

Daramalan College



YEAR OF FAITH

GUIDE TO COURSES

Years 9 and 10

2016

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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 facilitate implementation of the Australian Curriculum in English, Mathematics, Science and History. In 2016, Australian Curriculum courses in the Arts and Geography will be introduced. There will be further adjustments to the College 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 which can be combined to form a full year of study in a subject. This system enables students to specialise along certain subject lines whilst also catering for those students who may wish to diversify their elective units. Students are expected to choose at least one elective subject to study for the whole year. Students and their parents, together with their teachers, have regular opportunities to assess and evaluate 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

1	English	English
2	Mathematics	Mathematics
3	Science	Science
4	Health and Physical Education	Health and Physical Education
5	Religious Education	History
6	Technology Elective	Elective
7	Elective	Elective

Year 10

1	English	English
2	Mathematics	Mathematics
3	Science	Science
4	Religious Education	Health and Physical Education
5	Economics and Business	History
6	Elective	Elective
7	Elective	Elective

The Operation of the Academic Program

Students choose their elective units for each year in the second semester of the previous year. If changes are requested by the student or recommended by a teacher, they will only be approved if parental consent is given and if such a change can be accommodated in terms of meeting prerequisite, class size and timetabling requirements.

The timetable for Years 9 and 10 is developed using the subject 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.

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

- 4 semester units each of English, Mathematics and Science
- 3 semester units of Health & Physical Education
- 2 semester units of Religious Education
- 2 semester units of History
- 1 semester unit of Technology (Year 9)
- 1 semester unit of Finance & Commerce (Year 10)
- 7 semester 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 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

English, Mathematics, Science, Religious Education, History and Health & Physical Education are Core Subjects.

Students are extended and supported according to individual needs in order to meet learning goals and demonstrate the achievement of skills outlined in Australian Curriculum and Daramalan College course documents.

The Australian Curriculum: Mathematics has an advanced course for Year 10 (Mathematics 10A). At Daramalan we have introduced a Mathematics 9A course as well to prepare selected Year 9 students for Mathematics 10A.

In English, Science and History 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 courses.

Opportunities are provided for more gifted and motivated students to pursue their interests in all subjects.

Elective Subjects

Year 9

Choose at least one semester unit from:

- Design & Technology
- Graphics Technology
- Metal Technology
- Wood Technology
- Food Technology
- Textiles Technology
- Computing
- E-Publishing

Choose one year-long (2 semesters) and one semester length unit from:

- Art
- Business Studies (Computing and E-Publishing)
- Dance
- Design & Technology
- Drama
- Food Technology
- French
- German
- Graphics Technology
- Japanese
- Media Studies
- Metal Technology
- Music
- Textiles Technology
- Wood Technology

NB

1. The mandatory Technology semester unit may form one semester of a year-long subject, in which case either two semester units in other subjects or an additional year-long subject should be selected.
2. Languages are to be chosen as year-long subjects to enable continuation of study in subsequent years.

Year 10

Choose two year-long (2 semesters) elective subjects OR
choose one year-long (2 semesters) elective subject and two semester length units
from:

- Art
- Business Studies (Computing, E-Publishing, Law Politics and Society)
- Dance
- Design & Technology
- Drama
- Food Technology
- French
- Geography
- German
- Graphics Technology
- History (in addition to core unit)
- Japanese
- Media Studies
- Metal Technology
- Music
- Textiles Technology
- Wood Technology

NB Languages should be chosen as year-long subjects to enable continuation of study in subsequent years.

Courses with Prerequisites

French, German and Japanese in Years 9 and 10 require completion of the corresponding year-long courses in Years 8 and 9.

There is no prerequisite for Metal Technology in Year 10. However, it is recommended that students 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 of Year 9 and then continue their studies in Semester 2 of Year 10.

While units in other subjects can be selected as stand-alone semester units, it is highly recommended that students begin to target for sustained study, learning areas in which they have developed an interest or in which they have shown some talent.

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 or 9 respectively. Generally students will stay with each year's program for the duration of that year.

