



DARAMALAN COLLEGE

YEARS 7 - 10 HANDBOOK

2022



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THE ACADEMIC PROGRAM - YEARS 7 AND 8

The academic program in Years 7 and 8 provides students with core and elective units of study, along with their choice of a language and an Arts subject.

The program of studies in Years 7 and 8 is arranged in a system of semester length units. This provides students, along with their parents, and their teachers, regular opportunities to assess and re-evaluate their progress and interests and, where necessary, to review and revise their programs.

To complement the formal academic program, students in Years 7 and 8 will participate in Career seminars and workshops.

The pattern of study for students in Years 7 and 8 is indicated in the following Curriculum Structure Tables. The structure is designed so that students are exposed to a variety of educational experiences during Years 7 and 8.



CURRICULUM STRUCTURE YEAR 7

Year 7		
Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Religious Education (C)	Religious Education (C)
5	Health and Physical Education (C) or History (C)	Health and Physical Education (C) or History (C)
6	Elective (Art, Drama or Music) or Languages (C) (French, German or Japanese)	Elective (Art, Drama or Music) or Languages (C) (French, German or Japanese)
7	Technologies (C) or HASS (Geography, Civics and Citizenship) (C)	Technologies (C) or HASS (Geography, Civics and Citizenship) (C)

(C) = Core subject

CURRICULUM STRUCTURE YEAR 8

Year 8		
Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Religious Education (C)	Religious Education (C)
5	Health and Physical Education (C) or Geography (C)	Health and Physical Education (C) or Geography (C)
6	Elective (Art, Drama, Music or Dance) or Languages (C) (French, German or Japanese) *	Elective (Art, Drama, Music or Dance) or Languages (C) (French, German or Japanese) *
7	Technologies (C) or HASS (History, Civics and Citizenship) (C)	Technologies (C) or HASS (History, Civics and Citizenship) (C)

(C) = Core subject

* Students continue with same language that they studied in Year 7 but must select a different elective (Art, Drama, Music or Dance) to the one studied in Year 7.

Year 7 Core and Elective Subjects

The following subjects are all compulsory in Year 7.

Year 7 Core Subjects

- English
- Mathematics
- Science
- Religious Education
- Health & Physical Education
- Technologies
- History
- Humanities and Social Sciences (HASS)

Four (4) of the core subjects are studied for the whole year in Year 7 (English, Mathematics, Science and Religious Education). Health & Physical Education, Technologies, History, and HASS are studied for one semester only.

Year 7 Elective Subjects

In Year 7, students select within each of the following learning areas:

- Languages (students choose either French, German or Japanese), and
- Performing and Visual Arts (Art, Drama or Music)
- Each elective subject is studied for one (1) semester in Year 7.

Selecting Electives for Year 7

Electives for Year 7 will be chosen in Term 3 of Year 6. The electives will be submitted to the College Registrar with other enrolment documents. Instructions for this process will be provided to families by the College Registrar following acceptance of an offer of a place in Year 7 at Daramalan College.

Year 8 Core and Elective Subjects

The following subjects are all compulsory in Year 8.

Year 8 Core Subjects

- English
- Mathematics
- Science
- Religious Education
- Health & Physical Education
- Technologies
- Geography
- Humanities and Social Sciences (HASS)

Four (4) of the core subjects are studied for the whole year in Year 8 (English, Mathematics, Science and Religious Education). Health & Physical Education, Technologies, Geography, and HASS are studied for one semester only.

Year 8 Elective Subjects

Each elective subject is studied for one (1) semester in Year 8. Electives in Year 8 include the following:

- Languages: Students in Year 8 continue their

language from Year 7. Students can select from the following Performing or Visual Arts subjects.

- Performing and Visual Arts (Art, Drama, Music or Dance). The Performing or Visual Arts subject chosen in Year 8 must be different one to the one chosen in Year 7.

Selecting Electives for Year 8

Electives for Year 8 will be chosen in Term 3 of Year 7.

Students will submit their electives on the Web Preferences database. A link to the database will be sent to all students when subject selections are available.

It is strongly advised that students carefully consider their elective choices before uploading them into the Web Preferences database. To assist students, there is a Studies Information presentation which details curriculum structure and provides the contact details for Subject Coordinators.

Summary of Courses

The content outlined in the course descriptions should be viewed as a guide only. Students will be issued a unit outline each semester that will contain specific details of the content to be studied and the assessment to be completed.

ENGLISH

Year 7 and 8 English

A unit of English is completed each semester and follows the Australian Curriculum: English. Students study a range of topics to develop their skills in Language, Literature and Literacy. In all classes teachers use strategies that encourage students to achieve their learning goals. Strong student participation, self-regulation and student-centred learning characterise the teaching and learning of English courses. Progress is carefully monitored, and students are extended and supported according to their needs.

English units are sequential and each builds on previously acquired skills. The modes of speaking, listening, reading, viewing, and writing are the focus for skills development and common assessment tasks are conducted as a means of reporting on a student's progress in relation to the year cohort.

Some of the skills students are expected to acquire include imagining, identifying, clarifying, and organising thought and feeling using text as a basis. In particular, students explore the structure of common text types and use scaffolds and models to help write their own texts. Learning about vocabulary, language structures and the use of language for different purposes will develop students' knowledge about the functions of language.

HEALTH AND PHYSICAL EDUCATION

Year 7 and 8 Health and Physical Education

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services, and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation, and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social, and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Physical Education in Years 7 and 8 offers several activities and modules. The major emphasis is on improving basic movement skills and building personal and social capability. The Year 7 and Year 8 courses will run for one semester. The usual length of a theory module is three weeks and four weeks for a practical module.

Activities cover all major elements of physical development such as fine/gross motor coordination and hand-eye coordination. Social elements such as teamwork, participation and self-esteem are also emphasised. A typical practical module consists of introductory skill drills and activities, modified games, tactical analysis, team play and competitive situations.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences learning area involves a wide range of courses. This discipline focuses on people: their past, their relationships with each other and their use of our world. Students will think critically as they learn about themselves and others while developing skills in reading, writing, oral communication, ICT, and research.

Year 7 History - The Ancient World

Students will study one semester of History in Year 7. This semester unit provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes

the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 7 Humanities and Social Sciences (HASS)

Geography; and Civics and Citizenship

Students will also study one semester of HASS in Year 7. This unit will investigate the physical geography of Australia and the world and Australia's government, democracy, and laws. Also explored are factors that influence liveability and the idea that place provides us with the services and facilities needed to support and enhance our lives. Finally, students explore what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

Year 8 Geography - Landforms and Landscapes and Changing Nations

Students in Year 8 will study one semester of Geography. The two units in this semester are Landforms and Landscapes and Changing Nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

The key inquiry questions for Year 8 Geography are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Year 8 Humanities and Social Sciences (HASS) - The Ancient to the Modern World; Government, Democracy and Laws; Expanding Contacts; Economics and Business

Students will also study one semester of HASS in Year 8. This semester unit traces the development of democratic societies from the end of the ancient period to now. Students will then explore the responsibilities and freedoms of citizens and how Australians can actively participate in their society. This includes understanding economics and business concepts by exploring the developments of trading contacts in the medieval world and the ways that markets work in modern Australia.

PERFORMING ARTS

Year 7 or 8 Drama

In this course students develop their knowledge of how ideas and intentions are communicated in and through Drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on Elements of Drama. “How do we use our body as a tool to create characters and move from the page to the stage?” The course introduces new ways to create and present stories on the stage. It involves experimentation with transforming the actor into a wide variety of characters and to expand choices for the actor in presentation.

Year 7 or 8 Music

Music classes revolve around practical exercises involving guitar, keyboard, percussion, movement, and song. Rhythm and melody are studied through listening and performance classes which are designed to encourage creativity. The aim is to promote an interest in all things musical using many and varied styles of music.

This course has been designed to suit both the beginner musician and the more experienced. All course work is based on material from the history of Rock and Roll, through the 1950s, 60s, 70s, 80s and 90s. To enable any student to enter the course, regardless of their previous musical tuition, all students study keyboard and guitar for a term each. The guitar work involves both rhythm and lead playing of modern works. The keyboard modules promote note reading and help students to compose simple melodies and accompaniments with confidence. Ensemble performance classes also take place allowing inexperienced musicians the chance to try out their newly acquired skills through performing with others. Advanced students are given more challenging parts to play or, if in sufficient numbers, completely different ensemble works.

Year 8 Dance

This unit is designed to investigate what the origins of dance around the world are and how we can use basic composition tools to create and present our own dances. The students will participate in practical classes and explore the role of dance in various cultures such as; Aboriginal and Torres Strait Islander, African, Indian Bollywood, Chinese, Spanish Flamenco, French Can Can and Tinikling from the Philippines.

Performing Arts Co-Curricular Activities

The Daramalan Theatre Company (DTC) provides co-curricular opportunities for performing in theatre and for extension of committed and talented Drama students. The Company explores theatrical processes and subject matter of relevance for younger people, the Daramalan community and the wider society. Its program varies from group devised productions to classic and contemporary scripts, in-house scripted works, and musicals. Each is given a fresh treatment that will be of benefit to the participants and audiences.

