semester length units. This system allows for those students who wish to specialise along certain subject lines whilst also catering for those students who may wish to diversify their elective units. Students and their parents, together with their teachers, have regular opportunities to assess the progress of the students relating to standards, motivation and interests and, where necessary, to review and revise their programs.

Students study seven subjects in each semester. The subject allocations, in semesters, are distributed as follows over the year. Semester length subjects may be studied in Semester 1 or Semester 2.

Year 9

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<tr>
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<tr>
<td>2</td>
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<td>3</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>4</td>
<td>Religious Education</td>
<td>Social Science (History)</td>
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<tr>
<td>5</td>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
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<tr>
<td>6</td>
<td>Technology elective</td>
<td>Arts elective</td>
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<td>7</td>
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Year 10

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<tr>
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<tr>
<td>2</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>4</td>
<td>Religious Education</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>5</td>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td>6</td>
<td>Finance and Commerce</td>
<td>Elective</td>
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<tr>
<td>7</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
The Operation of the Academic Program

Students choose their elective units for each year in the second semester of the previous year. There is no necessity to change courses. However, if changes are requested or recommended, then they will only be approved if parental consent is given and if such a change can be accommodated in terms of meeting the prerequisites, class size and timetabling requirements.

The timetable for Years 9 and 10 is developed using the subject and elective selections submitted by students in the second semester of the previous year. In order to facilitate the scheduling of classes where a small number of students have selected that course, the class may need to be operated as a combined Years 9 and 10 class. That is, there will be students from each year group within the single class. It should also be noted that some elective classes may not operate if insufficient numbers of students select that unit.

In Years 9 and 10 all students must complete units of study arranged as follows:

- 4 units each of English, Mathematics and Science
- 3 units each of Social Science and Health & Physical Education
- 2 units of Religious Education
- 1 unit of Technology
- 1 unit of Arts
- 1 unit of Finance & Commerce
- 5 units of elective courses

While the system is designed so that students are able to select elective units from a variety of courses, it is desirable at this stage of their education that there should be some continuity in some of their studies. To this end, the College has deemed certain subjects as being Core Subjects that all students must study.

Core Subjects


There are three levels of courses in Mathematics and Science. Courses are designed to cater for the learning needs of the broad categories of the student population. Students are placed in the course most appropriate to their needs. This placement is based on performance, teacher advice and where necessary, independent testing. Students may move between levels at the end of each semester, depending on their performance in the previous semester. It is also possible that a particular student may be placed in a variety of course levels relevant to his or her individual needs. For example, a student may be placed in Level 1 Mathematics and Level 2 Science.

In English, students are extended and supported according to individual needs in order to meet learning goals and demonstrate the achievement of skills outlined in the Australian Curriculum: English.

Within each level opportunities are provided for more gifted and motivated students to pursue their interests in these subjects.
Elective Subjects

Year 9

Choose at least one unit from:
- Design & Technology
- Graphics Technology
- Metal Technology
- Wood Technology
- Food Technology
- Textiles Technology
- Computing
- E-Publishing

Choose one year long (2 semesters) elective subject from:
- Art
- Business Studies (Computing and E-Publishing)
- Dance
- Design & Technology
- Drama
- French
- German
- Graphics Technology

Choose at least one unit from:
- Art
- Dance
- Drama
- Media
- Music

Year 10

Choose one year long (2 semesters) elective subject and one semester length elective unit from the following list of courses:

Choose one year long (2 semesters) elective subject:
- Art
- Business Studies
- Dance
- Design & Technology
- Drama
- French
- German
- Graphics Technology

Choose one semester length elective unit:
- History
- Home Science
- Japanese
- Media Studies
- Metal Technology
- Music
- Textiles and Design
- Wood Technology

Courses with Prerequisites
French, German and Japanese in Years 9 and 10 require completion of the corresponding courses in Years 8 and 9.

There is no prerequisite for Metal Technology in Year 10. It is, however, recommended that students do have a continuum within their studies in this area throughout Years 9 and 10. For example, a student may study Metal Technology in Semester 1 Year 9 and then continue their studies in Semester 2 of Year 10.
Changes to a Student’s Academic Program

The academic program for a student in Year 9 or 10 is finalised towards the end of Year 8 and 9 respectively. Generally students will stay with each year’s program for the duration.

