MISSION STATEMENT

Ormiston College is an independent, co-educational, non-denominational Christian school seeking to achieve academic excellence.

Ormiston College aims to nurture and encourage enthusiasm for and commitment to the pursuit of lifelong learning. The College is committed to providing holistic, integrated educational programmes which develop problem-solving, decision-making, critical and creative thinking skills to enable students to participate as confident and contributing members of society, capable of meeting the demands of a rapidly changing world.

The College affirms individual differences and actively promotes cultural and intellectual understanding and the development of physical skills of each member of the school community. The provision of challenging opportunities for development of character, responsibility, initiative and integrity, social awareness and good citizenship is a priority in the College.
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CURRICULUM PHILOSOPHY - CORE STUDIES

In keeping with the educational philosophy of Ormiston College to ensure that all students gain a broad general education to assist them to become responsible, thinking and potentially well-educated citizens, we have deliberately delayed any specialisation of learning until Years 10, 11 and 12, by making core subjects compulsory. Even in Senior Studies, specialisation is not necessary. A too-narrow choice of subjects can lessen a student’s options after Year 12. Thus, all students in Years 8 and 9 study core subjects through and between which essential or core learning skills are transferred and integrated.

To this end, all students in Year 9, 2016 will be required to continue to study the core subjects of English, Mathematics, Science, History and Geography and a Language other than English (Japanese OR German). All Year 9 students will also continue to receive instruction in Physical Education (Skills Development and Fitness). Year 9 students choose two Electives in addition to studying the core subjects.

As well as learning the content and knowledge associated with each subject, students will be involved in developing learning skills which are gained from studying all of these core subjects. For example, problem-solving skills can be acquired from Geography, Japanese, Science and Mathematics; analysing and interpreting a scenario or situation can be learned in English, History, Mathematics, Geography and Science.

Learning how to learn is as important as learning content - some would say, more important. Learning about how to obtain and access information is a skill which is now a very important one for our students, in a world where knowledge is growing exponentially. Solving problems has become equally important, as we live in a world where solving problems is critical. The College’s curriculum focuses upon maintaining and, indeed, in growing further the Dimensions of Learning Framework and integrating ICTs as meaningful learning tools.

Students who develop the skills of learning can go on to learn what they desire to learn, lifelong. Their learning is not restricted to knowing only certain subject content. It is for these reasons that we have continued to focus upon developing a Learning Framework to underpin our teaching; the language we use to describe teaching and learning, and how we report on student learning. The Student Enhancement Program at Ormiston College will continue to emphasise acquiring learning skills, associated with Organisation, Getting Along, Confidence and Persistence, each being a foundation for success as a learner, as well as being a foundation for success as an emotional, thinking, engaged citizen. The interconnection of the Dimensions of Learning Framework, ICTs and the Student Enhancement Program is very strong at Ormiston College.

The value of delaying specialisation is now well recognised and at Ormiston College in Year 7 to 9, other than the student’s Language choice, there is very little subject specialisation. Indeed, even at Years 10, 11 and 12, our curriculum is designed to encourage students to learn and to develop their learning skills, without undue specialisation, and thus to keep their options open. In fact, many courses at universities now have a common first year of study before any specialisation begins.
Ormiston College’s Mission Statement has always directed our teaching and learning philosophy towards developing problem-solving, decision-making, critical and creative thinking skills. This focus has always been about developing students who can engage in their own learning; who understand and use the process of learning and who are able to engage in learning, and thus can participate in lifelong achievement and success.

The Dimensions of Learning (DoL) Framework offers all teachers, Prep to Year 12, a framework to teach thinking skills consciously and intentionally, so that students can deliberately choose the best strategies to think about and to solve problems. The framework also offers all teachers and students a common language with which to discuss learning that is effective for thinking processes and skills. Classrooms have a deliberate and intentional focus upon developing problem-solving, decision-making, critical and creative thinking skills.

Teaching thinking is the focus for lifelong learning and achievement. Our graduating students need to have a repertoire or ‘tool kit’ of learned and successfully applied thinking strategies from which they can intentionally select, to think about and/or to solve problems to enable them to be productive, successful and contributing members of society.

The DoL Framework is developed through attention to the teaching and learning aspects within five dimensions:-

**THE FIVE DIMENSIONS OF LEARNING**

**DIMENSION 1:** Attitudes and Perceptions

**DIMENSION 2:** Acquire and Integrate Knowledge

**DIMENSION 3:** Extend and Refine Knowledge

**DIMENSION 4:** Use Knowledge Meaningfully

**DIMENSION 5:** Habits of Mind

The DoL Framework complements the Student Welfare program, which aims to build students who are emotionally resilient and who can challenge their own negative self-talk. Positive-thinking can become a habit of mind, a habitual way of living one’s life thus aiming for successful, achieving, lifelong learners.

Students need to be learners who engage with knowledge and know how to apply this knowledge to solve authentic problems. Teaching within the DoL Framework provides teachers with strategic ways to connect with students to learn with deep understanding.
SENIOR STUDIES

The curriculum provided for Year 9 enables students to make valid choices for Years 10, 11 and 12 and will ensure that they gain familiarity with most subjects offered for Senior Studies. In Semester 1, Year 10 students begin Senior Studies with Foundation in Senior Studies, and the first semester of Senior Studies, in Year 10, Semester 2. This is an exciting learning prospect and one which our students can use to their advantage.