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 and a parent or 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 semester units each of English, Mathematics and Science
- 3 semester units of Health & Physical Education
- 2 semester units of Religious Education
- 2 semester units of History
- 1 semester unit of Technology (Year 9)
- 1 semester unit of Finance & Commerce (Year 10)

Students must fulfill these requirements to be eligible for an ACT Year 10 Certificate.

Curriculum Structure Years 7 – 10, 2016

Y	<u>Whole Year</u>	<u>1 Semester</u>	<u>1 Term</u>
E	Religious Education	History	Art
A	English	Languages – <i>French,</i>	Drama
R	Mathematics	<i>German or Japanese</i>	Music
7	Science		Design and Technology
	Health and Physical Education		

	<i>Core</i>		<i>Electives</i>
Y	<u>Whole Year</u>	<u>1 Semester</u>	<u>1 Semester</u>
E	Religious Education	Health and Physical Education	Performing/Visual Arts – <i>Art</i>
A	English	Geography	<i>Dance, Drama or Music</i>
R	Mathematics	Design & Technology	or
8	Science	Performing/Visual Arts – <i>Art</i>	continue Language study
		<i>Dance, Drama or Music</i>	
		Languages – <i>French,</i>	
		<i>German or Japanese</i>	

	<i>Core</i>		<i>Electives (4 semesters in total)</i>
Y	<u>Whole Year</u>	At least 1 semester of:	and choose from
E	English	Technology -	Performing/Visual Arts -
A	Mathematics	<i>Design and Technology</i>	<i>Art</i>
R	Science	<i>Food Technology</i>	<i>Dance</i>
9	Health and Physical Education	<i>Graphics Technology</i>	<i>Drama</i>
		<i>Metal Technology</i>	<i>Media</i>
	<u>1 Semester</u>	<i>Textiles Technology</i>	<i>Music</i>
	Religious Education	<i>Wood Technology</i>	Languages -
	History	<i>Computing</i>	<i>French</i>
		<i>E-Publishing</i>	<i>German</i>
			<i>Japanese</i>

	<i>Core</i>		<i>Electives (4 semesters in total)</i>
Y	<u>Whole Year</u>	Art	German
E	English	Business Studies – <i>Computing,</i>	Graphics Technology
A	Mathematics	<i>E-Publishing and</i>	History (elective unit)
R	Science	<i>Law, Politics and Society</i>	Japanese
10		Dance	Media
	<u>1 Semester</u>	Design and Technology	Metal Technology
	Religious Education	Drama	Music
	Economics and Business	Food Technology	Textiles Technology
	Health and Physical Education	French	Wood Technology
	History	Geography	

Student Assessment and Reporting Procedures

Assessment Overview

Assessment at Daramalan is designed to reflect students' academic achievement and their application towards 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 an E grade for the unit. Under these circumstances, 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.

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 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 Years 7-10 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 current or former student's work 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 electronically and from the UHR 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 electronically.

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 (Years 7-10) 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 (Years 7-10), 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 Daramalan College is a Registered Training Organisation (RTO), students may also study vocational courses during Year 10. Such 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 the level of achievement attained for learning goals and application and study skills, commendations for achievements during the semester and recommendations for improvement and comparative data showing the percentage of students who scored each grade (A to E) in that unit. Parents may request in writing not to have comparative data appear on their child's Semester Report.

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 an 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 (ICT10115) 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 encompassing 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 Economics and Business unit. This structure is designed to achieve the goals set out within the ACT Curriculum Framework, *Every Chance to Learn*. **If a student chose Computing or E-Publishing in Year 9 it cannot be repeated in Year 10.**

Compulsory Unit

Economics and Business

Every day we are affected by the decisions of businesses and governments, our standard of living is linked to the performance of our economy, and we, as consumers and workers, are integral to the performance of our economy. Understanding the complex and fascinating relationship between business, consumers, workers, government and the world is important in this increasingly global economic community.

The unit has as its main aspects:

- What is Economics, Business Studies & Accounting?
- Types of economies and sectors in our economy
- Basic economic concepts
- Basic business & accounting concepts
- People and our economy: consumers and work
- The global economy

Elective Units

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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

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

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.

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, involves 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 each of Years 9 and 10. These are Australian Curriculum units:-

Year 9: The Making of the Modern World.

Year 10: The Modern World and Australia.