The Daramalan Theatre Company Junior Ensemble

The Daramalan Theatre Company Junior Ensemble provides theatre and drama opportunities for students in years 7 and 8. It introduces students to theatre, acting skills, group working methods, storytelling, script reading, personal communication skills, theatre games, use of space, vocal and movement exercises, and performances for audiences. It typically meets on Thursday afternoons from midway through Term 1 and continues throughout the year.

Daramalan Dance Company

The Daramalan Dance Company provides co-curricular opportunities for talented and committed dance students from Years 7 to 12. The Dance Company allows students to further explore their interest in Dance and may provide performance opportunities such as Wakakirri, Stage 88 at Floriade and the Ausdance Youth Dance Festival at The Canberra Theatre. Students audition for entry into the Company and need to be available for all rehearsals and scheduled performances. It provides an excellent opportunity to meet and work with professional dance teachers and other students who have similar interests and a passion for dance.

Choir

The school has a choir which rehearses at lunchtimes. Any students from Years 7 to 12 are welcome. Repertoire is selected from a wide range of styles. Public performance opportunities take place throughout the year at different school and music events.

String Ensemble

The school string ensemble consists of a group of string players playing a range of traditional and modern repertoire. The string ensemble meets once a week to rehearse. Public performance opportunities take place throughout the year at different school and music events.

Instrumental Tuition

Any student may apply for tuition in brass, woodwind, keyboard, percussion, or guitar. Instruments are provided and highly qualified music teachers come to the school during school hours. Students are billed by the individual teachers each term.

Instrumental Ensembles

The school runs three bands to cater for all standards and styles including Junior and Senior Concert Bands and Jazz Band. Students taking instrumental tuition are normally expected to be in a band after two terms of tuition. Band rehearsals are once a week and take place before or after school hours.

LANGUAGES

Daramalan College offers three languages: French, German and Japanese.

Prior to enrolment, students nominate one of these languages to study for one semester in Year 7. Students will continue to study this language for one semester in Year 8. Students may choose to continue the same language from Year 9 onwards. All Language courses aim to:

- create positive relationships in an inclusive environment through understanding that people have different backgrounds and histories,
- inspire and support students to leave their comfort zone and dive into new ways of thinking and communicating,
- develop students’ understanding of the systematic nature of language, which in turn enhances their understanding of their own language,
- reinforce literacy and numeracy skills in both the first and target language through comparison and as such develop a new kind of global literacy and numeracy,
- foster the love of learning about different peoples, cultures, beliefs and perspectives and the acceptance of alternate viewpoints,
- encourage students’ enjoyment of experimenting with language and language learning, and
- assist students to acquire skills which can be transferred to other learning areas.

Year 7 Languages

Students study their chosen language for one semester. Students who have some background in the language will be catered for with extension work. The courses in all languages cover themes such as greetings, introducing self and others, colours, and animals.

Learning activities include playing interactive games, reciting rhymes, and chants, identifying and naming objects, singing, participating in role plays, using language-based computer programs, and researching topics related to the country or countries where the language is spoken.

Year 8 Languages

In Year 8, students continue the language they learned in Year 7 for one semester.

The theme-based approach continues, expanding on themes started in Year 7 and adding others such as family, hobbies, food, and schooling.

Learning activities include playing structured games, exchanging personal details and simple opinions, finding out and giving information on a range of topics, participating in role plays, undertaking surveys, food-tasting, doing open-ended projects, using language-based computer programs, and researching topics

related to the country or countries where the language is spoken.

Students may choose to continue to study the same language as an elective subject from Year 9 to 12.

MATHEMATICS

Year 7 and 8 Mathematics

The Mathematics course is designed to strike an appropriate balance between increasing students’ level of proficiency in core mathematical areas and introducing them to new topics such as algebra and co-ordinate geometry. Extension is offered in the classroom and through the Mathematics Challenge for Young Australians run by the Australian Mathematics Trust. Help is available from the Inclusive Education Team for students who need extra assistance.

Three additional features of the program are:

Enrichment Mathematics

This is extension work for students who can benefit from exposure to more challenging problems. Such students are encouraged to enrol in the Australian Mathematics Challenge that is organised by the Australian Mathematics Trust. The two stages run through Terms 2 and 3. Students may also participate in the Australian Mathematics Competition held in Term 3.

Tutorial Mathematics

A Tutorial Mathematics program is conducted every odd numbered day in the timetable, during the lunch hour to aid students requiring additional help.

Homework Help

Mathematics teachers are usually available to assist students during Homework Help sessions after school in the Information Centre.

RELIGIOUS EDUCATION

Students study Religious Education for all four semesters over Years 7 and 8. Each year group’s learning is based on a theme particular to that year.

Year 7 Religion – Beginnings & Foundations

Topics studies include:

- Beginning at Daramalan
- Key Figures of the Old Testament - the beginnings of the Jewish People
- New Testament - the beginning of Christianity
- Expressions of faith - prayer and sacramentality

Year 8 Religion – Challenge & Change

Topics studied include:

- Significant challenges and changes to the early Church
- Lent
- Christian Leadership – those continuing to live out Jesus’ mission in the modern world
- Initiation rites and rituals

SCIENCE

Year 7 and 8 Science

While the same core Science course is followed in all classes, different strategies and activities are used to meet the diverse needs of the students in each class. The Science course is based on the three Australian Curriculum strands: Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding.

In Years 7 and 8, Science concentrates on the development of an understanding of science as a way of thinking critically, applying knowledge, and creating explanations for observed phenomena. Students need to be scientifically literate so they can question and seek evidence to confirm intuition and assess views arising in the popular media. They must develop skills to view change critically in the light of new evidence. Students are exposed to learning within the biological, physical, chemical and Earth and space sciences.

A significant component of studying Science at Daramalan College involves the completion of a Science Investigation, where students learn how to work like a scientist. Students solve problems by designing and experimenting as well as integrating Mathematics and Technology into their projects. They will then be equipped to distinguish between evidence and opinion and to make informed and responsible decisions. Science education can empower students in a dynamic world, enabling them to manage and initiate change.

Students are given the opportunity to participate in numerous Science competitions and activities such as ICAS-Science, Big Science Competition, CSIRO CREST Awards, Australian National Chemistry Quiz, and many others. These provide opportunities for students to gain experience in external assessment situations and to discover a talent in Science.

TECHNOLOGIES

The Australian Curriculum: Technologies addresses both Design & Technology and Digital Technology. These will be reported as Technologies 7 and Technologies 8. Students benefit from learning about and working with traditional, contemporary, and emerging technologies that shape the world in which we live. By applying their knowledge, practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

Year 7 Technologies

The three specific areas Year 7 students will study are Food and Fibre, Food Specialisation and Coding.

Food Specialisation

In this area of study students focus on patterns of

eating in Australia and the influences on the food we eat. Students examine the five food groups and apply these in the development of healthy dietary plans. The practical component of this unit provides students with the opportunity to develop and apply safe and hygienic food handling practices. Students learn to use food preparation equipment and techniques appropriately, as they prepare, cook, and serve a range of healthy household meals.

Kitchen Garden

In this area of study students focus on the production of food in Australia. Students analyse some of the issues experienced in producing food and explore how products and services in agriculture have changed over time to manage issues such as climate variability and predict future developments.

Digital Technologies

In this area of study students investigate digital technologies. They consider what makes a good digital citizen and how to use technology responsibly. Students will create solutions to design problems by developing an understanding of digital technologies and coding using software packages.

Year 8 Technologies

The two specific areas Year 8 students will study

- Design & Technology - Engineering Principles, Systems and Materials, Technologies Specialisations. Students will use the design process (identify, design, produce and evaluate) to create an individual project such as a CO₂ racer. Whilst developing the project students will also produce a Portfolio to record the entire design process.
- Digital Technologies - computational thinking such as decomposing, and prototyping using appropriate coding software to solve and design problem.

VISUAL ARTS

Year 7 or 8 Art

In Years 7 and 8, learning in Visual Arts involves students making and responding to visual arts independently and with their classmates, teachers, and communities. Students in Year 7 or 8 spend a semester building on technical skills and conceptual thinking skills, making, and responding to artwork that reflects a broad range of ideas and techniques.

Throughout the semester students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints.

Introduction

The academic program for students in Years 9 and 10 is arranged into **core** (compulsory) and **elective** subjects. Elective subjects are arranged in a system of semester length units, some of 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** in Years 9 and 10. Students along with their parents, and their teachers, have regular opportunities to assess and evaluate their progress and interests and, where necessary, to review and revise their programs.

It is recommended that students view the Studies information presentation on selecting elective subjects and talk to teachers from each subject area to help them select the most appropriate elective program in Years 9 and 10, relative to their strengths and interests.

All subjects completed (core and elective) during Year 9 and 10 will be included on the student's ACT Year 10 Certificate. As such, students are encouraged to think carefully about the electives they choose.

Core Subjects

The six core subjects are:

- English
- Mathematics
- Science
- Health & Physical Education
- History and
- Religious Education.

Four of these core subjects will be studied for the whole year in both Years 9 and 10 (English, Mathematics, Science, Health & Physical Education). History and Religious Education are studied for one semester only in both Years 9 and 10. Students in Year 10 can also undertake an extra semester of elective History as part of their elective program.

Summary of Core Courses

English

As in Years 7 and 8, the Year 9 and 10 courses are built around the three interrelated Australian Curriculum strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating.