During Foundation Studies Year 10 students will learn introductory courses of Senior Studies subjects. Within these subjects, they will experience the types of assessment – task sheets and criteria sheets – that are used at Senior Studies. They will be introduced to the concepts and language of Senior Studies subjects – this will be tremendously useful in subjects such as Accounting, Economics, Legal Studies, Biology, for example. In Mathematics, they will be able to concentrate on particular skills they need for Senior Mathematics, such as Algebra. This Foundation Semester will lead the students into Senior in a more gradual manner, than the often large jump students were required to make previously.

Beginning Senior Studies one semester early provides students and teachers with more time to teach and acquire the skills and processes needed for more effective learning and for deeper understanding to occur.

Please see the Overview of Curriculum for Years 7 to 12 on page 7 which provides a visual perspective of how curriculum builds from Year 8 to Year 9 through the Middle School at Ormiston College, towards Graduation and Exit at the end of Year 12.

The subjects to be offered in Years 10, 11 and 12 are as follows:
- English
- Japanese
- German
- Geography
- Ancient History
- Modern History
- Music
- Legal Studies
- Graphics
- Economics
- Art
- Physical Education
- Mathematics A
- Mathematics B
- Mathematics C
- Biological Science
- Physics
- Chemistry
- Marine Science
- Drama
- Information Processing And Technology
- Accounting
- Business Management
- STEM

It is not essential for students wishing to study certain subjects for Senior Studies to have studied them in Years 8 and 9 and a study of Art, Music, Graphics, Drama or Physical Education may be undertaken in Senior Studies without having been taken at Middle School level.

HOWEVER:

If a student wishes to consider studying such subjects at Senior Studies level without having studied them previously, he or she will be required to undertake auditions or other ascertainment tasks aimed at providing feedback to the student, parents and teacher regarding potential for success in the subject.
# GENERAL OVERVIEW OF CURRICULUM

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR 7 AND YEAR 8 SEMESTER 1 AND 2</th>
<th>YEAR 9 SEMESTER 1 AND 2</th>
<th>YEAR 10 SEMESTER 1</th>
<th>YEAR 10 SEMESTER 2</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tr>
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<td>Mathematics B or Mathematics A</td>
<td>Mathematics B or Mathematics A</td>
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<tr>
<td>Science</td>
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<td>History</td>
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<tr>
<td>Geography</td>
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<td>Japanese or German or Information Processing and Technology or Geography or Legal Studies or Accounting</td>
<td>Japanese or German or Legal Studies or Modern History or Geography or Information Processing and Technology or STEM</td>
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<td>Mathematics C or Ancient History or Biological Science or Physical Education or Marine Science or Geography</td>
<td>Mathematics C or Biology or Physical Education or Ancient History or Accounting</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Literacy</td>
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<td>Literacy (College recommended or Student/Parent Choice)</td>
<td>Modern History or Chemistry or Physical Education or Graphics or Business Organisation and Management or Marine Science</td>
<td>Chemistry or Drama or Modern History or Accounting, or Graphics or Marine Science</td>
<td></td>
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<tr>
<td>Music</td>
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<td></td>
<td>Legal Studies or Physical Education or Geography or Music or Physics or Art or Business organisation and Management</td>
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<tr>
<td>Visual Art</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Business and Commerce</td>
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<tr>
<td>Design Technology</td>
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<td>Multi Media Studies</td>
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<tr>
<td>Information Processing</td>
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<tr>
<td>Lifestyle Health</td>
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<tr>
<td>Science, Technology, Engineering and Mathematics</td>
<td>Not applicable</td>
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</table>

 Equals Core Subject

 Equals Elective Subject

 Year 10 Semester 1 students begin Foundations of Senior Studies. They will study English and either Mathematics A or B. They will choose a further six subjects, ONE from each line. Semester 2 Year 10 students will study English and either Mathematics A or B and ONE subject from each of the next four lines as they begin Senior Studies.

Additional Notes:
- Student’s choice of Language at Year 6 or Year 7 or 8 for new students becomes Core Language for Years 7, 8 and 9.
- Year 9 students choose TWO Electives for Year 9. The College will recommend that Literacy replace an Elective should this be judged to be in student's best interests as a Learner. Computer Skills are integrated into the Curriculum for Years 7-12.
In order to broaden further the educational experiences and learning of Year 9 students we offer nine Electives. Students are required to complete two electives, each elective being for three periods per week.

Art, Music, Multimedia Studies, Science Technology Engineering and Mathematics (STEM) and Drama are considered to be courses of developmental learning which students study for the full year, although should there be vacancies in classes, students with demonstrated aptitude (ie. audition or ascertainment tasks) may move into these Electives at the start of Year 9, Semester 2.

Business and Commerce, Design Technology, Information Processing and Lifestyle Health are developed around units and/or themes. Should there be vacancies in these classes, students may move into these Electives at the start of Year 9, Semester 2.

The Electives are designed around ways of looking at and interacting with our world. They are designed to be practical subjects which require creative problem-solving solutions. The Electives will engage students in many forms of communication and different types of literacies.

The Electives represent the philosophy of the Dimensions of Learning Framework, with students being able to engage in their learning as thinkers, after gaining core knowledge and the skills and the processes of learning and of application of knowledge. Problem-solving is a key process in these Electives. Refining knowledge and skills through practical applications is the first step towards becoming an independent thinker. The next step is to build upon this growing self-confidence in thinking by extending the thinking processes into unfamiliar tasks or scenarios or problems.