Students should discuss any proposed changes to their program with their Pastoral Care Advisor or House Coordinator and the Assistant Principal Curriculum (Years 7-10). Appropriate approval forms must be completed and signed by the student’s parent/carer before a change can take place.

Any changes within a student’s academic program can only occur provided that the student meets the following academic requirements during Years 9 and 10:

- 4 units each of English, Mathematics and Science
- 3 units each of Social Science and Health & Physical Education
- 2 units of Religious Education
- 1 unit of Technology
- 1 unit of Arts
- 1 unit of Finance & Commerce

Students must fulfill these requirements to be eligible for an ACT Year 10 Certificate.
# Curriculum Structure Years 7 – 10

<table>
<thead>
<tr>
<th></th>
<th><strong>Whole Year</strong></th>
<th><strong>1 Semester</strong></th>
<th><strong>1 Term</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Y</strong></td>
<td>Religious Education</td>
<td>History</td>
<td>Art</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>English</td>
<td>Languages – <em>French</em>, <em>German or Japanese</em></td>
<td>Dance</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Mathematics</td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Science</td>
<td></td>
<td>Music</td>
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<tr>
<td><strong>7</strong></td>
<td>Health and Physical Education</td>
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<thead>
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<th><strong>Electives</strong></th>
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<tr>
<td><strong>Y</strong></td>
<td><strong>Whole Year</strong></td>
<td><strong>1 Semester</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Religious Education</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>English</td>
<td>SOSE (History/Geography)</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Mathematics</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>Creative/Visual Arts – <em>Art</em></td>
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<tr>
<td><strong>8</strong></td>
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<td><em>Dance, Drama or Music</em></td>
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<thead>
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<th><strong>Core</strong></th>
<th><strong>Electives (4 semesters in total)</strong></th>
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<tr>
<td><strong>Whole Year</strong></td>
<td>Religious Education</td>
<td><strong>Students must study at least 1 semester of:</strong></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>English</td>
<td>Technology - <em>Design and Technology</em> and</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Mathematics</td>
<td>Creative/Visual Arts -</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Science</td>
<td><em>Food Technology</em></td>
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<tr>
<td><strong>R</strong></td>
<td>Health and Physical Education</td>
<td><em>Graphics Technology</em></td>
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<td><strong>9</strong></td>
<td></td>
<td><em>Metal Technology</em></td>
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<td><em>Textiles Technology</em></td>
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<td></td>
<td></td>
<td><em>Computing</em></td>
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<td></td>
<td><em>E-Publishing</em></td>
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- Students can also elect to study French, German or Japanese

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<tr>
<td><strong>Y</strong></td>
<td>English</td>
<td>Business Studies – <em>Computing,</em></td>
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<td><strong>E</strong></td>
<td>Mathematics</td>
<td><em>E-Publishing and</em></td>
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<td><strong>A</strong></td>
<td>Science</td>
<td><em>Law, Politics and Society</em></td>
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<tr>
<td><strong>R</strong></td>
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<td>Dance</td>
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<td><strong>1 Semester</strong></td>
<td>Finance and Commerce</td>
<td>Design and Technology</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Geography</td>
<td>Drama</td>
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<tr>
<td></td>
<td>History</td>
<td>Food Technology</td>
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<td></td>
<td>Metal Technology</td>
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<td>Music</td>
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<td></td>
<td></td>
<td>Textiles Technology</td>
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<td></td>
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<td>Wood Technology</td>
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Student Assessment and Reporting Procedures

Assessment Overview
Assessment at Daramalan is designed to reflect students’ academic achievement and their application toward learning.

Academic achievement is assessed continuously by using a range of assessment instruments which may include projects and research assignments, home study exercises, bookwork, tests, examinations and presentations. Student learning may be assessed informally through teacher observation of class participation, responses to direct questions, active listening, general study skills and by peer and self-evaluation exercises.

Application and study skills are assessed by class teachers’ observations of students within subject areas.

Assessment Requirements
To be awarded an academic grade, a student must present sufficient work as determined by the teacher and Head of Department to allow a judgment to be made on the degree of achievement of the unit learning goals.

Failure to submit sufficient work to allow a valid assessment will result in the student receiving a non-assessment for the unit. This will result in the unit not being recorded on the Year 10 Certificate. Under these circumstances, it may not be possible for a semester report to be issued for that subject and the college may not be able to award a Year 10 Certificate.