In Years 9 and 10, students experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students also engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide

range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop a critical understanding of the contemporary media, and the differences between media texts. A focus on providing foundation skills for further English study is emphasised throughout the learning.

Mathematics

In Year 9 and 10, the Mathematics courses are based on the three Australian Curriculum strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Year 9, students continue to explore these strands in unstreamed classes, with extra enrichment and consolidation sessions about 3 times a term. In these sessions students work with their peers from across the year group. Assessment also allows for students to demonstrate both their depth and breadth of knowledge in mathematics.

In Year 10 students are banded in two groups, both groups cover the Year 10 content with the Advanced classes also experiencing a range of content from the Year 10A Australian Mathematics curriculum, including surds, logarithms, curve sketching, circle geometry and bivariate data.

In Years 9 and 10, students again have opportunities to compete in the Australian Mathematics and CAT Competition as well as the Enrichment and Challenge Programs offered by the Australian Mathematics Trust.

Science

As is the case in Years 7 and 8, the Years 9 and 10 Science courses are based on the three Australian Curriculum strands: Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. These three strands are encountered throughout the year as students explore the key disciplines of Science (Biology, Chemistry, Earth and Environmental Science, and Physics). Additionally, students in Years 9 and 10 undertake a Science investigation where they learn how to work like a scientist. Students solve problems by designing and experimenting as well as integrating Mathematics and Technology into their investigations, equipping them for real-world challenges where integrated approaches are the key to success.

In Years 9 and 10, students are given the opportunity to participate in numerous Science competitions, activities, and programs such as ICAS-Science, Big Science Competition, CSIRO CREST Awards, Australian National Chemistry Quiz, Santos Science Experience, and many others. These provide rich opportunities for students to benefit from participating in external assessment situations and discover a talent and passion for real-world Science.

Health & Physical Education

In Year 9 and 10 Health and Physical Education, student’s study and apply a variety of skills whilst meeting the Achievement Standards for Health and Physical Education. The course is based on two interrelated Australian Curriculum strands:

- Personal, Social and Community Health, and
- Movement and Physical Activity.

These strands are explored throughout Year 9 in health modules encompassing topics such as respectful relationships (including sex and sexuality), nutrition and challenge, risk, and safety. In practical lessons the focus is on building on skills learnt in Years 7 and 8. Students apply learnt skills and strategies to new and challenging movement contexts.

Year 10 students are supported in developing their awareness of community; they are provided opportunities to demonstrate leadership, fair play, and cooperation in a range of movement and health contexts. Students draw upon previous movement experiences to create solutions to movement challenges. Emphasis is placed on student leadership, problem solving and collaboration within in a team sport context. In Health, students investigate a series of modules encompassing the skills of communicating and interacting for health and wellbeing, understanding movement through health and fitness, and managing risk, including basic first aid and CPR. An optional camp is offered to support the student’s ability to connect with community, and natural and built environments.

History

All students study compulsory History in Years 9 and 10. Students can also elect to study geography and/or an extra thematic history unit.

Years 9 and 10 History involves modern history units that cover the time period from the industrial revolution to the late 20th century. Major topics include:

- population transfers including slavery, penal transportation and immigration;
- Australian federation;
- the First and Second World Wars; and
- struggles for rights and freedoms including the Holocaust and the experiences of Indigenous Australians.

The elective History units and Geography units are described in the Summary of Elective Subjects – Years 9 – 10, in this handbook.

Religious Education

In Year 9 Religious Education students study a unit titled, Respect & Social Justice. The topics within this unit include:

- Significant challenges and changes to the early Church,
- Lent,
- Christian Leadership – those continuing to live out Jesus’ mission in the modern world, and
- Initiation rites and rituals.

In Year 10 Religious Education students study a unit titled, Leadership.

Students also select whether they would like to continue studying our Mainstream Religion course or our specialised Youth Ministry course. Within these streams, topics studied include:

- Historical and contemporary examples of leaders,
- Servant Leadership with a focus on the Missionaries of the Sacred Heart,
- Sects & Cults (Mainstream Religion),
- Creative Religious Expression (Mainstream Religion), and
- Planning and facilitating a retreat (Youth Ministry).

Elective Subjects

The purpose of elective subjects in Years 9 and 10 is to help students to develop specialised subject skills to help them prepare for Years 11 and 12 and/or employment (e.g., including vocational education or a trade). Accordingly, it is important that students consider their choice of electives carefully for both Year 9 and 10. Students should also consider how the collective program of electives they select for Year 9 and 10 work together. Some electives can complement each other, for example adding a series of business units to a major area of study may help the student with running their own business or gaining employment based on a broader range of skills.

While the elective program is designed to enable students to select elective units from a variety of subjects, it is desirable at this stage of their education for students to think carefully about continuity in some of their elective studies.

A list of elective subjects and their descriptions appear later in this document.

Curriculum Structure Years 9 -10

Students study seven subjects in each semester, comprising both core and elective subjects as shown in the table below. During Years 9 and 10 all students must complete units of study comprising the following totals:

- Core:**
- 4 semester units each of English, Mathematics, Science and Health & Physical Education
 - 2 semester units of Religious Education, one in Year 9 and one in Year 10
 - 2 semester units of History, one in Year 9 and one in Year 10

- Elective:**
- 8 semester units of elective subjects (4 in Year 9 and 4 in year 10).

Year 9 Academic Program

Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Health and Physical Education (C)	Health and Physical Education (C)
5	Religious Education (C) or History (C)*	Religious Education (C) or History (C)*
6	Elective (1 semester or year-long)	Elective (1 semester or year-long)
7	Elective (1 semester or year-long)	Elective (1 semester or year-long)

(C) = Core subject
* Students undertake a semester of Religious Education and History, being either Religious Education in Semester 1 and History in Semester 2, or vice versa.

Year 10 Academic Program

Subject Number	Semester 1	Semester 2
1	English (C)	English (C)
2	Mathematics (C)	Mathematics (C)
3	Science (C)	Science (C)
4	Health and Physical Education (C)	Health and Physical Education (C)
5	Religious Education (C) or History (C)*	Religious Education (C) or History (C)*
6	Elective (1 semester or year-long)	Elective (1 semester or year-long)
7	Elective (1 semester or year-long)	Elective (1 semester or year-long)

(C) = Core subject
* Students undertake a semester of Religious Education and History, being either Religious Education in Semester 1 and History in Semester 2, or vice versa.

Elective Program Options

Throughout Years 9 and 10, students will select and complete eight (8) semesters (units) of elective subjects, with four (4) elective semesters (units) available in Year 9 and four (4) in Year 10. Electives can be either combined as year-long subjects or undertaken as single semester-length subjects.

If a student wishes to study a continuing Language in Years 11 and 12 then they must select to study that Language in Year 9 and 10 as well.

In Year 9 and 10, students need to select elective subjects based on one of the following options. This system enables students to specialise along certain subject lines while also catering for those students who may wish to diversify their elective units.

Option A Two (2) year-long elective subjects. (i.e., 2 semesters (units) for each elective subject) Students who select this option will need to select a total of two (2) elective subjects in a year.

Option B One (1) year-long subject (i.e., 2 semesters (units) for each subject) and two (2) semester long subjects. (i.e., 1 semester (unit) for each subject) Students who select this option will need to select a total of three (3) elective subjects in a year.

Option C Students study four elective subjects for one semester each

Elective Option Tables - Years 9 and 10

Option A 2 year-long elective subjects (2 semesters (units) each). Students should select their electives preferentially. That is, Elective 1 is the elective that the student most wants to study, and so on.

Semester 1	Semester 2
Elective 1 (2 units)	
Elective 2 (2 units)	

Option B 1 year-long elective subject (2 semesters [units]) and 2 semester-long subjects (1 semester [unit] for each). Students should select their electives preferentially. That is, Elective 1 is the elective that the student most wants to study, and so on.

Semester 1	Semester 2
Elective 1 (2 units)	
Elective 2 (1 unit)	Elective 3 (1 unit)

Option C 4 elective subjects for one semester each

Semester 1	Semester 2
Elective 1 (1 unit)	Elective 2 (1 unit)
Elective 3 (1 unit)	Elective 4 (1 unit)

Selecting Electives

Electives for Year 9 will be chosen in Term 3 of Year 8. Year 8 students (i.e., Year 9 the following year) should plan their electives for two years but will only submit elective selections for Year 9.

Electives for Year 10 will be chosen in Term 3 of Year 9. Year 9 students (i.e., Year 10 the following year) will only submit elective selections for Year 10.

Students will submit their electives on the **Web Preferences database**. A link to the database will be sent to all students when subject selections are available.

It is strongly advised that students carefully consider their elective choices before uploading them into the **Web Preferences database**. To assist students, each year a studies information presentation is provided in Term 3 at which additional details will be provided and the contacts (i.e., Subject Coordinator or their representative) for each subject will be available to talk with students and parents or carers/guardians.

Students may use **Appendix 4- Elective Planning Table** (located at the end of this document) to list their elective preferences and their reserve preferences before submitting them.

Selecting Reserve Elective Subjects

In situations where there is low or insufficient demand for a subject (i.e., where very few students select a particular elective), that elective may either, be offered as a combined Years 9 and 10 class with students from both years undertaking the elective together, or not be offered. **As such, it is imperative that students select a reserve unit for each elective.** Should a selected elective not be available due to insufficient numbers to run the class or it results in a timetable clash, the reserve elective will be allocated to the student.

