



ST KEVIN'S
COLLEGE · TOORAK

WATERFORD
STUDIES HANDBOOK

2019 Courses

A GUIDE FOR THE YEAR 9 STUDENTS

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WATERFORD

Year 9 is a critical year in the journey of all St Kevin's boys. The year is spent at the College's Waterford Campus in Richmond, a purposeful separate entity reserved exclusively for Year 9, well beyond the main College site at Heyington. The purpose may be simply encapsulated in the Campus motto: 'Luceat Lux Vestra' or 'Let Your Light Shine'.

Context

Waterford is dedicated to making the passage of boys through adolescence as successful as possible. Having a place for themselves where they are significant and have considerable levels of ownership, leadership and responsibility is an important factor in the success of this campus. Also important is that the Year 9 boys on this campus have a group of teachers dedicated to them and their needs.

The adolescent years are clearly a time of significant change: intellectual, physical, social, emotional and spiritual. There is the further realisation that despite these changes, these years are also formative and foundational. The maturation process inevitably concludes with formed habits, values and ideals. The special experiences and programs at Waterford are hence crafted to make these changes positive and to ensure that the best possible foundation is laid, as boys become young men, and as the inquiry and broad-based learning of the junior years gives birth to the knowledge, skill and understanding demanded in specific elements for the senior years.

Focus

Strongly connected with such foundations is the need to promote effective organisation and systems skills that parallel with concepts of order, process and operational efficiency and effectiveness. Beyond the promotion of organisational skills; though; is the desire to cultivate thinking students who are deeply intuitive and connected with their own learning; students aware of their learning styles and strengths; students capable of acting with independence and autonomy; students in control of their own learning habits and futures. If students have accomplished these tasks by the year's end at Waterford, then they will have gained an immeasurable amount from their experience. The foundations for a successful VCE year, not to mention a fruitful journey of life-long learning, are in so many ways established in the year at Waterford.

Learning Structure

The day is a similar one to the structure of the day at Heyington. The timetable runs simply: there are seven (7) 45minute lessons from Monday to Friday.

Each student will require the use of a digital device for his year at Waterford. The digital device is to be used to enhance learning, but in no way replace dynamic and traditional teaching methods. Students are responsible for the charging and availability of their digital device on a daily basis.

YEAR 9 SUBJECTS

The following core subjects are studied by all boys (periods per cycle (ppc) are also noted):

- Religious Education (3ppc)
- English (5ppc)
- Mathematics (5ppc)
- Science (4ppc)
- History (4ppc - Semester)
- Geography (4ppc - Semester)
- Language: French or Japanese or Mandarin or Spanish (3ppc)
- Physical Education (2ppc)
- Nutrition (2ppc or 1 Semester)
- Formation (1ppc for 1 Semester)

All boys also choose an additional two (2) elective subjects each Semester (3ppc):

- Digital Technologies
- Drama
- Forensic Science
- Health and Human Movement
- International Studies
- Language (French or Japanese or Mandarin or Spanish)
- Literacy and Numeracy (by application)
- The Moving Image
- Music
- Visual Art

Homework

It is an expectation that all boys independently engage in learning tasks at home each night. While always difficult to place a time period to these tasks, it is generally recommended that each boy would engage in at least 100 minutes of learning activities. The time period, will of course, vary on a student-by-student basis, according to need, capacity, desire and demand. Given that the methodology of learning is possibly the greatest acquisition or refinement for Year 9 boys at Waterford, it is strongly recommended that boys spend a few minutes each night to review every subject studied in that day's classes. In this way, each boy seeks to further this informative class experience through reflection to ascertain understanding (and to record follow-up questions) as well as to convert short-term into long-term memory.

Assessment

Formative and summative assessment tasks take place throughout the Semester for each subject. The overarching philosophy of learning at Waterford lends itself to formative assessment where, through experience and reflection, each boy is given regular opportunities to engage, to more profoundly connect and to more deeply understand the particulars of each academic discipline. A variety of assessment instruments is used including source/comprehension, analysis, research, experimentation, oral, dramatic, IT generated and test/examination style. Major cross-year level assessment tasks (CATs or Common Assessment Tasks) occur through each Semester. There is a formal week of Examinations at the end of each Semester.