Parents are notified prior to the reporting period if a student has failed to submit essential work which may result in a non-assessment for that unit or subject. The Assistant Principal Curriculum (Years 7-10), Pastoral Care Advisors and House Coordinators are notified of the late work by the class teacher who completes the Late Submission of Assessment letter for parents. The decision for non-assessment of a student in any unit will be taken in consultation with the Assistant Principal Curriculum (Years 7-10), the class teacher and the relevant Head of Department.

Teachers use a range of procedures to encourage students to complete assessment items by the due date and to notify parents of late submission. These procedures include a note in the student’s diary, telephone or email contact with the family, Study Support sessions and notification through the Late Submission of Assessment letter for parents. The Late Submission of Assessment letter is completed when the assessment item is more than two (2) days late. The form is a notification to the Assistant Principal Curriculum (Years 7-10) who in turn notifies the relevant Pastoral Care Advisor or House Coordinator and the student’s family.

Assessment is adjusted for a student who has been absent for a significant period due to illness or special circumstances. Usually the student is credited as having done the unit and is assessed on work completed. A grade of Status (S grade) may be given in special cases and is authorised by the Assistant Principal Curriculum in consultation with the Head of Department.

Plagiarism
Plagiarism is the presenting of someone else’s work as one’s own and includes use of words or ideas from the Internet, books, films, newspapers or other resource materials without acknowledging the source. It also includes using directly the work of a person helping with an essay or an assignment, and the submission of another student’s work (previously or presently enrolled at the College) as one’s own.
Students must acknowledge all sources of information they use when preparing and presenting assessment items.

Students should complete and attach a “Declaration of Original Work” form to all assessment items for which any component of the task is completed outside the classroom. These forms are available on Daranet and from the Information Centre.

Referencing
The College requires students to carefully acknowledge all sources of information in their work using the Harvard system of referencing.

Students who plagiarise work will be penalised according to the extent of the plagiarism. A serious case of plagiarism or a repeated offence will result in penalties such as the cancellation or a substantial reduction of the grade allocated for the assessment item.

A full copy of the College’s Plagiarism Statement and the Declaration of Original Work are available on Daranet.

Appeals Procedure
Students have the right to:

• be informed of the criteria for assessment
• the return of marked assessment items before the end of each unit
• appeal against grades using the procedures outlined below.

In the case of an appeal, the following steps must be followed:

• the student must consult with the class teacher within five (5) days of the return of the assessment item
• if the matter is not resolved, the student may then consult with the Head of Department within two (2) days of speaking to the class teacher
• if there is still no resolution, the student may lodge a written appeal with the Assistant Principal Curriculum together with the relevant work within two (2) weeks of the return of the assessment item. The appeal must outline the grounds on which the student is seeking a review of the grade and/or assessment and detail the anticipated outcome.

In the event that the appeal reaches the third stage an adjudication panel will be formed. The panel will comprise the Assistant Principal Curriculum, a Head of Department and one other staff member. The student may have an advocate (usually a parent) in attendance at the meeting. The student will be informed of the outcome of the appeal.

Reporting System
The academic grades awarded to students during Years 9 and 10 are recorded on the ACT Year 10 Certificate, which is issued to students who have successfully completed an approved program of study to the end of Year 10. The Certificate is issued by the College on behalf of the ACT Education and Training Directorate.

Students who are not eligible to receive the Year 10 Certificate will be issued with a High School Record. A High School Record is issued by the College and lists courses undertaken and grades earned by a student in Years 9-10.
As a Registered Training Organisation (RTO), students may also study vocational courses during Year 10 at Daramalan College. These students are eligible to receive either a Vocational Certificate or a Statement of Attainment at the end of Year 10.

**Frequency and type of reporting**
Reporting formally to parents occurs four times a year. The reports take two forms: Progress Reports and Semester Reports.

Progress Reports, issued at the end of Terms 1 and 3, indicate the student’s progress and conduct to the date of issue.

Semester Reports give details of the student’s studies for the full units studied in all courses. Standard items on all reports are an academic grade, indicators of level of achievement for learning goals and application and study skills, along with commendations and recommendations.
Summary of Elective Courses

Business Studies

Year 9
Students may select either Computing or E-Publishing as a single semester unit, or both units over the whole year. Both these units satisfy the requirement of the ACT Curriculum Framework Every Chance to Learn to study a Technology unit.