THE ELECTIVES FOR 2016 ARE:

Visual Art  
Music  
Information Processing  
Design Technology  
STEM  
Business and Commerce  
Lifestyle Health  
Drama  
Multimedia Studies

In the following pages (15-24), a brief description of each of these Elective Subjects is provided to assist students in making their choice. Students and parents are asked to read these statements carefully and particularly to note the educational benefits which will accrue from the study of each of them.

An Elective Choice Form on which we would like students to indicate in Section 2 his/her Elective Preferences from 1 to 9 is included with this Booklet, to ensure students take time to make considered choices before they commit their preferences to paper. The student’s order of preference is the result of a decision-making process. This process is ‘taught’ during the Student Enhancement Programme (SEP).

While the Administration will endeavour to fulfil students’ preferences, considerations of maximum and minimum class size have implications upon our assignment of student preferences, as does the fact that there will be only one (1) class in each of Music, Multimedia Studies, Information Processing and Lifestyle Health. Thus, students should assign their preference carefully as it is most likely that at least to Preference 4 will be used. It should also be noted that an Elective class may not be formed if too few students choose it.

ELECTIVE FORM DUE DATE: FRIDAY 18 SEPTEMBER 2015

The Elective Form for Year 9, 2016 must be returned to the Student Reception no later than 3.30pm on Friday 18 September 2015.

We will endeavour to ensure that all students are allocated at least one of their first two preferences but this cannot be guaranteed for every student. Students MUST at least consider their FOURTH PREFERENCE to be a real possibility.
STUDENT LAPTOP PROGRAM

Ormiston College issues laptops to all Secondary School (Years 7 to 12) students.

STUDENTS ARE RESPONSIBLE FOR THE SECURITY OF THEIR LAPTOP AT ALL TIMES.
STUDENTS MUST ENSURE:
- Their laptop is fully charged at the beginning of each day
- Their laptop is named correctly for network monitoring purposes
- Any files stored on their laptop or storage device are appropriate
- Their laptop is stored in their locker during PE, Co-curricular or Headmaster’s Assembly

STUDENTS MUST NOT:
- Attempt to circumvent College monitoring systems with hardware or software
- Use their laptop for any purpose other than that which they have been given permission
- Use 3G Modems or other methods to access the Internet whilst on College grounds
- Share files that are protected by copyright

CONSEQUENCES
The sanctions involved with breaches of the Student’s Online Code of Conduct may include the following measures:
- Individual network services may be withdrawn e.g. email, laptop administrator status and/or Internet access.
- Community work for the College outside school hours
- After school detention
- Suspension or expulsion
- Involvement of law enforcement and other external agencies
STUDENT LAPTOP PROGRAM

ONLINE CODE OF CONDUCT

Introduction
The College provides Internet access, other ‘online’ services such as email and local network resources for the purposes of study and other bona fide activities related to Ormiston College’s function as an educational organisation. Valid users of the College’s computer system are issued with an account. A username is generated and known by the College, while a password is generated by and known only to the user. Each account owner is responsible at all times for all activity that occurs within the issued account. (Note: some Junior School students operate computer accounts under the control of their classroom teacher and do not have secret passwords.)

ACCESS RULES AND NETWORK RESPONSIBILITIES

The following points of regulation must be abided by:

• Transmission of any material in violation of any state, federal or international regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secret.

• All communication and information accessible via the network should be assumed to be private intellectual property. Any sources used in research must be cited and credit given to the author using the appropriate citing methods detailed elsewhere in the College Diary.

• When a USB is inserted in a computer connected to the College’s network, all files on the USB become subject to the terms and conditions of Network Use.

• Account security problems must be brought to the immediate attention of a member of the Network Administration Staff. The problem must not be demonstrated to other users.

THE FOLLOWING GUIDELINES WILL APPLY TO ALL STUDENTS USING TECHNOLOGY AND ACCESSING ELECTRONIC RESOURCES AT ORMISTON COLLEGE.

• Students should have demonstrated basic online skills or completed an introductory course of instruction on computer use before gaining access to the College’s computing and online resources.

• All areas of the College’s network storage, including emails and their attachments, will be subject to routine inspection by teaching and/or network administration staff in order to maintain system integrity and ensure that users are using the system responsibly.

• It should be understood by all student users that the College does not provide a personal internet or computer service. Files stored by students will not be private.

• All users of the Ormiston College Network have a network account protected by a unique username and password. In light of this:
  ~ Students will maintain their passwords as private and not share them with anyone.
  ~ In the event of a student believing that their password has become known by another person, the student will change their password.
  ~ Students are responsible for all use of their accounts, for all items stored in their allocated ‘home directories’ and for all material and all communications which are sent and/or received by use of their network account.
STUDENT LAPTOP PROGRAM

The following actions are not permitted within the College (some of these actions may also be illegal according to Australian or International law):