Submitting Elective Preferences

After students have determined their electives and reserve electives, they need to upload these into the electives database. Students will be emailed a link to this online database, along with login details. The database will only be available for a 2-week period. Students must ensure that they upload their elective preferences by the deadline which will be advertised to students and parents via email and Daranet.

Before saving their choices into the database, students must ensure that they have selected the number of electives according to either Option A, B or C (above). They must also have selected a reserve elective for each elective they have chosen.

Any unit which has already been completed cannot be selected again (e.g., if it was completed in Year 9, it may not be undertaken again in Year 10).

Students must also check that they meet any prerequisite requirements before selecting and uploading an elective subject. Prerequisites are indicated under the elective unit descriptions later in this document.

Elective selections may be changed by a student at any time up until the published closing date of the database. When the final selections have been entered into the database, the student is to print a hard copy of their selections. The hard copy is to be signed by both the student and their parent/carer and returned to the Student Office. The exact date will be provided to students and parents each year. The printed copy of the student’s elective selections provides evidence that the electives entered have been approved by the student’s parent/carer.

A planning table has been included at the end of this guide (Appendix 4) to assist students to determine their elective study program.

Changing an Elective Program

The academic program for a student in Years 9 or 10 is finalised towards the end of Year 8 or 9, respectively. Generally, students will stay with their selected and approved program for the duration of the following year. However, students along with their parents, and their teachers, have regular opportunities to assess and re-evaluate their progress and interests and, where necessary, to review and revise their programs. Students should discuss any proposed changes to their elective study program with their parents, and the subject teacher, the Subject Coordinator, and/or their pastoral leaders. 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 prerequisites and availability due to class size and timetabling restrictions. Changes can only be requested at the following times:

- in the first two weeks of a semester
- in the last two weeks of a semester, in preparation for the next semester

After gaining consent to change a subject, students will need to submit the Subject Change Request Form to the Assistant Principal Curriculum Years 7 to 10. The form must outline the reason/s for the change requested and be signed by the student and a parent or carer/guardian, on the understanding that changes can only be made if the change is deemed beneficial and the student still meets subject and other requirements, and if there is a space available in a requested class.

SUMMARY OF ELECTIVE SUBJECTS - YEARS 9 -10

Summary table of elective subjects offered for Years 9 and 10. Specific details are provided in the following section for each elective.

ELECTIVE SUBJECT	UNITS			
	Year 9		Year 10	
	Semester 1	Semester 2	Semester 1	Semester 2
Advanced Inquiry Studies	Advanced Inquiry		Advanced Inquiry	
Business Studies, Legal Studies and Information Technology	Business Computing	Business Computing	Law, Politics and Society	Law, Politics and Society
	Introduction to Computer Programming	Introduction to Computer Programming	Economics, Business and Entrepreneurship	Economics, Business and Entrepreneurship
	Journalism and Desktop Publishing	Journalism and Desktop Publishing	Business Computing	Business Computing
			Introduction to Computer Programming	Introduction to Computer Programming
			Journalism and Desktop Publishing	Journalism and Desktop Publishing
Food Technology	Cook Well, Eat Well	Food Product Development	Food in Australia	From Paddock to Plate
Languages	9 French A	9 French B	10 French A	10 French B
	9 German A	9 German B	10 German A	10 German B
	9 Japanese A	9 Japanese B	10 Japanese A	10 Japanese B
Performing Arts Dance	Broadway Dance	Popular Dance	Screen Dance	Theatrical Dance
Performing Arts Drama	The Performer, the Space, and the Audience	Dramatic Archetypes	Rituals and Symbols in Performance	Contrasting Approaches in Dramatic Presentation
Performing Arts Music	Music in the Media	How is Music Organised and Structured?	Protest Music	Dance Music Through the Ages
Humanities and Social Science - History	Elective History is not offered in Year 9	Elective History is not offered in Year 9	Disasters in History	Disasters in History
			Warfare Through the Ages	Warfare Through the Ages
Humanities and Social Science - Geography	Environmental Change and Management, and Geographies of Human Wellbeing	Biomes and Food Security and Geographies of Interconnections	Environmental Change and Management, and Geographies of Human Wellbeing	Biomes and Food Security and Geographies of Interconnections

Technology and Design Metal Engineering Technology	9 Metal Engineering Technology A	9 Metal Engineering Technology B	10 Metal Engineering Technology A	10 Metal Engineering Technology B
Technology and Design iSTEM	Design & Technology – Robotics and Design Principles	Product Design – Electronics	Systems Design – Aerodynamics	Major Design Project – Composite Materials and Solar Principles
Technology and Design Graphics Technology	9 Graphics Technology A	9 Graphics Technology B	10 Graphics Technology A	10 Graphics Technology B
Technology and Design Textiles Technology	9 Textiles Technology A	9 Textiles Technology B	10 Textiles Technology A	10 Textiles Technology B
Technology and Design Timber Technology	9 Timber Technology A	9 Timber Technology B	10 Timber Technology A	10 Timber Technology B
Visual Arts Art	9 Art A	9 Art B	10 Art A	10 Art B
Visual Arts Media Studies	Introduction to Media and Movie Making	Animation and Television	The Documentary and Photography	Advertising and Major Work

ADVANCED INQUIRY STUDIES

ADVANCED INQUIRY
Years 9 and 10
Semester 1
Pre-requisites: Nil

This unit 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. Students 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.

All Business Studies, Legal Studies and Information Technology 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 or for a second semester in the same year.

BUSINESS COMPUTING

Year 9 or 10

Semester 1 or 2

Pre-requisites: Nil

The virtual world now encompasses every part of our lives; what do I need to know to thrive within it? This unit will prepare students for the senior college years with foundation skills in organisation, ICT, and business. This unit also allows the students to easily progress into the Business Skills and Practical Applications course (A/V) in Years 11 & 12. There may be a vocational qualification attached to this subject, therefore students will need a Unique Student Identifier (USI) to take Business Computing and to provide this to the college VET Coordinator. USI's can be applied for at www.usi.gov.au

Content includes:

- using Office 365 to:
 - use digital technology for workplace tasks including business documents and mail merge,
 - use and maintain business resources,
 - understand and use communication skills including written, face-to-face and non-verbal,
 - plan and prepare for work readiness and skill development,
 - create and use spreadsheets in real world scenarios, and
 - use PowerPoint including embedding video and web links.
- operating digital 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, and
- using the HTML programming language required to create web pages on the Internet.

JOURNALISM AND DESKTOP PUBLISHING

Year 9 or 10

Semester 1 or 2

Pre-requisites: Nil

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

student explore the many facets of modern Journalism and investigate what effect the media have in our lives.

Journalism

The main aspects of this unit are:

- 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, by-lines, 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 cut lines, and
- select appropriate quotations and cite them fairly and accurately.

Desktop Publishing

The main aspects of this unit are:

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

INTRODUCTION TO PROGRAMMING

Year 9 and 10

Semester 1 or 2

Pre-requisites: Nil

This unit introduces students to the skills relevant to computational thinking in everyday life. Students develop their ability to think logically and creatively to solve problems by identifying and analysing requirements, designing a solution algorithm, and implementing the solution as a computer program. Students are introduced 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 Digital 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 to create interactive solutions, and
- using the 3D aspect of 'Alice' to produce a finished immersive computer program such as a game, edutainment, or educational software.

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

ECONOMICS, BUSINESS AND ENTREPRENEURSHIP

Semester 1 or 2

Year 10

Pre-requisites: Nil

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 (T) course and/or Economics (T) course in Years 11 and 12.

The main aspects of this unit are:

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

LAW, POLITICS AND SOCIETY

Year 10

Semester 1 or 2

Pre-requisites: Nil

Students develop their understanding of Australia's system of government and compare it with another system of government in the Asia-Pacific region. They examine the ways in which various groups influence government and decision-making processes. They also investigate the values and practices that enable a democratic society to be sustained. They investigate features and principles of Australia's court system, including how courts interpret laws and the purpose and work of the High Court. Students also have an opportunity to examine Australia's role and responsibilities within the international context. This unit allows the students to easily progress into the Legal Studies (T/A) course and/or Global Studies (T) course in Years 11 and 12.

Studies in Food Technology in Years 9 and 10 provide students with a broad knowledge and understanding of food production, nutrition, food properties, marketing, food security and sustainability. Student's 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.

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.

9 Food Technology A - Cook Well, Eat Well

Year 9

Semester 1

Pre-requisites: Nil

In this unit students will broaden their experiences with food as they experiment with different ingredients and their functions. Students investigate cookery methods and develop an understanding of food origins. Topics include health and wellbeing, kitchen hygiene and safety, knife skills, methods of cookery and the functional properties of food. Students will use the design process to design, prepare and evaluate a food product for a specific target market.

9 Food Technology B - Food Product Development

Year 9

Semester 2

Pre-requisites: Nil

Students learn the relationship between food market variables and food product selection. Students examine

the impact of marketing on consumer choice. Students learn about food labelling and the function of food product packaging. Students will generate innovative food product concepts using the design process model. Students are introduced to food preparation and cookery techniques, safe work practices and food hygiene.