Reports

Formal College Reports are e-mailed home at the end of each Semester. A Progress Report is also e-mailed home at the conclusion of Term One and Term Three. Other formal reporting procedures occur through structured Academic Progress interviews (parent-teacher meetings) in Term 2 and Term 3. Beyond these formalised experiences, boys, staff and parents are always welcome to initiate communications, be this by phone, email or meeting.

ASSESSMENT POLICY

SUCCESSFUL COMPLETION

In order to successfully meet the requirements of the College in each of the subjects, students must at least achieve the following:

- complete satisfactorily all work for each unit
- demonstrate at least basic competence in the knowledge and skills demanded by the course, that is, gain a minimum of E in all tasks set for the unit.

ASSESSMENT TASKS:

A series of Graded Assessment Tasks is used to provide detailed information on levels of performance. Assessment Tasks include tests, assignments, practical projects, exams, and research reports.

INTERPRETATION OF GRADES:

Grades are interpreted as Levels of Performance as follows:

Grade	Level of Performance
A+ - A	Excellent
B+ - B	Very Good
C+ - C	Good
D+ - D	Fair, bit requires improvement
E+ - E	Poor
F	Below Year level standard

OUTPRAC

The Outprac Program is a challenging educational program unique to Waterford in the St Kevin's experience. It is designed to enhance the formal Waterford curriculum by providing students with practical learning experiences off-campus. Each experience is designed to complement either specific aspects of the curriculum or an aspect of global learning, holistic growth and/or personal challenge. The program capitalises on Waterford's location by using a variety of resources in the inner city area of Melbourne.

The wider aims of the Waterford Outprac Program are to:

- Provide an opportunity for experiential learning
- Develop student initiative and independent research skills
- Develop collaborative learning skills
- Develop skills in time and task management
- Encourage critical thinking and analysis skills
- Provide opportunities to present ideas in unique and creative ways
- Foster a clear sense of independence and responsibility
- Encourage leadership skills
- Develop a deeper appreciation and understanding of the city of Melbourne and the wider world in which we live.

SOME OF THE VENUES FOR OUTPRAC INCLUDE:

Melbourne Museum, Old Melbourne Goal, Immigration Museum, ACMI, State Library, Melbourne Aquarium, MCG and National Sports Museum, State Parliament, VIS, Art Tour, Shrine of Remembrance, CERES, Chinese Museum, Arts Centre Tour, Skydeck, Big Issue, Temple Beth Israel, SYN Radio, Royal Botanic Gardens.

RICE PROGRAM

RICE - Terra Australis 'Land of the South'

What is the RICE Experience?

RICE is an acronym for Rich, Investigation, Challenge and Expedition Program. RICE is as much a dynamic learning journey, as it is a physically and mentally challenging outdoor experience. It is a truly holistic program in its scope and expectations. This unique learning journey contains five distinct phases of Planning, Preparation, Experience, Celebration and Presentation.

The major component of the RICE Program is the outdoor education experience. During Term 1 of Year 9, boys select one of the eleven beautiful World Heritage destinations on offer. Boys are then grouped and the planning and preparation commences during their studies at Waterford. The outdoor experience itself varies in length from nine to ten days away from home during the middle of July each year.

ELEVEN AMAZING DESTINATIONS

1. Wet Tropics
2. Arnhem Land
3. Whitsundays
4. Lake Eyre and Tirari Desert
5. Snowy Mountains
6. Lake Argyle
7. Tasmania – Sea Based
8. Hinchinbrook Island
9. MacDonnell Ranges – Larapinta
10. Mt Barney
11. Flinders Ranges

A brief summary of what the boys do at their destination...

- **Wet Tropics** - The boys will undertake a challenging four day bushwalking journey, beginning close to Camp Barrabadeen and crossing the western sector of the Lamb Ranges through Emerald Creek valley into Dinden NP. The group tackle Turtle Rock and the challenging Kalphalim Rock hike. The group will then hike through the Lamb Range via Vartch Creek track back to Lake Tinaroo. Their journey concludes in canoes where they will conclude the program with an exciting three day canoeing expedition.
- **Arnhem Land** - The Ramingining community is located on the Arafura Wetlands and made famous by the movie 'Ten Canoes'. This amazing cultural program will encompass spear making, hunting, fishing, classroom work and other culturally significant links in the Ramingining community.
- **Whitsundays** - This amazing eight day sea kayaking journey will see the boys circumnavigate the whole Whitsunday group.
- **Tasmania Land Based** - This challenging nine day expedition is set in the beautiful south-east regions of Tasmania bordering the prestigious South West Tasmania World Heritage area. The journey commences on the stunning Picton River near Tahune and will conclude near Hastings Caves in Tasmania's far south-east. A section of the river is graded 2/3 and has several

sections of challenging rapids. The boys then continue their journey on mountain bike along the Tasmanian Bike Trail to Hastings Cave, where they participate in caving and abseiling in the amazing Loones Cave.