Elective Units

E-Publishing
What makes for good journalism today? A great journalist cares about people and an ideal world. A great journalist can approach a topic as vast as the universe and make it simple and interesting to both Einstein and the new immigrant, who is trying to learn the language. In this unit we will explore the many facets of modern journalism and investigate what effect the media have in our lives.

The unit has two main aspects:

Journalism
- a code of ethics for journalists: work is original, sources are real and valid, reporting is unbiased and balanced and language is appropriate
- examine press law and media ethics: censorship, copyright law and plagiarism, photographs and ads, libel, privacy rights and laws, substantial disruption, bylines and careful layout
- prepare for an interview: plan open-ended questions, obtain background material, contact interview source in advance
- use of a variety of sources to ensure completeness, impartiality and diversity with accurate referencing
- utilise photojournalism to tell a story
- create effective headlines and cutlines
- select appropriate quotations, and cite them fairly and accurately.

Desktop Publishing
- identify basic elements of design: pica rule, modular design, dollar bill rule, appropriate use of white space, proportion, balance, harmony, contrast, dominance
- edit stories for clarity, completeness, conciseness and objectivity for publication: grammar, usage, style, writing to specifications
- create effective advertisements following AISA guidelines
- use appropriate computer software, hardware and peripherals for capturing, importing, scanning and manipulating images
- use appropriate computer software for design, layout and publication of a completed newspaper.

Computing
The virtual world now encompasses every part of our lives; what do I need to know to thrive within it?
This unit implements the Vocational Education Certificate I in Information, Digital Media and Technology (ICA 10111) under the scope of the Daramalan College RTO, and therefore a specific outcome from this unit is the student attaining this nationally recognised certificate.

This unit encompasses the employability skills of Communication, Teamwork, Problem solving, Initiative and Enterprise, Planning and Organising, Self-management, Learning and Technology.
The unit has as its main aspects:

- Using a personal computer
- Using Office 2010 to perform:
  - Word Processing
  - Spreadsheets including advanced electronic spreadsheet applications including automatic formulae, graphs and general record keeping
  - PowerPoint
- Using digital devices
- Introduction to the Internet as a research and information gathering tool
- The HTML programming language required to create web pages on the Internet

**Year 10**

Students may elect any combination of the three elective semester units offered in Year 10 as well as study the compulsory Finance and Commerce unit. This structure is designed to achieve the goals set out within the ACT Curriculum Framework, *Every Chance to Learn*. If Computing or E-Publishing was selected in Year 9 it cannot be repeated in Year 10.

**Compulsory Unit**

**Finance and Commerce**

In our modern global marketplace, what do I need to know in order to best protect myself financially while finding real opportunities to grow and expand my capability to earn a living? This unit covers financial knowledge and understanding, financial competence, financial enterprise and the financial responsibility facing us as earners, as consumers and as investors. Financial Planning as well as many of the financial situations and decisions that teenagers and young adults face in today’s world will be covered.

**Elective Units**

**E-Publishing**

What makes for good journalism today? A great journalist cares about people and an ideal world. A great journalist can approach a topic as vast as the universe and make it simple and interesting to both Einstein and the new immigrant, who is trying to learn the language. In this unit we will explore the many facets of modern journalism and investigate what effect the media have in our lives.

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- prepare for an interview: plan open-ended questions, obtain background material, contact interview source in advance
- use of a variety of sources to ensure completeness, impartiality and diversity with accurate referencing
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- select appropriate quotations, and cite them fairly and accurately.
Desktop Publishing
- identify basic elements of design: pica rule, modular design, dollar bill rule, appropriate use of white space, proportion, balance, harmony, contrast, dominance
- edit stories for clarity, completeness, conciseness and objectivity for publication: grammar, usage, style, writing to specifications
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The unit has as its main aspects:
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  - Spreadsheets including advanced electronic spreadsheet applications including automatic formulae, graphs and general record keeping
  - PowerPoint
- Using digital devices
- Introduction to the Internet as a research and information gathering tool
- The HTML programming language required to create web pages on the Internet

Law, Politics and Society
What does it mean to be an Australian in today’s world? A key aspect of what it means to be Australian is to understand Australia’s political and legal systems, how Australia is governed, Australia’s position in the international community and how each of these contributes to and is influenced by Australians’ ideas of themselves and what it means to be Australian.