- Sending or displaying offensive messages or pictures or any material intended to offend the recipient.
- Using obscene language.
- Harassing, insulting or attacking others.
- The storing and/or use of:
  1. **Offensive or illegal material**
  2. Programs or equipment designed to interact with the infrastructure of the network system including scanning and non-authorized network and server applications
  3. Material where the copyright is not legally held by the College or the user
- Playing games on College grounds.
- Damaging computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings etc.).
- Use of Proxy Websites or Proxy based software to circumvent internet filtering.
- Violating copyright laws. The legal rights of software producers and network providers, and copyright and licence agreements, must be honoured (for example, downloading copyrighted games could result in legal proceedings, resulting in a fine).
- Use of another user’s account. Under no circumstances should any user of the Ormiston College network use another user’s password or attempt to access or use another user’s folders or files. This includes deliberate entering of incorrect passwords to cause accounts to become locked.
- Intentionally wasting resources.
- Revealing personal details of any user to others - including details of name, home address, email addresses or phone numbers.
- Employing the network for commercial purposes or activities by for-profit institutions or organisations. Product advertisement or political lobbying is prohibited.
- Accessing pornographic sites/downloading/printing/storing such material.
- Using the network to disrupt its use by other individuals or by connecting networks.
- Disrespect of others’ privacy and intellectual property.
LITERACY SKILLS IN YEAR 9 CURRICULUM

“Having strong Literacy Skills gives us the strength to investigate our world and to play a part in it.”

To progress as a learner at Ormiston College in each and every subject offered in Years 7 to 12, each student should have strong Literacy skills. Literacy skills have a strong bearing upon success in Mathematics, Science, History, Geography, English, Physical Education, Music, Art, and so on. This has always been the case and we have always collected data, and analysed and used this data, as we seek to improve students’ literacy skills.

Of course, there is now much national interest in the Literacy skills which Australian students should be acquiring, Prep to Year 9, and onwards. So, Ormiston College is certainly interested in and focused upon improving the Literacy Skills of our students. While performance in National Tests provides us with indicative trends of improvement, it is the long-term benefits of literacy competence and therefore, successful learning, which particularly interests us.

While English teachers intentionally teach Literacy skills, each subject in the curriculum teaches Literacy skills because Literacy is important for all subjects. All Year 8s are being taught literacy skills in each of their subjects. In addition, all Year 8s are provided with 1 year of Literacy. This concerted focus upon Literacy skills is certainly designed to improve this range of skills for all students.

We know, however, that some students take longer than others to learn particular skills, perhaps because they missed learning these skills earlier in their education. In any case, we want to assist all students to be successful learners. Thus in Year 9, the College will make a strong recommendation to some students that they do Year 9 Literacy and only one Elective. Parents and students may, of course, choose Literacy, seeing the benefits of learning it for another year.

Developing and strengthening their literacy skills of using a rich vocabulary; understanding what they read and being able to explain their understanding; engaging successfully in a wide range of writing so as to communicate facts, opinions, feelings, and imagination, and to report, persuade, create, etc; being precise and accurate with spelling, punctuation and the tools of writing such as sentence structure: these are the literary skills that will give them strength, and power, to communicate clearly from within their world.
YEAR 9 LANGUAGES

Ormiston College students must study a language other than English (Japanese or German) from Year 7 having begun by learning both in Years 5 and 6, until they complete Year 9. Students may then elect to continue to study Japanese or German up to Year 12 level. Ormiston College supports the study of a language other than English and endorses the Federal Government’s substantial emphasis upon languages. Indeed, various universities are demonstrating the value they place upon language learning by providing bonus entry points on successful completion of a language other than English at Year 12 exit.

As one of the Key Learning Areas of the Australian National Curriculum, the study of a language other than English is important for many reasons. The study of a second language:

- enhances a student’s capacity to communicate effectively with others using a range of spoken, written, graphic and other non-verbal means of expression;
- awakens a student’s desire to succeed in all forms of communication;
- improves cognitive development, particularly the ability to:
  - collect, analyse and organise information;
  - plan and organise activities;
  - use mathematical ideas and techniques; and
  - apply strategies to solve problems;
- enhances a student’s ability to think quickly and respond effectively in spontaneous situations;
- broadens a student’s view of the world;
- increases a student’s self-esteem through the acquisition of new and different communication skills and through interaction with people of other cultures;
- extends a student’s awareness and understanding of the nature of language through analysis of the linguistic systems of both English and the language other than English;
- involves a student acquiring language-learning strategies that can be applied in a variety of situations;
- develops within students positive attitudes to people of other languages, cultures and races and fosters the notion of the multi-ethnic, multilingual and multiracial world; and
- enhances a student’s post-school options in the workforce.

Language learning is an intrinsically valuable subject and provides generic skills valuable in all learning.

LANGUAGES OTHER THAN ENGLISH (JAPANESE/GERMAN) IN YEAR 9

Involves students in:-

- the study of both language and culture
- both the target language and English being used in the classroom
- interaction with native speakers through exchange visits
- Example topics: Daily routine, Sports and Hobbies, Travel
SELECTING ELECTIVES FOR YEAR 9: 2016

Selecting Electives for Year 9 is not about specialisation. It is not about selecting specialised subjects that lead to University courses or to Careers.

As outlined previously, Ormiston College offers students the chance to broaden their educational learning experiences through their choice of two Electives. The Electives are deliberately designed to be practically-based where the students can explore, create, compose, rehearse, solve problems and apply knowledge. Each Elective is, in some way, an exploration of society. Each Elective is about particular ways of communicating in and about our world.

Students will choose Electives for a variety of reasons. It may be that they:

- Will continue in a learning area in which they already are interested.
- May wish to explore the learning possibilities within particular Electives.
- May believe that they will continue with an appropriate subject at Senior Studies.
- May have obvious talents which they desire to continue developing.