10 Food Technology A – Food in Australia

Year 10

Semester 1

Pre-requisites: Nil

Students examine the cultural and historical significance of the role of food within Australian society. They investigate the history of Aboriginal and Torres Strait Islander food culture. Students explore the impact of migration on Australian food culture and examine the subsequent influences on Australian eating patterns. They use technologies, knowledge and understanding to produce a designed solution that incorporates the diverse nature of Australian cuisine. Students select and use appropriate technologies to demonstrate food preparation and cookery techniques.

10 Food Technology B – From Paddock to Plate

Year 10

Semester 2

Pre-requisites: Nil

Students investigate mass food production and analyse environmentally sustainable and ethical practices within Australia. Students investigate food systems as they impact on food choices and their relationship to nutritional health. Students will apply the design process to develop technologically based solutions to address sustainable and ethical global food issues.

Disasters in History

Year 10

Semester 1 or 2

Pre-requisites: Nil

This unit deals with human disasters and their effects on society and individuals. These events will be investigated with a specific intent to identify cause and effect and to use this to understand causality in history. Specific disastrous incidents will be drawn from: Naval and Aeronautical disasters, Natural disasters; Medical disasters, Environmental and Industrial disasters.

Warfare Through the Ages

Year 10

Semester 1 or 2

Pre-requisites: Nil

This unit deals with the history of warfare and its effects on society and individuals. Warfare has been a tragic constant throughout human history but has also had immense effects on culture and has directed the course of humanity. Specific case studies will cover the development of war in the western hemisphere throughout Ancient, Medieval, Modern and Post-Modern eras.

Geography

Year 9 or 10

Semester 1 or 2

Pre-requisites: Nil

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 issue's geographers are equipped to address, employment opportunities are growing exponentially.

In Year 9/10 Geography students study the following units:

- Biomes and Food Security / Geographies of Interconnections
- Environmental Change and Management / Geographies of Human Wellbeing

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 Years 9 and 10 course forms the foundation for further study of Continuing French, Continuing German, and Continuing Japanese in Years 11 and 12. Languages, therefore, are only available as whole-year subjects. If a student wishes to study a continuing Language in Years 11 and 12 then they must select to study that Language in Years 9 and 10 as well. Students who do not meet the prerequisite for the Languages courses in Years 9 or 10 may seek approval to study a language from the AP Curriculum (Years 7-10) who will consider the request following consultation with the Languages Coordinator.

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

9 French A

Year 9

Semester 1

Pre-requisites: Year 8 French or equivalent

Students learn to talk about their hobbies and leisure activities, express their interests and state how often they do these activities. They learn to contrast habits with special occasions and practise the difference in pronunciation of è and é. In addition, students learn to ask and give directions and organise to meet up with friends in town. They learn to talk about where they live and exchange phone numbers, using numbers from 70 onwards.

9 French B

Year 9

Semester 2

Pre-requisites: 9 French A

Students learn to express needs and physical discomfort, such as hunger, illness and pain. They also learn healthy food options in France and how to maintain a healthy lifestyle with exercise. Additionally, students learn to use the passé composé and l'imparfait past tenses to describe past events and experiences. They consolidate and deepen their French knowledge by applying the past tense to topics of prior learning.

10 French A

Year 10

Semester 1

Pre-requisites: 9 French B

Students learn to plan for outings with friends. They express personal opinions in different contexts and make comparisons. Students learn to express needs and physical discomfort within the theme of holidays explored through camping and festival experiences. They practise the vocabulary relating to the weather and grocery shopping. Students also learn about French history and recount past events with more sophistication using relative clauses and the combination of passé composé and l'imparfait.

10 French B

Year 10

Semester 2

Pre-requisites: 10 French A

Students learn to express opinions on choosing school subjects and vocations using the conditional tense. Students explore the historical background of the Haute-Normandie and Picardie regions. They understand the various uses of the conditional tense and that French requires agreements in the perfect tense with avoir in some situations. Additionally, students explore environmental issues and historical events linked to the French revolution, and their impact on French culture and daily lives today. They also explore the significance of other Francophone countries and their cultures.

9 German A

Year 9

Semester 1

Pre-requisites: Year 8 German or equivalent

Students discuss topics related to housing, chores, part time jobs, holidays, and travel. They compare their lives to the life of young Germans in regard to what they are allowed to do. Students learn to use modal verbs and to talk about themselves and others in the past tense, describing actions and events.

9 German B

Year 9

Semester 2

Pre-requisites: 9 German A

Students discuss topics related to housing, chores, part time jobs, holidays, and travel. They compare their lives to the life of young Germans, regarding what they are allowed to do. Students learn to use modal verbs and to talk about themselves and others in the past tense, describing actions and events.

10 German A

Year 10

Semester 1

Pre-requisites: 9 German B

Students learn about Berlin as a major cultural centre and travel destination. They learn to negotiate activities, to discuss problems facing young people, to argue successfully and to describe their daily routine. Students study statistics relating to geography and population and continue to improve their grasp on all tenses, prepositions, and conjunctions.

10 German B

Year 10

Semester 2

Pre-requisites: 10 German A

Students research and discuss housing types, statistics, environmental issues and German migration to Australia. They compare their family background and reflect on the concept of Heimat. Students also learn to talk about German traditions and superstitions surrounding them. Grammatical concepts are reinforced with special focus on conjunctions and reflexive verbs.

9 Japanese A

Year 9

Semester 1

Pre-requisites: Year 8 Japanese or equivalent

Students learn to ask questions and talk about their significant milestones, nationalities, birthplace, and which language they speak. Students also learn katakana and more kanji. They expand their knowledge of Japanese grammar, using the -te form of verbs to make polite requests and the past tense of verbs and adjectives. Cultural learning focuses on the differences and similarities between milestones of Australian and Japanese teenagers, examining cultural stereotypes and learning about changes in Japan's once homogeneous society.

9 Japanese B

Year 9

Semester 2

Pre-requisites: 9 Japanese A

Students learn to ask questions and talk about fast food and healthy food, shopping and outings. Students also learn more kanji. They expand their knowledge of

Japanese grammar and use the -te form of verbs to make polite requests and to describe what someone is doing now. Cultural learning focuses on the differences and similarities in shopping and leisure activities between Australian and Japanese teenagers.

10 Japanese A

Year 10

Semester 1

Pre-requisites: 9 Japanese B

Students learn to describe people and things using a variety of grammatical structures such as comparisons and the potential and plain forms of verbs. They learn to express what they want and to talk about their weekend activities including expressions of giving and receiving permission. They discuss and compare teenagers' lifestyles in Japan and Australia. They learn to give directions, make plans in the context of travelling and discuss travel destinations.

10 Japanese B

Year 10

Semester 2

Pre-requisites: 10 Japanese A

Students learn how to ask and say what they are good at and like to do. They discuss what they want to do in the future and provide reasons for their chosen career. They also learn to talk about how they spend their earnings. Students read a range of texts about jobs and the future aspirations of young people, including work undertaken overseas. Students learn how to see Australian daily life from a Japanese student's point of view and understand what a Japanese student might think about Australian families. They engage in tasks which require them to discuss aspects of homestay life which were surprising, different and memorable.

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.

Screen Dance

Year 9 or 10

Semester 1

Pre-requisites: Nil

This unit is designed to introduce students to dance and the media and investigate its cultural contexts. Students participate in practical classes of technique in contemporary and other styles and explore the role of video/digital camera techniques in choreography. An overview of dance in the media is highlighted through the theoretical study of dance on film, music videos, advertising, print media, photography, children's television, and animation.

Broadway Dance

Year 9 or 10

Semester 1

Pre-requisites: Nil

This unit is designed to introduce students to the dance styles used in Broadway musicals and in Hollywood films. Students participate in practical classes learning dances in the style of Broadway jazz. They examine the work of major Broadway choreographers and devise their own sequences in the style of musical theatre. A historical overview of jazz dance is highlighted, and students analyse the movement and non-movement components used in musical theatre to convey a narrative.

Popular Dance

Year 9 or 10

Semester 2

Pre-requisites: Nil

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

Theatrical Dance

Year 9 or 10

Semester 2

Pre-requisites: Nil

This unit is designed to introduce students to dance in a theatrical context. In Term 3 the students 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. Each student is allocated a Special Project to complete for the show. In Term 4 students learn a structured theatrical ballet production and explore the use of props in their own choreography. This is complemented by the theoretical study of Benesh 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.

The Performer, the Space, and the Audience

Year 9

Semester 1

Pre-requisites: Nil

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 characterisation skills and work towards producing performances. Students learn and practise movement through the "Viewpoints" system and realistic character development using Stanislavski's system. Such work is applied through theatre composition, scripts, and character development.

Dramatic Archetypes

Year 9

Semester 2

Pre-requisites: Nil

How does past theatre practice influence the present? In this unit students study how traditional physical approaches to theatre can be applied to Heading: both classical and contemporary theatre presentation.

Rituals and Symbols in Performance

Year 10

Semester 1

Pre-requisites: Nil

This unit introduces students to limited aspects of approaches suggested by Jerzy Grotowski, Peter Brooke, Robert Wilson, and Antonin Artaud, allowing them to explore the use of rituals, symbols and masks in theatre. It specifically introduces students to theatre elements of time, space, movement, sound, masks, voice and image making applied to the creation and presentation of performances.