The unit has as its main aspects:
- Overview of Australian government
- Laws and our legal system
- Politics and our political system
- International relations
- Australian society and culture

Food Technology
Studies in Food Technology in Years 9 and 10 involve students in the purposeful application of knowledge, experience and resources to create processes and products that meet our needs. Students design and appraise various products using a variety of materials, information and systems to address issues and problems associated with daily living or lifestyle. The philosophical basis of studies in Food Technology is
underpinned by a commitment to the well-being of individuals in their everyday activities and as such, the subject is strongly positioned to make a valuable contribution to this learning area.

There are no prerequisites for entry to any units in the Years 9 and 10 Food Technology course. The course is aimed at meeting the needs of all students. The practical and theoretical components of this course are of equal importance and value in Years 9 and 10.

**Year 9**

**Unit 1 - Food and Nutrition**
This unit is an introduction to the nutritional requirements of the individual, particularly in regard to food properties, production and consumption. Foods and their consumption relate directly to the impact they have on an individual’s health and well-being.

**Unit 2 - Food and Product Innovation**
The economies of developing and implementing the production of new products in the market place have a significant impact on society. New foods and products will be investigated and analysed with specific reference to supply and demand, consumption, market research and nutritional implications.

This unit also explores the diversity and innovations which are applied to the production of foods. The rapidity with which the market place is changing demands a consumer examination of the detail and properties of new foods and food styles.

**Year 10**

**Unit 3 - World Food**
Migration has had a dramatic effect on the foods we eat in Australia. Students will examine the history of food in Australia beginning with indigenous Australians, the influences of early European settlers together with continuing immigration from a range of cultures. Students will plan and prepare a range of meals that reflect Australia’s unique cultural history.

Access to food is a global issue; there is enough food produced in the world to feed everyone, yet developing nations still suffer from hunger. This unit investigates the factors that contribute to food production and distribution on a global scale including climate change, geography and political situations.

**Unit 4 - Food Trends, Service and Catering**
Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects historical and contemporary food trends.

This unit also looks at the variety of hospitality establishments that are rapidly increasing in our society. Students examine the methods and practices involved in developing a business in the current climate. Aspects of employment, capital, stock, wages, menu planning and catering will be investigated.

**Languages**
The study of Languages fosters greater awareness, understanding and appreciation of the value of other languages, societies and cultures, as well as of the student’s own language and culture.

The aim of language learning in Years 9 and 10 is to develop communicative skills in reading, writing, listening and speaking in each language. Cultural issues are discussed as they arise in relation to the
language. Culture-based activities are included as a valuable means of increasing awareness of linguistic and cultural diversity and reflecting on one’s own identity in a globalised world.

Modules of work are used as a focus for study in the Languages classroom, incorporating themes such as Family, Friends, Leisure Time, Sport, Environment, Education, Food and Cooking, Shopping and Travelling. Emphasis can be placed on language for certain purposes such as hospitality and tourism, to cater for the varied reasons for which students elect to continue to learn a language.

Three languages (French, German and Japanese) are offered for study in Years 9 and 10. Students may elect to continue the language studied in Years 7 and 8. It is expected that students have studied the language for the whole year in Year 8 prior to selecting it in Year 9. All courses are organised into four sequential semester units, which are normally studied over Years 9 and 10.

The Year 9 and 10 course forms the foundation for further study of Continuing Languages in Years 11 and 12.

**Performing Arts**

**Dance**
The Dance course allows students opportunities in a variety of dance styles as well as participation in the Ausdance Youth Dance Festival in Semester 2. The course consists of four units offered over two years.

**Year 9 Dance**

**Unit 1 - Broadway Dance**
This unit is designed to introduce students to the Broadway jazz dance style and investigate its origins. Students will participate in practical classes of jazz technique and learn choreography from popular musicals such as Mary Poppins, Grease, The Wiz and A Chorus Line. An historical overview of jazz dance will be highlighted from its African origins right through the decades of the 20th century to current Broadway musicals.