In the process of choosing, students should choose Electives NOT because their friends have chosen a particular elective. Students should choose an order of preference based on Electives which will expand, advantage and round out their own learning. Students should choose with the understanding that they are providing an order of preference and that it is likely that the Administration will need to consider their preferences beyond Preference 1 and 2, to at least Preference Four.

“In a fast-changing world, if you can’t learn, unlearn and relearn, you’re lost. Sustainable and continuous learning is a given of the Twenty-first century.”

(From It’s About Learning (and it’s About Time) by L. Stoll, D. Fink, L Earl, Routledge Falmer, 2003)

Since we human beings are the only species with the ability to make choices, to plan ahead, to reason, to carve our values, it must follow that the human faculty we need most importantly to encourage in our young is the ability to choose....

Sue Spayth Riley
WHAT IS BUSINESS AND COMMERCE?
Money, Budgeting, Marketing, Economics and the Law are all factors of our daily lives and are all elements of the diverse world of business. The Business and Commerce course provides the opportunity for students to explore some of these diverse issues and to gain an understanding of the important role they play within society. At the core of the Business and Commerce course, is a clear understanding and recognition of the importance of Financial Literacy to the students’ active participation in society.

TOPICS OF STUDY
The citizens of Australia today, especially young people, are involved with, influenced by and have an impact on the global Business environment. The Business and Commerce course is structured to provide the students with a broad understanding of the topics involved within business, but more importantly to investigate the impact that they as consumers have through their decision-making ability (Dimensions of Learning Four). The Year 9 Business and Commerce course also provides the students with an insight into the Senior subjects (Years 10, 11 and 12) that they may choose to study within the Business Department.

<table>
<thead>
<tr>
<th>UNIT 1 Economics</th>
<th>UNIT 2 Business Management</th>
<th>UNIT 3 Legal Studies</th>
<th>UNIT 4 Accounting</th>
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<tbody>
<tr>
<td>Basics of Australian Economy (Circular Flow Model)</td>
<td>Marketing</td>
<td>Reasons for laws</td>
<td>The Accounting profession</td>
</tr>
<tr>
<td>Consumer choice</td>
<td>Promoting and selling</td>
<td>The legal system</td>
<td>Objectives of accounting</td>
</tr>
<tr>
<td>Key factors affecting consumer decisions</td>
<td>Product promotion strategies</td>
<td>The court structure</td>
<td>Different types of Business organisations</td>
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<tr>
<td>Scarcity of resources</td>
<td>Targeting customers</td>
<td>The role of court personnel</td>
<td>The Accounting equation</td>
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<td>Opportunity cost</td>
<td>Legal and Ethical Issues involved in promotion</td>
<td>Juries</td>
<td>Basic record keeping</td>
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<td>associated with</td>
<td>Types of Business</td>
<td>Areas of law</td>
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<td>decision making</td>
<td>The use of social media in small business</td>
<td>How laws are made</td>
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<td>Personal budgeting</td>
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<td>Research different laws</td>
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<td>Rights and Responsibilities of Teenagers</td>
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ASSESSMENT
Assessment techniques will differ from topic to topic; however two assessment items will (usually) be provided per term. These may include the following: Project work, Objective tests and Research assignments.
DESIGN TECHNOLOGY

Design Technology provides students with a range of learning experiences in technology education, with a design focus. It is important for technology students to develop a range of cognitive skills. This course offers a unique context for students to develop these skills. They have the opportunity to think, reflect and develop ideas, and then to test their ideas in a practical context. They will design solutions to problems in the contexts of commerce and industry and they will communicate their solutions using written reports, graphical presentations and prototypes.

Most of the units in this course are based on the CO2 Racer Project. This project involves the design and construction of a CO2 powered vehicle which will be raced against the clock to find the ultimate champion car. As the students work through the Design Process for this project, they will use the 3D modelling software, AutoDesk Inventor, to design a CO2 racer and they will document their work in the form of a PDF Portfolio. The final project is an opportunity for students to use the knowledge and skills learnt while using AutoDesk Inventor to design and build a unique 3D puzzle toy.

The learning experiences and content in this course have been specifically selected to introduce students to the design principles, concepts and software used in the Senior Graphics course.

TOPICS OF STUDY
The following topics are included in this course:
- 3D Modelling
- CO2 Racer Engineering Folio
- Logo Design
- 3D Puzzle Toy Design Folio
- CO2 Racer Design Folio
- CO2 Racer Construction and Racing
- PDF Portfolio Creation
- 3DPuzzle Toy Prototyping

ASSESSMENT
The assessment in this course reflects the hands on nature of the learning experiences that the students will be engaged in. Student achievement will be determined by practical tasks and tests which assess their knowledge of the subject matter and their practical skills. They will also be assessed on the justification of their design choices and their ability to effectively communicate their solutions in appropriate formats.
Drama is an academic subject that provides the skills that will equip students for life in whatever career they choose to pursue.

Engaging in drama promotes:
- Innovation, imagination and confidence
- Creative and critical thinking skills
- Problem solving ability
- Empathy towards other people and an understanding of human experiences
- Cultural engagement
- Oral, kinaesthetic, interpersonal, written and visual communication skills
- Resilience
- The ability to work productively and cooperatively with others

Drama is investigated through the following three dimensions:
- **FORMING**: Making, devising and creating drama – (improvisation, directing, scriptwriting, designing)
- **PRESENTING**: Performing polished drama utilising the elements of drama and dramatic styles. (Student devised and published scripts)
- **RESPONDING**: Critiquing, evaluating and analysing live and live recorded performances.

