DARAMALAN COLLEGE

GUIDE TO COURSES

Years 9 and 10

2020

Contents

The Academic Program

The Structure of the Academic Program

Daramalan College has implemented the Australian Curriculum in all learning areas from Year 7 to Year 10.

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 while 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 along with their parents, and their teachers, have regular opportunities to assess and evaluate the progress in relation to standards, motivation and interests and, where necessary, to review and revise their programs.

Students study seven subjects in each semester. The subject allocations, are distributed over the year as shown in the table below. 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	Elective	Elective
7	Elective	Elective

Year 10

1	English	English
2	Mathematics	Mathematics
3	Science	Science
4	Religious Education	Health and Physical Education
5	History	Elective
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 comprising the following:

- 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
- 9 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 to be 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.

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

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.

Elective Subjects

Year 9

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

- Advanced Inquiry
- Art
- Business Studies (Business Computing; Introduction to Computer Programming; Journalism and Desktop Publishing
- Dance
- Drama
- Engineering Technology
- Food Technology
- French
- Geography
- German
- Graphics Technology
- iSTEM
- Japanese
- Media Studies
- Music
- Textiles Technology
- Timber Technology

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

Two Units from Business Studies can be combined to create a year-long subject.

Year 10

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

- Advanced Inquiry
- Art
- Business Studies (Business Computing; Introduction to Computer Programming; Journalism and Desktop Publishing; Law, Politics and Society; Economics, Business and Entrepreneurship)
- Dance
- Drama
- Engineering Technology
- Food Technology
- French
- Geography
- German
- Graphics Technology
- History (in addition to core unit)
- iSTEM
- Japanese
- Media Studies
- Music
- PE (in addition to core unit)
- Textiles Technology
- Timber Technology

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

Two Units from Business Studies can be combined to create a year-long subject.
Any Business Studies units taken in Year 9 cannot be repeated in Year 10.

Courses with Prerequisites

French, German and Japanese in Years 9 and 10 have the previous year's course as a prerequisite.

There is no prerequisite for Engineering 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 Engineering 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, those 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 with their parents, and the subject teacher, the Subject Coordinator, or their House Coordinator, (their reasons for requesting a change), prior to submitting the subject change request form to the AP Curriculum Years 7 to 10. The form must give the reason for the change request and be signed by the student and a parent or carer, on the understanding that changes can be made only if the

change is deemed beneficial and the student still meets course and other requirements, and if there is a space available in a requested class.

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

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

Curriculum Structure Years 7 – 10

YEAR 7	**Whole Year**	**1 Semester**	**1 Semester Elective**
	Religious Education	History	Art
	English	Geography	Drama
	Mathematics	Technologies 7	Music
	Science	Health and Physical Education	
		Languages – French, German or Japanese	

YEAR 8	**Whole Year**	**1 Semester**	**1 Semester Elective**
	Religious Education	Health and Physical Education	Art
	English	History	Dance
	Mathematics	Geography	Drama
	Sciences	Technologies 8	Music
		Languages – French, German or Japanese (continuing from Year 7)	

	Core	*Electives (4 semesters in total)*	
	Whole Year	**1 semester or whole year of**	
	English	Technology -	Performing/Visual Arts -
Y	Mathematics	*Engineering Technology*	*Art*
E	Science	*Food Technology*	*Dance*
A	Health and Physical Education	*Graphics Technology*	*Drama*
R		*iSTEM*	*Media*
		Textiles Technology	*Music*
	1 Semester	*Timber Technology*	
9	Religious Education		Languages -
	History	Business Studies -	*French*
		Business Computing	*German*
		Journalism and Desktop Publishing	*Japanese*
		Introduction to Computer Programming	Geography
			1 Semester elective
			Advanced Inquiry - *project unit*

	Core	*Electives (5 semesters in total)*	
	Whole Year	**1 semester or whole year of**	
	English	Technology -	Performing/Visual Arts -
	Mathematics	*Engineering Technology*	*Art*
	Science	*Food Technology*	*Dance*
Y		*Graphics Technology*	*Drama*
E		*iSTEM*	*Media*
A	**1 Semester**	*Textiles Technology*	*Music*
R	Religious Education	*Timber Technology*	
	Health and Physical Education		Languages -
	History	Business Studies -	*French*
10		*Business Computing*	*German*
		Journalism and Desktop Publishing	*Japanese*
		Introduction to Computer Programming	Geography
		Law, Politics and Society	**1 semester only**
		Economics, Business and Entrepreneurship	Advanced Inquiry - *project unit*
			Health and PE -
			Sport, Lifestyle and Recreation
			Multi-Sports

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 Subject Coordinator 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 notification to 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 to 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 Subject Coordinator.

Academic Integrity

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.