**Unit 2 - Popular Dance**
This unit is designed to investigate how dance reflects the youth culture of society in different eras. In Term 3 the students will develop teamwork and performance skills through collaborating on a class production for the Ausdance Youth Dance Festival. In Term 4 the students will participate in practical classes and explore the role of dance in various eras such as 1920s Charleston, 1950s Rock’n’Roll, 1970s Disco and 1990s Hip Hop. Safe dance practice will be highlighted through the theoretical study of anatomy and injury prevention.

**Year 10 Dance**

**Unit 3 - Contemporary Dance**
This unit is designed to introduce students to contemporary dance and investigate its origins. Students will participate in practical classes of contemporary technique and explore the role of contact improvisation in choreography. An historical overview of modern dance will be highlighted through the theoretical study of pioneers such as Martha Graham and Alvin Ailey.

**Year 10 Dance**

**Unit 4 - Theatrical Dance**
This unit is designed to introduce students to dance in a theatrical context. In Term 3 students will develop teamwork, stagecraft and performance skills through collaborating on a class production to be performed at the Canberra Theatre for the Ausdance Youth Dance Festival. In Term 4 students will learn a structured
theatrical ballet production and explore the use of props in their own choreography. This will be complemented by the theoretical study of dance notation.

**Drama**

The Drama course prepares students for life situations by allowing them to rehearse and experience aspects of life through spoken and dramatic skills. It allows opportunities for students to understand Drama as an art form and to study some aspects of the history of theatre.

The course consists of four units offered over two years.

**Year 9**

**Unit 1**
Improvisation; using and exploring ideas; using skills, techniques and processes; creating and becoming characters; devising dramas in written and oral form and becoming familiar with simple lighting techniques.

**Unit 2:**
The focus of this unit is to:

- develop a heightened connection between individual movement, group movement and the space to create theatrical presentation
- understand and apply tragedy and comedy structures utilising a physical approach
- create original theatre expression utilising physical approaches.

The practical content of the course is designed to offer direct and practical experience of the art form and to foster an understanding of the relationship between the individual as performer/actor/artist, the performing space and the audience.

**Year 10**

**Unit 1**
This unit explores improvisation based on the methods of Grotowski, Artaud & Brooke, allowing students to explore the use of ritual, symbols and masks. There is further development of script writing and text-based performance and use of technical equipment to enhance performance.

**Unit 2**
This unit explores the development of comedy, tragedy and documentary drama. Students should gain an awareness of Shakespearean theatre, Brecht and Boal, and will be introduced to basic elements of stage design. Students will learn to use heightened language through use of voice exercises and physical approaches.

**Music**

Music is a course for students who have an interest in playing an instrument and learning more about music in general. The course is based on three areas of study - **Performance, Creating or Composing** and **Appraising**.

In **Performance** students work on their own instrument or may learn guitar or keyboard. Activities include both solo and group playing.
Creating or Composing is about putting melodies and accompaniments together.

The final element, Appraising, is listening to and analysing music in order to understand it.

The aim is to cater for students of varying ability and experience by assessing their performance skills at individual levels.

Units of study over Years 9 and 10 include Music from the 17th, 18th, 19th and 20th Centuries, including Jazz and Blues.

Social Science

Compulsory Units
Students will study a compulsory semester of History in Year 9, and a semester each of History and Geography in Year 10. These units align with the Australian Curriculum and the ACT Curriculum Framework, Every Chance to Learn.

History
Students in Year 10 will be able to select an additional unit of History. The following units will be offered to Year 10 students in 2015.

Disasters in History
Focus Statement: We can increase our knowledge and understanding of the past through the study of significant human or natural disasters.

Students will examine specific events in the past and then move from that event to achieve a broader understanding of the significant history of a particular time and place. When studying natural disasters, emphasis is placed on the political and human aspects rather than the geological or climatic.

A variety of specific events will be studied during the semester that may come from the suggested topics or may be based on independent student choice. Some possible general categories are:

- Air and Sea Disasters
- Assassination Disasters
- Medical Disasters
- Natural Disasters
- Military Disasters.

Warfare Through the Ages
Focus Statement: War is one of the most significant agencies in human history and is an important mirror through which to view not only cultural differences, but also the universal characteristics of the human condition.