Students benefit from the opportunity to work individually, in pairs or in small groups, yet **they are always assessed individually using specific criteria**.

Drama students have the opportunity to work in the Lingo Lin Theatre using media, sound, lighting, sets and costumes. They perform for audiences such as parents, friends and the Junior School. They have excursions to Brisbane Theatres to view professional performances and workshop with Artists-In-Residence. Where possible the drama curriculum will be negotiated with the students to ensure their ownership and engagement.
DRAMA

SEMESTER 1
ON WITH THE PLAY
Students will:
• Be introduced to the elements of drama
• Participate in improvisation and Theatre sports
• Perform published play texts such as ‘Hitler’s Daughter’ or ‘So Much To Tell You’
• Experiment with characterisation and acting techniques
• Investigate staging, sound, lighting, costumes and sets for performance
• Analyse and evaluate live theatre or live recorded theatre performances
• Understand the conventions of Realistic and Non-Realistic Drama

CLOWNING AROUND
Students will:
• Explore the conventions of clowning and comic drama
• Devise clowning routines and comic improvisations
• Create clowning characters
• Devise individual clown make-up and costume
• Critique professional clowning performances or live recorded comic performances
• Laugh a lot as they learn about comedy and clowning

SEMESTER 2
CHILDREN’S THEATRE
Students will:
• Develop play building skills as they create a Children’s Theatre performance
• Experiment with puppetry and masks
• Explore plot, themes and situations through improvisation
• Work cooperatively to devise and create a new dramatic piece of drama
• Develop team-building skills as they negotiate and communicate with each other
• Experiment with costumes, sound, media, lighting and staging
• Critique and evaluate Children’s Theatre performances
• Enjoy performing to a Junior School audience
• Enjoy the exhilaration of Physical Theatre to express their ideas
• Write and perform original performance and SLAM poetry
• Choreograph movement sequences
• Create cinematic theatre as a backdrop to their drama
• Enjoy performing to an invited audience

Drama will help students to excel in oral and written assessments for English and other subjects. Students learn through processes, exploration and investigation. They will have fun and enjoy learning and that is the secret ingredient for success.
INFORMATION PROCESSING

This course offers Year 9 students an opportunity to use a variety of technology based tools in the solution of information management and information processing problems. The students will learn that the development of a solution to any problem involves several discrete steps. They will learn to develop solutions to problems using the Software Development Cycle and the Information Systems Development Cycle.

In this practical course, the students will learn the principles of Object Oriented Programming, Web Design and Development, Robotics Programming and Information Systems Design. The learning experiences and content in this course have been specifically selected to introduce students to the same problem solving methodology that is used in Senior Information Processing and Technology.

During each unit of work, the students will use a variety of computer software. The focus in this course is not on learning how to use a specific software package but on how to use any of the available software to achieve a goal. Indeed, two students may achieve the same goal using different software packages.

TOPICS OF STUDY
The following topics are included in this course:
- Introduction to Object Oriented Programming with Scratch
- The Internet and HTML
- Web graphics and animation
- Website design and creation
- Programming Lego NXT robots
- Data logging with Lego NXT robots
- Using Microsoft Access
- Creating dynamic data driven web pages

ASSESSMENT
The assessment in this course reflects the “hands on” nature of the learning experiences that the students will be engaged in. Student achievement will be determined by practical tasks and tests which assess their knowledge of the subject matter and their ability to apply that knowledge in problem solving situations. They will also be assessed on their ability to analyse problems, synthesise solutions for them and communicate their solutions effectively in appropriate formats.
LIFESTYLE HEALTH

Each day, Australians see the role that competing plays in the Australian psyche. Much effort goes into high level and elite sporting competition, such as the performance analysis from biomechanics, the support role of exercise physiologists, the dietary guidance of nutritionists and the vision and motivation provided by sport psychologists.

Increasingly, Australians are coming to value a healthy lifestyle which includes exercise and nutrition. Media and Government are constantly providing us with messages which reinforce the value of healthy bodies.

The elective Lifestyle Health is not offered to develop elite athletes; nor is it being offered to psyche-up competition. This elective is offered at Ormiston College because increasingly, people of all ages are recognising the value of understanding their body; of understanding what constitutes good decision-making for a healthy body, and of practising what is required in an exercise regime for a healthy lifestyle.

Increasingly, many people in today’s society seek to understand the necessity for a personally coordinated, planned and knowledge-based approach to lifestyle health, whether they compete or not. Their vision and motivation strongly drives them to look after their body in a personally responsible way.

This elective is designed to provide students primarily with information around which they can make personal decisions that connect health, exercise and lifestyle. Students should not wait until they have left Secondary School before seeking a basic understanding of and respect for their body’s health and how to nourish and maintain their body through a healthy lifestyle.

The topics to be studied are:

- Physical Fitness and You
- Diet, Nutrition and Exercise
- Communicable and Lifestyle Related Diseases

Assessment will be mainly short answer tests, investigations, research projects, assignments, oral reports/PowerPoint and may include practical demonstrations.
WHAT IS THE SUBJECT ABOUT?
Phones! iPods! Videos! GPSs! Multimedia today is a $226 trillion industry that essentially dominates society and is an unstoppable force in almost all forms of communication or information transmittal. Multimedia, put simply, is multiple forms of media integrated together. Media can be text, graphics, audio, animation, video or data. Multimedia professionals work in fields ranging from website design to game design; from video editing to special effects creation.