Contrasting Approaches in Dramatic Presentation

Year 10

Semester 2

Pre-requisites: Nil

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 them 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 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.

9 Music A – Music in the Media

Year 9

Semester 1

Pre-requisites: Nil

This unit includes music in advertising and film and the influence of Romantic orchestral works. Students present two performances as soloists and are exposed to a variety of composition, listening and aural styles and exercises.

9 Music B – How is Music Organised & Structured?

Year 9

Semester 2

Pre-requisites: Nil

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

10 Music A – Protest Music

Year 10

Semester 1

Pre-requisites: Nil

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

10 Music B - Dance Music Through the Ages

Year 10

Semester 2

Pre-requisites: Nil

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 styles exercises.

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 and 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.

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.

9 Graphics Technology A

Year 9

Semester 1

Pre-requisites: Nil

This unit introduces basic graphic design principles, techniques and technologies. Students start by learning about design drawing and 2D design elements and principles using lock step exercises and a design process. Students then learn about the techniques used to produce technical drawings. Finally, students are given an introduction to 3D modelling software and techniques through another open-ended product design challenge.

9 Graphics Technology B

Year 9

Semester 2

Pre-requisites: Nil

Students will develop their understanding of the Elements and Principles of Design when it comes to presenting via any Graphic Design medium. They will understand and appreciate the importance of these factors and how they go together to create an effective design solution and use this understanding to develop designs for and to produce web pages and websites. A major design task will allow them to incorporate a Design Process to develop an effective website design.

10 Graphics Technology A

Year 10

Semester 1

Pre-requisites: Nil

Students start by developing an understanding of architecture and the design of buildings, commercial and domestic. They expand their knowledge in the use of Autodesk AutoCAD to develop architectural plans which conform to Australian Standard 1100 and reflect building codes and standards. The design process is then used to help design a community building of their own choosing.

10 Graphics Technology B

Year 10

Semester 2

Pre-requisites: Nil

Students develop further skills in producing 3-dimensional virtual models, applying suitable materials, and rendering in order to communicate a designed solution. They then present these models in an animated virtual environment, as well as using rapid prototyping technologies (3D printer) to create a model with which they are able to interact. A major design task with an industrial design basis allows the students to combine these 3-dimensional CAD Skills with the use of the design process to create a solution.

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.

9 iSTEM A - Design & Technology – Robotics and Design Principles

Year 9

Semester 1

Pre-requisites: Nil

At the end of this unit students should be able to: demonstrate an understanding of design processes and concepts, identify, and use a range of tools, equipment and technology to present design ideas, record project development and processes used in a design folio, assess and control the risks whilst in a workshop environment, describe why knowledge about the environment is essential in Design and Technology.

9 iSTEM B - Product Design – Electronics

Year 9

Semester 2

Pre-requisites: Nil

At the end of this unit students should be able to: demonstrate an understanding of product design, marketing and manufacturing processes, identify and utilise a range of tools, equipment and technology to design and make products, present design concepts to an audience using a range of methods including a design folio, demonstrate an understanding of risk management and control measures in a workshop environment and discuss issues relating to environmental sustainability as related to product design.

10 iSTEM A - Systems Design – Aerodynamics

Year 10

Semester 1

Pre-requisites: Nil

Students will demonstrate an understanding of design processes and concepts, identify, and use a range of tools, equipment and technology to present design ideas, record project development and processes used in a design folio, assess and control the risks whilst in a workshop environment, describe why knowledge about the environment and sustainable issues are essential whilst investigating current technologies in a system design.

10 iSTEM B - Major Design Project – Composite Materials and Solar Principles

Year 10

Semester 2

Pre-requisites: Nil

At the end of this unit students should be able to: demonstrate an understanding of various system fundamentals; identify and utilise a range of tools, equipment, and technology to manufacture working systems, present a working system and demonstrate to an audience how it operates, comply with all safety and risk management measures in a workshop environment, utilise the Internet to research specific designs and have an understanding of the design process to produce a major design project.

METAL ENGINEERING TECHNOLOGY

Students manufacture a metal engineering task that will develop and test their individual knowledge to design and manufacture a major project. Students will work on a single piston engine and be introduced to the various automotive engineering skills and equipment within a fully working workshop.

There is no prerequisite for Metal 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.

9 Metal Engineering Technology A

Year 9

Semester 1

Pre-requisites: Nil

Students are required to manufacture various metal projects from verbal instructions and working drawings. They demonstrate an understanding of and use the equipment and materials in a metal workshop whilst manufacturing each project. They develop and apply essential knowledge of Work Health and Safety in a workshop.

9 Metal Engineering Technology B

Year 9

Semester 2

Pre-requisites: Nil

In this unit students are introduced to the production and uses of various ferrous and non-ferrous metals and alloys. Students also develop an awareness of the sustainability issues related to the production of these metals and alloys. Students learn to use a range of welding techniques to complete a series of practical projects throughout the semester.

10 Metal Engineering Technology A

Year 10

Semester 1

Pre-requisites: Nil

Students work towards understanding a single piston engine and the engineering tools that are required for dismantling and reassembly. In carrying out specified work procedures, students must develop Work Health and Safety practices used in industry and effectively communicate these practices.

10 Metal Engineering Technology B

Year 10

Semester 2

Pre-requisites: Nil

Students work towards an understanding of engineering methods to produce a metal-based project in a workshop environment. In carrying out specified work procedures, students develop Work Health and Safety practices used in industry and effectively communicate these practices.

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 product using traditional and contemporary textile industry methods that will also be presented in a design folio.

9 Textiles Technology A

Year 9

Semester 1

Pre-requisites: Nil

This unit focuses on Textiles Arts and explores the aesthetic aspects of textiles where visual impact is obtained by applying a range of colouration and decoration techniques in both traditional and innovative ways. It aims to develop student skills and confidence when generating and applying design ideas and using a range of techniques. Students examine the work of textiles artists and experiment with a wide variety of colouration and decoration techniques. Project work involves students using inspiration from diverse sources, applying the creative process to develop and produce personalised bags which incorporate these techniques.

9 Textiles Technology B

Year 9

Semester 2

Pre-requisites: Nil

In this unit students deconstruct various sleepwear items and consider how functional properties and aesthetic aspects relate to the end use of an item. Students identify component parts of each item, examine materials used in their manufacture and justify their use. Using Information and Communication Technologies (ICT) students investigate the historical development of sleepwear and how designers produce sleepwear as fashion statements in today's market.

10 Textiles Technology A

Year 10

Semester 1

Pre-requisites: Nil

In this unit students explore interior design and how it is an extension of personality and a statement about who we are. By examining the work of various designers, students can identify styles and a variety of approaches to interior and other household design items. Students experiment with aesthetic, function, and structural design elements to produce furnishings and other accessories.

10 Textiles Technology B

Year 10

Semester 2

Pre-requisites: Nil

This unit examines the nature and scope of the fashion and textiles industry and the factors affecting consumer demand, selection and use of textiles. Students investigate and profile a textiles designer, document the creative process used by the designer and explain the factors affecting their work.

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.

9 Timber Technology A

Year 9

Semester 1

Pre-requisites: Nil

Students are required to learn how to use different tools and processes when producing timber projects. They are also required to organize and manage work procedures to complete projects on time in response to a design brief. They are to follow safety procedures while working on their projects. Students need to adhere to project details and procedures to produce a high-quality project. They should be able to communicate ideas for the design and modification of a timber project. They will be encouraged to appreciate social, ethical and sustainability considerations when working with wood.

9 Timber Technology B

Year 9

Semester 2

Pre-requisites: Nil

Students understand the Design Process: Design – Make – Appraise. Throughout the semester students are required to undertake the development of timber projects using the design process and to understand different timbers. They follow current WH&S procedures in the workroom using various hand and electrical tools to measure, cut and shape timber.

10 Timber Technology A

Year 10

Semester 1

Pre-requisites: Nil

Students will develop the use of timber hand tools and machinery to make timber projects. Whilst following the design process of producing and evaluating, each project will highlight underlying skill development whilst following Work Health and Safety in a timber workshop. As each project is being developed students use various methods to evaluate the production of each project.

10 Timber Technology B

Year 10

Semester 2

Pre-requisites: Nil

Students learn how to use different tools and processes when producing a storage box project. They also learn to organise and manage work procedures to complete a storage project on time and in line with the box specification. They follow safety procedures while working on their projects. Students need to adhere to project details and procedures to produce high quality projects. They should be able to competently communicate ideas for the design and modification of a timber project. Students are encouraged to appreciate social, ethical and sustainability considerations when working with wood.

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, Years 9 and 10 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.

9 Art A

Year 9

Semester 1

Pre-requisites: Nil

This unit introduces a more formal approach to art making and appreciation. Drawing is the basis for artistic development; all tasks examine the elements and principles of design through this skill. Students are exposed to a diverse range of art-forms such as sculpture, photography, ceramic techniques, painting, and printmaking. Students are encouraged to talk about the work they have made using basic art language and document the process in a visual art diary.

9 Art B

Year 9

Semester 2

Pre-requisites: Nil

This unit continues to expand general technical skills and conceptual thinking. The focus is on the preparation of a 'Major Work' which is an original work of art. Students use their visual diary to consolidate their ideas and research art history.