Cheating involves copying another student's work, either in a test situation or in a task completed outside the classroom.

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

The College's Academic Integrity document 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 Subject Coordinator 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 Subject Coordinator 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 in Business Studies during Year 9 or 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 application to studies 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, 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

Advanced Inquiry

Year 9 and 10

This is an exciting new elective opportunity for students in both Years 9 and 10, that is designed to support learners who wish to challenge themselves by conducting a high-level open-ended project, with real world connections.

The course is completely open-ended and interdisciplinary which means that students may wish to develop a project from any area or any discipline, or from a combination of these, in which they have a talent or a deep interest.

They are encouraged to push the boundaries and design a project which addresses a real-world problem or issue and to collaborate with experts, teachers and the community to deliver the outcome of their research and planning. In doing so students will develop and integrate key skills such as numeracy, literacy, critical thinking, problem-solving, research, organisation, creativity, communication and teamwork.

In addition to the genuine learning experience of conducting a real-world project, students will also receive direct teacher led learning via the following modules:

- Module 1 - *Creativity and Innovation.* Students explore and apply creative approaches to conducting projects and selecting appropriate methodologies, to achieve the aim of their project.
- Module 2 - *Critical Thinking.* Students examine ways of evaluating their findings and the findings of others.
- Module 3 - *Communication Inquiry.* Students study ways of conducting an inquiry/project and select the way they will present their report on the outcome and/or product. Skills in communicating findings are also covered.

Students wishing to be considered for entry into this course are required to submit a written **project proposal.** The viability of the project and a student's enrolment in the course will be determined using the following criteria:

- Is the project achievable in the given timeframe (one semester)?
- Are the resources needed to support the project available?
- Does the project have a clear outcome with a real-world significance?

Business Studies

Year 9

All Business Studies units are single semester elective units which may be studied in isolation.
A combination of any two units creates a year-long subject.

Business Computing

This unit will prepare students for the senior college years with foundation skills in organisation, ICT and business. Students who complete the unit will also be awarded with Vocational Certificate recognised Australian-wide: Certificate I Information, Digital Media and Technology, and Certificate I Business if taken for two semesters. This unit allows the students to easily progress into the Business Administration (A/V) course in Years 11 & 12. Students will need a Unique Student Identifier (USI) to take Business Computing and to provide this to the college VET Co-ordinator. USI's can be applied for at www.usi.gov.au

- Using MS Office to perform:
    - Word Processing including business documents and mail merge
    - Spreadsheets including advanced electronic spreadsheet applications including automatic formulae, graphs and general record keeping
    - PowerPoint including embedding video and web links
- Using digital devices including smart phones, tablets and GPS devices
- Understanding how to use the Internet effectively and safely as a research and information gathering tool, including setting the student up with the skills required to successfully research Year 11 and 12 assignments
- Introducing appropriate business language skills including written and face-to-face communication
- The HTML programming language required to create web pages on the Internet.

Introduction to Computer Programming

This unit will introduce the students to Object Oriented Programming utilising the 'Alice' programming environment developed by Carnegie Mellon University and the Java language. This unit allows the students to easily progress into the Information Technology (T) course in Years 11 and 12.

The main aspects of this unit are:

- Analysing and visualising the data required to address complex computer problems and applications
- Designing the user experience of a computer program
- Creating modular programs with an object oriented programming language
- Working collaboratively in a team in order to create interactive solutions
- Using the 3D aspect of 'Alice' to produce a finished immersive computer program such as a game, edutainment or educational software.

Those students who already have an understanding of programming in Java or C may choose to work on Unity or the UE4 Engine instead of ALICE with the teacher's permission.

Journalism and Desktop 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 main aspects of this unit are:

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.

Year 10

All Business Studies units are single semester elective units which may be studied in isolation. A combination of any two units creates a year-long subject.

If a student chose Journalism and Desktop Publishing, Business Computing or Introduction to Computer Programming in Year 9 it cannot be repeated in Year 10.

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. This unit allows the students to easily progress into the Legal Studies (T/A) course in Years 11 and 12.

The main aspects of this unit are:

- Overview of Australian government
- Laws and our legal system
- Politics and our political system
- International relations
- Australian society and culture

Economics, Business and Entrepreneurship

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. This unit allows the students to easily progress into the Business Studies (T) and Accounting (T) courses in Years 11 and 12.

The main aspects of this unit are:

- What is Economics, Business Studies & Accounting?
- Basic economic concepts
- The global economy
- Basic business & accounting concepts
- Personal finance concepts
- Entrepreneurship skills

Business Computing

This unit will prepare students for the senior college years with foundation skills in organisation, ICT and business. Students who complete the unit will also be awarded with a vocational certificate recognised Australian-wide: Certificate I Information, Digital Media and Technology, and Certificate I Business if taken for two semesters. This unit allows the students to easily progress into the Business Administration (A/V) course in Years 11 & 12. Students will need a Unique Student Identifier (USI) to take Business Computing and to provide this to the college VET Co-ordinator. USI's can be applied for at www.usi.gov.au

- Using MS Office to perform:
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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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- 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.