WHY STUDY THIS SUBJECT?
Multimedia Studies in Year 9 allows the student to develop the skills to produce multimedia. They learn to be visually literate; to have an appreciation of what they see by developing skills related to critical understanding, response and interpretation. Also, students learn to use technology intelligently. The principles of smart multimedia require knowing your audience; knowing when a graphic or animation will substitute for a video; knowing how to construct a visual introduction; knowing when to do close-ups, to name but a few. In other words, creatively finding ways to portray clearly the point you’re trying to make is Multimedia Studies.

WHAT DO STUDENTS LEARN?
Students learn to design multimedia, produce multimedia and distribute multimedia. Multimedia Studies is predominantly student-centered. Today’s student brings to the subject a rich and often in-depth understanding of multimedia. Practical experiences within the classroom and college environment are integral to developing their ability to produce the best possible product for a given situation. Students learn to evaluate critically their own and others’ work. Students work within areas such as digital photography, photo-editing, presentation production, animation, video production, and web page design.

HOW ARE STUDENTS ASSESSED?
Students are assessed on each product that they produce throughout the year. These products are assessed using the criteria:
• Constructing (the design of the product) and
• Producing (the making of the product)
• Responding (the evaluation of digital products)
The student develops a digital folio of their work as they progress through the course.

OTHER INFORMATION
While the school does supply basic equipment for student use, it is advantageous for students to have their own digital camera/video camera as this allows them to complete work in their own time.
Elective Music at Ormiston College is a vibrant, holistic, relevant and cutting edge subject which is at the forefront of music education and is a key component of a complete education. The students will engage in a diverse range of learning experiences from across a variety of musical styles, exploring both the music of the current culture and music of other cultures. At the heart of each unit are the elements of music, which form the building blocks of all music. Music technology and Information Communication Technology (in the Music curriculum) are integrated into each unit of work. Students who study Music are equipped with the academic, practical and social skills needed to be lifelong learners, and experience multiple forms of literacy and numeracy and higher order thinking skills which complement and enrich those developed in other subjects.

TOPICS OF STUDY:
The content which students study in classroom is aimed to engage, stimulate and evoke critical thought from each student. While specific styles of music are studied, the works selected are those which are keystone musical compositions and appeal to every student. There are opportunities for extension work and accelerated learning in each unit for musically gifted students.

THE UNITS OF STUDY MAY INCLUDE:
- Blues and Jazz
- Classic Hits (Instrumental Focus)
- Songwriting
- Music of the Theatre
- Music in the Media
- Introduction to Music Technology

Integrated into each unit of study are critical music technology skills, including: Audio recording and editing, score notation, sound manipulation and composition, aural training, CD creation and online, collaborative learning. Our state of the art technology lab, located in the classroom, provides the students with access to the music industry’s leading software and hardware.

Students also experience music in authentic settings, attending concerts, professional productions and workshops presented by leading music practitioners and ensembles as part of their studies. Students also have the opportunity to participate in master classes conducted by guest artists and benefit from composer and performer in residence program (subject to availability).

ASSESSMENT
Students are assessed across the three dimensions of music: Composition, Musicology and Performance, which link directly to the QCAA Senior School Music Syllabus. The assessment tasks vary according to each unit, including:
- Research Assignment
- Formal Examinations
- Compositions
- Presentations
- Live Audio Recording
- Audio Editing and mastering
- Portfolios of work
- Cloud-based independent learning
- Critical analysis tasks
- Performance (solo, small and large groups)
- Looping and Sequencing
WHAT IS STEM?
Have you ever considered a career as a scientist, architect, engineer, inventor or astronaut? The foundation of learning for these and other high-tech jobs of the future begins with four letters - STEM. Year 8 students already have skills in Science, Mathematics and Technology. STEM will aim to enhance those skills in other areas of Science, Technology, Engineering and Mathematics. This may foster a lifelong interest in these areas for later school years, university and careers.

WHY STUDY STEM?
The STEM elective aims to enhance and extend knowledge and skills by incorporating a range of innovative and exciting topics. Investigation and problem solving form the basis for units in which students will become innovators, solving real world problems through their capacity to think, explore, create and design. As students work to create solutions, they will gain skills and knowledge in the four academic disciplines, but will also learn effective collaboration, communication and critical thinking skills.

WHAT TOPICS ARE IN STEM?
The topics in STEM will vary, often with student input into the topic of investigation. Some of the units which may be investigated include:

- Nanotechnology – What is it? How does it work? Where is it? What does it do? How does it benefit mankind?
- Engineering Perspectives – What is the science and mathematics behind structural engineering? Designing a structure to match parameters.
- Statistical Analysis of Data – What do scientists do with all that data they collect? Considering the accuracy and reliability of data.
- CSIRO National CREST award program – Investigate a scientific aspect of a real world item. These may include boat hulls, aerofoils, adaptive devices. Selected investigations may be submitted into the BHP Billiton Science Awards program.
- Python programming – How to program your own software.
- Biotechnology – Biological applications of technology, in diseases, genetically modified foods and stem cells.
- Science and Engineering Challenge – regional, state and national competition involving practical hands on science, maths and engineering activities.

WHAT IS THE ASSESSMENT?
The assessment will range from problem, project or challenge based investigations, presented as oral, multimedia and written reports.