History

Students in Year 10 will be able to elect to study an additional semester of History; this will allow students to study history for a full year. The following units will be offered to Year 10 students in 2016.

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 famous disasters from the past and then move from those particular events to 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 case studies that may be used are:

- The sinking of the Titanic
- The Black Death
- The destruction of Pompeii
- Krakatoa
- Ebola Virus and HIV/AIDS
- The Boxing Day Tsunami
- The Hindenburg

Warfare Through the Ages

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

Students will examine a specific past conflict, campaign or battle 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.

Geography

Students in Years 9 and 10 will be able to elect to study a unit of Geography. The following units will be offered to students in 2016. Please note: students do not need to have studied geography in previous years to select the Year 9 or 10 Geography elective.

Year 9

Biomes and Food Security; Geographies of Interconnections

Biomes and Food Security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. *Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

During the semester students will participate in excursions that will allow them to further investigate the interconnections presented within the subject.

Year 10

Environmental Change and Management; Geographies of Human Wellbeing

The geography studied will focus on key inquiry skills in geography, the human-induced environmental changes that challenge sustainability, the environmental worldviews of people and their implications for environmental management, and a comparative study of environmental change selected from Australia and one other country.

During the semester students will participate in an excursion to Broulee to investigate the change and management principles related to that coastal area.

Students will also participate in an excursion within Canberra to investigate the urban renewal of the Civic area.

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 solving real problems and to creating 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 – STEM

STEM will develop areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. This is a hands-on, inquiry-based course in which there are many points at which students raise and explore ideas. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of

problems related to their present and future needs and aspirations. Units include: Engineering Principles, Aerodynamics, Motion and Mechatronics.

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 3: Elements & Principles of Design, Fashion Drawing, Construction Techniques, Weaving, Man-Made Fibres

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 focuses on the core areas of drawing, design, painting, ceramics, printmaking and sculpture. Art history, cultural context and philosophy are integrated with practical tasks. Students will also make and respond to visual arts independently, in small groups and with their teachers.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations and practices.

In Semester 2, students are given time to develop and present an artwork based on their own field of interest for the annual Daramalan Visual Arts Exhibition.

The course is largely practical, with an emphasis on the visual art process diary which is a documentation of ideas and working process. Students are also introduced to formal research based essay writing in preparation for senior college.

Media Studies

Students explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies.

They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

Year 9

Unit 1: Snap shot - Introduction to Media and Movie Making

This unit poses the question "How do media products communicate?" It introduces ways to analyse, create and interpret images and sounds to develop meaning. Students will learn how to use equipment in order to create their own Media representations.

Unit 2: Animation and Television

Students will create animations in two forms, choosing from hand drawn, digital and stop motion techniques. The second part of the unit involves the study of the television news media and the creation of a television news bulletin.

Year 10

Unit 3: The Documentary and Photography

This unit includes the production and analysis of types of documentary films. The second part of the unit is an investigation into the elements of design in photography.

Unit 4: Advertising and Major Work

This unit poses the question "How does Advertising try to influence us?" It introduces ways to analyse, create and interpret advertisements to develop understanding. Students will learn how to use Media equipment in order to create their own advertisements in print, sound and television media. The second part of the unit is an opportunity for students to develop a major work in an area of media they have previously studied.

Inclusive Education

Overview

Students differ greatly in interests, abilities and cultural backgrounds. They mature physically, mentally, emotionally and socially at different rates. They vary in rates and styles of learning. Success in their work is necessary for their self-esteem and self-worth.

Through all this they should develop confidence in their ability to grow, to be understood and to be appreciated for who they are, as well as for what they accomplish.

The Inclusive Education Team aims to create and provide the environment, motivation and expertise to enable each student to work towards his or her full potential.

Structure

Students are integrated into mainstream classes and their progress monitored by the Inclusive Education Team. Learning programs are differentiated or modified by class teachers, in consultation with the Inclusive Education Team, as appropriate for each student.

Literacy Focus

Daramalan College promotes the explicit teaching of literacy in each subject area. The Literacy Focus Teacher works with teachers and Departments assisting them to embed literacy scaffolding strategies into course work and assignments. Individual students may be targeted for literacy assistance, particularly in the areas of reading and writing.