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 in 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. All Food Technology Units provide extensive opportunities for students to develop skills in food preparation and presentation.

Year 9

Unit 1 - Food and Health

This unit is an introduction to the nutritional requirements of the individual, particularly in regard to food properties, production and consumption. Students investigate the functions and sources of food nutrients, our varied nutrient needs and factors that influence health through the lifecycle.
They develop skills in food preparation including use of equipment, ingredients, timing, safety and hygiene. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 2- Food Product Development

This unit examines food product development. Students investigate issues underpinning the emerging trends in product development, including social pressures, consumer expectations, technological developments, and environmental considerations. They examine the process of commercial food product development and explore new and emerging foods and innovations in food product development.
In this unit, students will apply a range of cookery methods and baking techniques during practical lessons to design their own new food product.

Year 10

Unit 3 - Food in Australia

Food is closely entwined with tradition, culture, values and beliefs. This unit examines our food history and global food production trends. It begins with indigenous Australian cuisine; the influences of early European settlers together with continuing immigration from a range of cultures will be examined.

Students will plan and prepare a range of meals that reflect Australia's unique cultural history.

Unit 4 From Paddock to Plate

One of the most critical issues facing the world today is the sustainability of our food production systems. This unit investigates the factors that contribute to food production and distribution. Students focus on issues related to the environment and the development and application of technologies, and the challenges of food security and food safety. Students will apply the design process to develop technologically based solutions to address sustainable and global food issues.

Students will participate in practical workshops to develop skills in food preparation, presentation and recipe development.

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 as well as to foster creative and critical thinking through analysis and reflection. 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. Students are encouraged to participate in discussions and to openly express their opinions and ideas on a broad range of globally relevant and sometimes controversial topics and attitudes.

Three languages (French, German and Japanese) are offered for study in Years 9 and 10. Students elect to continue the language studied in Years 7 and 8. 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 French, Continuing German and Continuing Japanese in Years 11 and 12.

Tours to France, Germany and Japan are offered in alternate years to practise and reinforce students' developing language skills through exchanges with our sister schools and through interactions during travel.

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

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.

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

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.

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 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. The course consists of four units offered over two years.

Year 9

Unit 1

This unit is designed to introduce students to extended Drama activities to develop the work of theatre and movement theorists. Students also further develop their improvisation and characterization skills and work towards producing performances. Students learn and practise movement through the "Viewpoints" system and realistic character development through the use of Stanislavski's system. Such work is applied through theatre composition, scripts and character development.

Unit 2

This unit is designed to introduce students to how traditional physical approaches to theatre can be applied to both classical and contemporary theatre presentation. Students will understand and apply tragedy and comedy structures to create original theatre works. Students will study Archetype characters and Commedia dell'arte theatre styles.

Year 10

Unit 3

This unit is designed to introduce aspects of varying theatre approaches suggested by theatre practitioners Jerzy Grotowski, Peter Brook, Robert Wilson and Antonin Artaud. Allowing students to explore the use of rituals, symbols and masks in theatre whilst applying various approaches to creating social awareness through theatre.

Unit 4

This unit is designed to introduce students to some basic theatrical techniques for preparing a role and character using theories of Constantin Stanislavski and Bertolt Brecht. Students will use the theatrical theories learnt and apply it to a heightened text showing knowledge and application of contrasting theatre styles.

Music

The Music course caters for students to listen, compose and perform music from a diverse range of styles, traditions and contexts. Students create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. The course is organised under three categories of study – Performing, Creating and Musicology. In Performance students work on their own instrument or may learn guitar or keyboard. Activities include both solo and group playing. Creating is about putting melodies and accompaniments together. The final element, Musicology involves listening to and analysing music in order to understand it. The aim is to cater for students of varying abilities and experience by assessing their performance skills at individual levels. The course consists of four units offered over two years.

Year 9

Music in the Media

This unit is designed to introduce students to music in advertising and film and the influence of Romantic orchestral works. Students will present two performances as soloists and be exposed to a variety of composition, listening and aural styles and exercises.

Dance Music Through the Ages

This unit includes music from the Baroque period to the 21st Century. Students will present two performances as soloists and be exposed to a variety of composition, listening and aural style exercises.

Year 10

Protest Music

This unit seeks to give students a taste of music's profound influence in society by demonstrating a cross section of musical examples of music that has played a great role in "shaking up the system".

How is Music Organised and Structured?