IMPORTANT CONSIDERATIONS
Students who select this Elective must demonstrate an achievement in Mathematics and Science which indicates the student is capable of learning at this higher STEM level. In addition, other skills are strongly desirable, such as: capacity to write successfully in scientific genres; high level of reading comprehension skills; high levels of research skills and a willingness to engage in both independent and interdependent learning.

From Year 10, 2015, Senior Studies will offer students a STEM program in addition to their choice of the Senior Studies Subjects which the College provides. So, this Year 9 elective offers a valuable opportunity to students who may wish to extend their STEM opportunities in Senior Studies.
WHAT IS VISUAL ART?

Visual Art develops higher order creative thinking skills. It encourages students to work through the design process whereby ideas and issues are investigated, visual responses to ideas are designed and developed, and artworks that utilise visual communication are created. Students reflect on their own artworks to evaluate their success. Artworks by artists from other cultural and historical contexts are analysed to develop students’ visual literacy.

Visual Art extends students’ thinking skills by emphasising higher order thinking skills such as designing, creating, analysing and evaluating. It equips students with the skills to function in our highly image-based, technological society where visual literacy, continual innovation and creativity are vital.

Students develop their creativity, imagination and thinking skills by exploring media and techniques in areas such as:

- Drawing
- Painting
- Sculpture
- Ceramics
- Digital Art
- Installation
- Wearable Art
- Printmaking
- Multimedia Studies
- Curatorial Studies (Displaying Art)

Students are encouraged to develop original and creative artworks so they can start to develop their own personal aesthetic. The program is individualised to meet the learning needs and interests of each student.

Excursions to galleries and exhibitions are included in the program to enrich the students’ art experience.

HOW ARE STUDENTS ASSESSED?

Each unit of work usually has two components: firstly, a practical assessment whereby students make an artwork to solve a design problem, and secondly, an appraising or reflecting component, whereby students investigate and analyse artists who have worked in a similar manner or on a similar topic. A unit is assessed according to how well a student meets the following key criteria:

- Visual Literacy (generally concerned with the selection and use of visual language such as line, colour, texture, shape, etc.),
- Application (generally concerned with the use of materials and techniques),
- Appraising (generally concerned with analysing artworks created by the student or by artists, from society and other cultures).

WHY STUDY VISUAL ART?

Creative thinking and art-making skills extend into many areas of work and recreational life. Visual Art provides starting points for careers in architecture, graphic arts, marketing, advertising, interior design, film and television, industrial design, fashion design, photography, stage and set design, animation, art gallery and museum work (curating, directing, writing).

Visual Art students are exposed to a wide range of higher order Core Curriculum Elements which are tested during Year 12 Queensland Core Skills Testing.
TEXTBOOK AND RESOURCES HIRE SCHEME

ORMISTON COLLEGE OPERATES A TEXTBOOK AND RESOURCE HIRE SCHEME FOR ALL STUDENTS IN YEARS 7 TO 12

The following items are included in the Scheme:-
• all textbooks used by the student for as long as they are needed by the student (on a take home basis).
• a range of teacher prepared notes, some student worksheets and some other resources in some subjects.

Some items are excluded from the Scheme.

An extensive Stationery List will be available early in Term Four. It includes such things as:
• writing pads for day work, notes, etc
•Ormiston College folders
•biros, pencils and other stationery items
•manila folders of prescribed colours
•calculators and drawing equipment
•protective clothing.
•materials required for student home assignment work.

Ormiston College offers our parents and students the service of pre-packed stationery orders. Pre-ordered and thus pre-packed stationery packs can be collected from the College on two designated days before school commences.

The company who allows the College to offer you this service provides parents with two options when pre-ordering. Option 1 is to order on-line and also to pay on-line. Option 2 is to order using hard-copy list and order form returned to the Senior School office.

Year 9 students will be issued with the Ormiston College Handbook/Diary for 2016, payment for which will be included in the College’s fees.
ORMISTON COLLEGE
MIDDLE SCHOOL
YEAR 9 SUBJECTS AND ELECTIVES: 2016

Students entering Year 9, 2016 from Year 8 Ormiston College must have this form completed and returned to the Student Reception by Friday 18 September 2015.

SURNAME: Smith
FULL GIVEN NAME: Millicent
2015 YEAR 8 FORM CLASS: 8.3
OR NEW STUDENT FROM:

1. All students study Core Curriculum: English, Mathematics, Science, History, Geography, Japanese or German and Physical Education.

2. Each student in Year 9 will study TWO Electives (Minor Studies). Each student is to indicate Elective preference by numbering the squares from 1 to 9, with 1 being the first preference. The Administration will endeavour to fulfil students’ first two preferences, but considerations of maximum and minimum class size are very likely to mean students’ other preferences could be used, particularly down to Preference 4. Thus, students should think carefully about their order of preference. Students should also understand the implications of the fact that there will be only one 1 class in each of Music, Information Processing, Lifestyle Health, Multimedia Studies and may be only one class in Science, Technology, Engineering and Mathematics.

BUSINESS AND COMMERCE
DESIGN TECHNOLOGY
DRAMA
INFORMATION PROCESSING
LIFESTYLE HEALTH
MULTIMEDIA STUDIES
MUSIC
STEM
VISUAL ART

I understand that the College may recommend that my child undertake Literacy Studies as one of his/her Electives. However, I would like to register our interest in Millicent studying Literacy as one of his/her Electives.

PARENT’S SIGNATURE: B Smith
DATE: 9 September 2015