Students will examine a specific conflict, campaign or battle in the past and then move from this event to a broader understanding of the significant history of a particular time and place. When studying military history, students are encouraged to consider possible positive aspects within the generally tragic reality of warfare.
A variety of specific events will be studied during the semester that may come from the suggested topics or may be based on independent student choice. Some possible general categories are:

- War and the Ancient World
- War and Culture in the Middle Ages
- War in the Age of Revolution
- Modern Warfare
- Post WW II Conflicts
- The role of Peacekeeping in modern conflicts.

**Technology and Design**
Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity. Technologies assume increased importance when they are applied to solve real problems and to create ideas and solutions in response to needs and opportunities for customers, clients or themselves.

Five Technology and Design courses are offered throughout Years 9 and 10. Each subject is delivered as module units and each unit is selected from the list below (not necessarily in the order given). Students are taught a range of skills and processes that allow the completion of a series of practical projects and exercises. A design, make and appraise teaching approach is used.

**Design & Technology**
Unit 1: Design Concepts; Design Folios; Graphics; Materials; Appropriate Technologies
Unit 2: Product Design; Manufacturing; Packaging; Environmental Issues; Marketing
Unit 3: Systems and Engineering Principles
Unit 4: Electronics and Circuitry

**Graphics Technology**
Unit 1: Introduction to Drawing and Design; Drawing Equipment; Pictorials; CAD
Unit 2: Technical and Architectural Drawing; Perspective Drawing; CAD
Unit 3: Computer Aided Drawing; Building Codes; Digital Graphics
Unit 4: Graphic Design; Power Point Presentations; Pamphlets & Brochures; Folios & Exhibits

**Metal Technology**
Unit 1: Hand Tools and Machining; Engineering Equipment and Processes
Unit 2: Welding and Fabrication; Materials Science and Heat Treatment; CNC Machining
Unit 3: Engine Fundamentals; Tools; Small Engine Systems and Servicing
Unit 4: Engineering Technology; Metal Product Production

**Textiles Technology**
Unit 1: Design Process, Natural Fibres, Woven Fabrics, Commercial Patterns, Felting, Construction Techniques, Pyjamas
Unit 2: Knit Fabrics, Knitting, Stretch Sewing Techniques, Elementary Design, Patchwork
Unit 4: Folio Presentation, Design Sketching, Fabric Care, More Advanced Patterns and Construction Techniques, Pattern Making

**Wood Technology**
Unit 1: Safety and the Workshop; Tools and Machines; Measuring and Marking Out; Joining
Unit 2: Cabinet Work and Machining; Finishes; Hardware; Timber Types
Unit 3: Cabinet Work and Machining; Designing and Making; Lathe Work
Unit 4: Project Work and Building Construction
**Visual Arts**

**Art**
The course for Years 9 and 10 is a continuum of learning in the core areas of drawing, design, painting, ceramics, printmaking and sculpture. Art history and philosophy are integrated with the practical work and excursions are an important element of the learning process.

Students are given time to develop and present an artwork based on their own field of interest for the annual Daramalan Art Expo.

To allow for vertically streamed classes both years do the same class work, which changes every two years so that there is no repetition of actual exercises.

The course is largely practical and includes regular homework drawing exercises which are based on both imagination and observation. However, students are shown how to research art and are introduced to formal essay writing.

**Media Studies**
Media Studies is a course for students interested in film and television. The course is comprised of eight modules taught as four units over Years 9 and 10.

**Year 9** Units are taught on a rotational basis.

**Module 1** The Audio-Visual Medium
Covers aspects of film analysis and involves the production of a presentation using photos and a soundtrack.

**Module 2** Video Production
Covers the basics of video production including scripting, camera work and editing.

**Module 3** Animation
This unit covers the basics of hand drawn and 3D animation including movement techniques and the production of an animated cartoon.

**Module 4** Television
Based in the television studio, students learn television production techniques and television presentation.

**Year 10** Units are taught on a rotational basis with the exception of Module 8, which is taught in term 4.

**Module 5** The Documentary
In this unit styles of the Documentary film are studied and Documentaries produced.

**Module 6** Photography
This unit is a study of photographic techniques and digital editing including Photoshop.

**Module 7** Advertising
This unit studies advertising from the print media, radio and television.

**Module 8** Contract Unit
This unit is designed to allow students to pursue a particular area of interest covered in the previous units. Students undertake a particular self-selected project for the term under a “contract” arrangement made in agreement with the course teacher, stating their own objectives.