This unit includes the study of music from a wide range of genres. Students will learn how music is constructed and use this as a basis for their own compositions. Students will analyse a variety of music using the musical concepts and be exposed to listening and aural style exercises.

Physical Education - Elective Units

Year 10

Sport, Lifestyle and Recreation (SLR)

This unit encourages students to appreciate and value their involvement in recreational pursuits and promotes continued participation in personal, employment and community activities in their adult lives. Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

Through the course students will be enabled to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

The course provides the opportunity to specialise in areas of expertise or interest through modules such as:

- Aquatics
- First Aid
- Fitness (strength and conditioning)

- Outdoor Recreation (orienteering, camping, surfing, wakeboarding, rock climbing). *Cost involved for overnight excursion – approximately $250*
- Sports Coaching (including level 0 coaching certificates)
- Other activities (golf, archery, frisbee golf, lawn bowls, squash)

Multi-Sports

This unit builds upon the skills learnt in Years 7 to 9 and provides the opportunity for students to participate in a range of sports. It provides physical learning activities that develop physical skills which promote cognitive and academic performance. The course also enables students to plan activities independently and work collaboratively. This course is relevant to all students with a wide range of interests and aspirations, including those who wish to improve their fitness, communication and teamwork skills and athletic performance in a variety of contexts.

The course provides the opportunity to specialise in areas of expertise or interest through modules such as:

- Striking Sports – Tennis, Cricket
- Invasion Games – Ultimate Frisbee,
- Field Games – Touch, Oztag,
- Net and Court Games – Volleyball, Basketball, Netball
- Football Codes – AFL, Gaelic Football
- Racquet Sports – Badminton, Sofcrosse

Humanities and 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 two semesters. The following units will be offered to Year 10 students in 2018.

Disasters in History

The study of significant human or natural disasters can shape our knowledge and understanding of the past.

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.

Disasters in History (continued)
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
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 the role which warfare can play in the histories of individuals and societies, and consider how warfare and culture interact throughout various historical periods. 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.

Year 9 and 10 Geography
The study of geography allows students to develop their understanding of the interconnected world we live in. Knowledge of geography is key to helping find solutions to some of the biggest issues in our world, such as climate change, urban over development, poverty and natural disasters. In geography students build on their understanding of place, space, environment, interconnection, sustainability, and change and apply this understanding to a wide range of environments at the full range of scales, from local to global. Drawing on many other related disciplines geography offers a broad range of career outcomes and, with the increasing global focus on the issues geographers are equipped to address, employment opportunities are growing exponentially.
In Year 9/10 Geography students get to choose from the following topics of study:

- Biomes and food security
- Geographies of interconnections
- Environmental change and management
- Geographies of human wellbeing

Technology and Design

As indicated in the Australian Curriculum: Technologies document, Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Technologies assume increasing importance when they are applied to solve real world problems and to create ideas and solutions in response to needs and opportunities for customers, clients and individual students.

Technology & Design offers five subjects throughout Year 9 and Year 10. Each Semester unit gives the student the option to change into other Technology subjects. Students learn a range of skills and processes that allow the completion of a series of projects and exercises.

Engineering Technology

Year 9

Students construct a range of metal projects using manual hand tools and the industrial lathe.
Students will manufacture sheet metal projects and use oxy and MIG welding processes.

Year 10

Metal Engineering
Students manufacture a metal engineering task that will develop and test their individual knowledge to design and manufacture a major project.

Single Piston Engineering
Students will work on a single piston engine and be introduced to the various automotive engineering skills and equipment within a fully working workshop.

iSTEM
Integrated Science, Technology, Engineering and Mathematics aims to solve problems based on various learning activities by integrating concepts of four areas of study into one. iSTEM is a hands-on and inquiry-based course which includes many points at which students raise and explore ideas. Students will learn to use a range of tools, techniques and processes, along with relevant technologies including digital 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 Electronics or Robotics.

Graphics Technology
Graphics Technology draws a balance between the more traditional drawing techniques using standard drafting equipment and current technologies used in commercial design studios. Computer Aided Design (CAD) will be used throughout the course introducing students to AutoCAD, Rhino (3D modelling), Bongo and Microsoft software.

Textiles Technology

Textiles Technology students will be introduced to design process and concepts used in the textile industry. The course is about making decisions to solve problems, research ideas, choose materials, communicate ideas, make products and evaluate the finished result.
Following the completion of a design idea, the students will construct a produce using traditional and contemporary textile industry methods that will also be presented in a design folio.

Timber Technology

Timber Technology students will develop a range of skills using both manual hand and industry-standard electrical tools. The processes used will enable students to construct contemporary items of furniture and design, and manufacture projects such as storage units, a coffee table and bowl turning using traditional and recycled timbers. This is an excellent subject for students who are thinking of working in the timber or construction industry.

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.