10 Art A

Year 10

Semester 1

Pre-requisites: Nil

This unit focuses on the broadening of the students' conceptual ideas. Drawing is a basis for artistic development; all tasks examine the elements and principles of design through this skill. Students are exposed to a diverse range of art forms such as sculpture, photography, painting, and printmaking.

10 Art B

Year 10

Semester 2

Pre-requisites: Nil

The focus of this unit is to research and prepare for the major art exhibition. Students investigate a wide range of artworks and how they are displayed; this research aids them to successfully complete and hang their major work.

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.

9 Media A – Introduction to Media & Making Movies

Year 9

Semester 1

Pre-requisites: Nil

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

9 Media B – Animation & Television

Year 9

Semester 2

Pre-requisites: Nil

This unit introduces animation and television as unique methods of relating a narrative to an audience. Students learn new software and production skills to develop creative thinking, facilitate original ideas and produce a quality product.

10 Media A – The Documentary & Photography

Year 10

Semester 1

Pre-requisites: Nil

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

10 Media B – Advertising & Major Work

Year 10

Semester 2

Pre-requisites: Nil

In this unit students plan and produce a collection of advertising material for a specific product. Students work in small groups to research and develop a product, learning media techniques and production values. In Term 4 students devise their own project drawing on areas of interest they have developed since Year 9.

YEARS 7 – 10 STUDENT ASSESSMENT AND REPORTING PROCEDURES

Assessment

Overview

Assessment at Daramalan College 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 seminars. 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.

A student's application and study skills are assessed by class teachers' observations of students within subject areas.

Moderation Procedures

Subject Coordinators implement strategies to ensure the consistency of teacher judgement about student achievement between classes in the same unit. Moderation is the means whereby standards of achievement are cross-referenced with other classes within the same year level and course. Under the guidance of the subject coordinator, teachers work together during the semester to ensure that there is a common standard of assessment for all students across classes.

Assessment Requirements

To be awarded an academic grade, a student must present sufficient assessment (evidence of learning) 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.

Non-submission of sufficient assessment to allow a valid assessment will result in the student receiving an E grade for the unit.

Teachers use a range of procedures to encourage students to complete assessment items by the due date and to notify parents of late submission.

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 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 directly using 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.

Where there is evidence of a breach of academic discipline (plagiarism or cheating), the student will be interviewed by the classroom teacher and the Subject Coordinator and given an opportunity to provide further information before a penalty is determined.

If a breach is shown to have occurred, then the teacher, in conjunction with the Subject Coordinator and the relevant Assistant Principal Curriculum, will determine the penalty and course of action to be taken.

When determining the appropriate penalty to be implemented discretion may be used, however, teachers, Coordinators and Assistant Principals should ensure that consistency is maintained across the College. The following should be used as a guide.

Category	Penalty	Procedure
First minor breach of academic discipline	Reprimand and warning	Teacher and Subject Coordinator to meet with student before penalty is determined Details of breach recorded on student file Letter sent to student's parent/guardian
First major breach of academic discipline	Item marked without the compromised material being considered. This could result in a reduction in grade (Years 7 – 10) or marks (Years 11 and 12) appropriate to the extent of the breach Or Cancellation of any grade for the assessment item (i.e., the item will be treated as if it were not submitted)	Teacher and Subject Coordinator to meet with student before penalty is determined Details of breach recorded on student file Letter sent to student's parent/guardian
Repeat breach within a unit, or across units	Cancellation of any grade for the assessment item (i.e., the item will be treated as if it were not submitted) Or Cancellation of all assessment for the unit	Teacher and Subject Coordinator to meet with student before penalty is determined Breach recorded on student file Letter sent to student's parent/guardian

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 and the task is submitted in person. These forms are available electronically on Daranet and from the UHR Information Centre. If the task is submitted online via Daranet, students are required to make this declaration as part of the submission process.

Referencing

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

Students who plagiarise or cheat will be penalised according to the extent of the compromised work. A serious case of plagiarism or cheating or a repeated incidence could result in a substantial reduction of the grade allocated for the assessment item.

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 and in the student diary.
-

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

1. the student must consult with the class teacher within five (5) days of the return of the assessment item,
2. 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, and
3. 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 must detail the anticipated outcome.

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

Reporting System

Australian Curriculum

End of unit grades will be reported against the Australian Curriculum Achievement Standard relevant to that unit. For all classes, achievement will be reported against the same Achievement Standard; however, for students on modified programs reporting will be against the Australian Curriculum Achievement Standard appropriate for the students' abilities. Grades of 'A' and 'B' indicate a student is achieving above the Achievement Standard, a 'C' grade indicates that a student is achieving at the Achievement Standard, and a 'D' or 'E' grade indicate that a student is achieving below the Achievement Standard.

Frequency and type of reporting

Reporting formally to parents occurs four times a year. The reports take two forms: Progress Reports (Mid Semester) 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.

Allocation of grades and grade descriptors

All units will be reported at the end of the assessment period using a five-point A to E scale. Grades will be awarded based on the standard of achievement in the formal assessment tasks listed on the unit outline. For Years 7-10, formative assessment may be taken into consideration when reporting on learning goals and Achievement Standards.

The College has adopted the Common Grade Scale (NSW Board of Studies) for determining the allocation of grades for units in Years 7 – 10. These grade descriptors are:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Engagement in Learning

Teachers will indicate on Mid-semester and Semester Reports the student's engagement in their learning. The key criteria for engagement in learning across Years 7 – 12 are:

- Participates productively and purposefully in the learning process
- Manages learning effectively and meets deadlines
- Brings required items to class
- Endeavours to achieve to potential
- Demonstrates respect for peers, teachers and the learning environment

Home Study

Aim

The aims of home study are to:

- develop and encourage the positive attitudes and skills of independent study and research,
- develop a habit of self-directed learning at home in preparation for future studies, and
- support, extend and review activities begun in the classroom.

Types of Home Study

The types of home study are:

- consolidation and practice of techniques taught in lessons - short in length and usually marked by the student prior to or in the next class,
- revision of concepts and essential facts - often involving summary sheets, flow charts etc possibly,
- set as a weekly task; for Languages this means five to ten minutes learning vocabulary daily,
- assignments/projects involving individual research from a number of sources completed as a written or oral report, usually submitted as a formal part of a unit's assessment and possibly encompassing several weeks' work and development during which progress is monitored,
- reports from excursions or practical work,
- catch up homework following an absence, and
- reading and reviewing class texts and notes in preparation for the next day's work.

Frequency and Length of Time

All students should be involved in regular homework. It is recommended that the following be used as a guide to appropriate time allocation:

- Year 7: 1 hour per night, 4 nights a week
- Year 8: 1.5 hours per night, 4 nights a week
- Year 9: 2 hours per night, 4 nights a week
- Year 10: 2-2.5 hours per night, 4 nights a week

Where regular homework is not set to fully utilise these time allocations, the student is expected to conduct revision or summary work, or to use the time to prepare and organise assignments. An equivalent time should always be used for home study. Private reading should be encouraged in such situations. It should be remembered that in Years 9 and 10 the above times are minimum recommendations.

While the College places a strong emphasis on family life and is reluctant to encroach on the limited leisure time afforded a family, students should be encouraged to spend some time on weekends engaged in quiet reading or assessment task preparation. This is valuable preparation for Years 11 and 12 when students will have to organise their study habits to include a greater percentage of their "free" time.

All students should use a diary to plan and record:

- a home-study timetable,
- the homework set,
- due dates of major assignments and tests on a semester plan,
- preparation time for tests and assignments as homework,
- comments for parents from teachers and vice versa,
- dates for excursions and their reports, and
- dates of school events.

Homework Help

Homework Help is held after school three days per week. Volunteer teachers are rostered on these sessions in the Uhr Information Centre. Students attend these sessions on a 'drop in' basis. Mathematics Tutorials are held every second lunchtime. Students should ask their teacher for details.

Timely completion of Assessment Tasks - Years 7-10

Rationale

Meeting deadlines is important in many aspects of life outside school and is a significant element in the Daramalan College culture of learning. Teachers encourage and support students to take responsibility for organising their workload. This includes ensuring that they are fully prepared for in-class assessment and that they submit assignments and other work on time.

Summative assessment tasks give students the opportunity to demonstrate their level of achievement against the specific learning goals for each subject. It is important for the student's continued learning that each summative assessment task is completed.

Daramalan College aims to ensure that students are fully prepared for all formative and summative assessment tasks and that they submit assignment and other work by the due date. It is a school requirement that due dates for assessment tasks are published on Daranet by the end of the second week of each semester. This provides sufficient time for students to plan their workload. Any changes to those due dates (as published) must be notified to parents and students via Daranet.

The nature of teacher support provided to students when undertaking non-test summative assessment tasks will vary between subjects and year levels. However, the type of support that teachers may provide includes:

- requiring students to submit a draft or evidence of their progress before the assessment due date,
- providing time where possible in class for students to work on an assessment task (teachers are encouraged to prioritise this method of support particularly in Years 7 and 8); and
- regularly reminding students in class about upcoming due dates for assessment.

Extension Requests

If a student has extenuating circumstances that mean that they are unable to meet an assessment deadline, it is the student's responsibility to communicate with the class teacher at least three days before the due date and:

- request permission to sit an in-class test on an alternative date, or
- request an extension for submission of an assessment task.

In both cases, the request should be accompanied by a completed Extension Request for an Assessment Task - Years 7-10 form (see Appendix 2). This form is to be submitted to the class teacher. The class teacher will then review the reasons given for requesting an extension, indicate on the form if the extension has been granted (and if applicable confirm the revised due date), and return the form to the student. When evaluating an extension request it may also be necessary for the class teacher to consult their subject coordinator and/or relevant pastoral leaders. If an extension has been granted the student must submit the extension form with their assessment item.

Computer or printer problems at home will not necessarily be accepted as reasons for submitting an assessment task after the due date. Daramalan College provides access for all students to computers and printers in the Uhr Information Centre before school, at recess, at lunchtime and after school every day. In many cases, electronic submission of work is acceptable and permitted, in which case printer issues are not relevant. Students should print and save their work to their school drive at regular intervals and be prepared to write the assignment by hand in case of computer problems.

Additionally, extra-curricular responsibilities or heavy student workloads will not automatically be accepted as valid reasons for submitting an assessment task after the due date, although exceptions may be considered in some circumstances. In these circumstances, students should bring these issues to the attention of their teacher some time before the assignment is due so that the teacher can assist the student to comply with the original deadline.

Procedures for dealing with a late submission

If an assessment task is not submitted on time without the granting of an extension, teachers will notify the student's parent as soon as practicable on or after the due date. For tasks submitted via Daranet the mode of notification will be in the form of an automatically generated email. For tasks that are not submitted by Daranet the mode of notification will be in the form of a standard email (see Appendix 3). The date of notification is the **Notification Date**.

Students who have not submitted a task by the due date without an approved extension should be encouraged to submit any incomplete or partial work as evidence of progress. This evidence of progress may be used to determine student progress towards meeting learning goals.

Teachers may offer to students or students may request the teacher provide support sessions. These support sessions may help students to catch up on practical tasks or help students in other ways to complete the task.

If a substantially completed task is not submitted within three school days of the **Notification Date**, the teacher will assess the student against the relevant learning

goals using any other evidence of learning. This may include evidence of progress that was submitted, or any other relevant evidence collected in class or from other assignment work. If a learning goal cannot be assessed due to the student's non-completion of formative or summative assessment without good cause, then the lowest descriptor must be awarded against that learning goal.

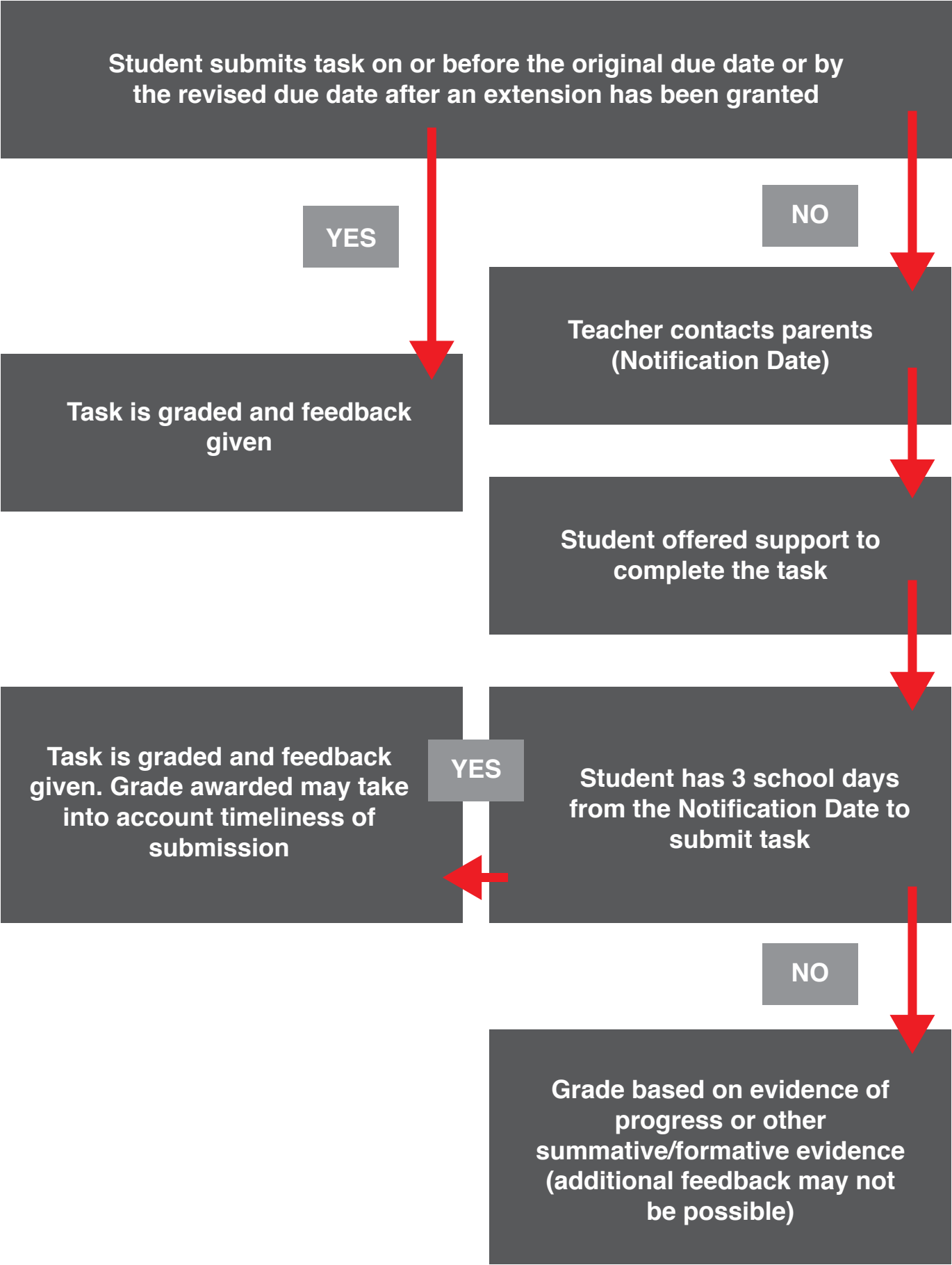
Teachers will record late submissions. These will be noted in feedback to the student and will affect the indicator awarded in the 'Engagement in Learning' section on the semester report.

Task marking rubrics may include 'Organises materials and time efficiently and submits evidence of progress and final task on time' as an assessment outcome with the overall grade awarded for the task, taking into account the student's capacity to submit their work on time.

In the case of an assessment task being submitted later than three school days after the Notification Date without an extension being granted, the teacher may exercise discretion as to whether the task shall be accepted. A teacher may decide to accept a task later than three days after the Notification Date and award a grade for the task if circumstances occurred that made timely submission impossible. If a task is submitted more than three school days after the Notification Date but before the next assessment task is due or the end of the semester assessment period (whichever comes first), the teacher may provide additional feedback to facilitate student growth. This will not be possible with very late submissions.

The **flow diagram** in Appendix 1 on the following page summarises the process in Years 7 to 10.

Appendix 1



Appendix 2
Extension Request for an Assessment Task - Years 7-10

- 1. Ensure that all sections of this form are completed before submitting the form to your teacher.
- 2. Extension requests must be submitted to your teacher on this form at least three days before the due date.
- 3. Extension requests may be supported by notes from your parents, a doctor's certificate, or your PCA or House coordinator.
- 4. Extension requests will not usually be given on the grounds of extra-curricular responsibilities or heavy student workload, although exceptions may be considered in some circumstances. In these circumstances it is important that students bring these issues to the attention of their teacher some time (at least a week) before the assignment is due so that the teacher can assist the student to comply with the original deadline.
- 5. Extensions will not be granted in cases of student disorganisation or a lack of application.
- 6. If the extension is approved, please attach this form to the assessment task.

Section A: to be completed by the Student

Student's Name

Subject and Class number

Class Teacher

Name of Task

Original Due Date

Reason for request. (Attach any medical or supporting documents including a comment from the PCA or House coordinator if appropriate)

Student's Signature

Section B: to be completed by the Teacher

Date request received

Extension approved

Yes

No

New submission date

Teacher's Signature

Appendix 3
Template for Years 7-10 non submission of assessment email

Dear parent(s)/carer(s),

[Student's Name] has not submitted an assessment task by the due date. The details of the assessment task are shown below.

Subject: [Insert Subject]

Teacher: [Insert Teacher's Name]

Name of Task: [Insert task name]

Due date: [Insert due date]

Non submission of this assessment task will negatively impact on his/her overall assessment for this unit. If the task is not submitted within three days, the learning goal(s) associated with the task will be determined by any evidence of progress submitted. If no evidence of progress has been submitted other evidence relative to the learning goal(s) will be taken into consideration, but this may not fully represent your student's knowledge or skills.

Please contact me if you would like further details.
[Additional comment - delete if you do not want to add anything else]

Yours sincerely
[Insert teacher's name]

Appendix 4
Years 9-10 Elective Planning Table

	Year 9		Year 10	
	Semester 1	Semester 2	Semester 1	Semester 2
Electives				
Reserve Electives				



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