- **Snowy Mountains** - This amazing nine day journey will encompass alpine cross-country skiing, cross-country skiing skills days, cross-country ski touring and snow camping near Perisher Valley.
- **Lake Argyle** - This is a unique lake/river canoe journey where the group will paddle around the secluded bays and islands of north-western Lake Argyle before portaging onto the Ord River to continue their journey down to Kununurra. Throughout this time students will undertake a series of short side-trips to various points of interest including a hike up Elephant Rock, which provides views over the entirety of their journey, and a visit to an intact indigenous rock art cave.
- **Lake Eyre and Tirari Desert** – All the deserts of Australia have their own character, and perhaps none appear as wild and windswept as the little known Tirari Desert, that makes up the dunefields and myriad of salt lakes east of the vast Lake Eyre. Typified by white sands with little vegetation and lots of salt lakes, the desert is the least visited in Australia due to there being no public access routes into its arid heart. In this truly unique desert experience, you will be truly embracing the spirit of outback and its history by undertaking a Camel packing expedition through this vast landscape. You will encounter 10 metre high sand dunes, the best star grazing this country has to offer and a few good yarns around the campfire.
- **Hinchinbrook Island** - This seven nights / eight days sea kayaking journey will commence from Lucinda, south of Hinchinbrook and conclude at Cardwell.
- **MacDonnell Ranges (Larapinta)** - This challenging nine day expedition is set in the beautiful MacDonnell Ranges in Central Australia. The boys will undertake a challenging five nights / six days bushwalking journey along the world acclaimed Larapinta Trail. The boys will also spend some time at Desert Park near Alice Springs and Standley Chasm, participating in indigenous immersion activities with local elders.
- **Mt Barney** - This challenging nine day expedition is nestled amongst the foothills of World Heritage-listed Mt Barney National Park in south-east Queensland, about 90 minutes inland from the Gold Coast. Mt Barney attracts guests seeking to experience nature, serenity and pure wilderness. This journey will commence and conclude from Mt Barney Lodge and boys will undertake a series of rock climbing, abseiling, bushwalking and canoe journeying challenges along their route.
- **Flinders Ranges** – The Flinders Ranges are the largest mountain range in South Australia, which starts about 200 km north of Adelaide. The discontinuous ranges stretch for over 430 km from Port Pirie to Lake Callabonna. It's most characteristic landmark is Wilpena Pound, a large, sickle-shaped, natural amphitheatre that covers 80 km and contains the range's highest peak, St Mary Peak (1,171m) which adjoins the Ikara-Flinders Ranges National Park. This amazing journey involves mountain biking through the ranges with an overnight hike to St Mary's Peak.

Parents and students are given information during Term 1 of Year 9 and are encouraged to make a selection of destinations that might suit each individual. Specific criteria are applied before final placements are made.

LEADERSHIP

A Year 9 Class Captains' collective will consult regularly on pertinent issues within the Year Level and will assist in the day-to-day and longer term planning for the Waterford campus. There will also be many opportunities for leadership in the day-to-day class activities, sporting, music, and debating experiences offered to students. Waterford Campus Captain's are appointed in each Term.

PASTORAL

St Kevin's strives to be a caring environment and makes every effort to enable students and teachers to care for one another. The Waterford experience will give students opportunities to demonstrate respect for differences and caring for all members of our community. Tutor Group numbers are 16 or 17 to cater for each individual in a better fashion.

SPORTING AND CULTURAL ACTIVITIES

Life in Year 9 is not simply study and homework. Giving and developing skills in the sporting and cultural areas are integral parts of developing each student's overall character. The Waterford Year 9 experience is intended to be an enjoyable time. Its demands will be varied and challenging. Students are encouraged to take up the challenge and become involved in every aspect of school life. The rewards will be great: the development of a well-rounded character.

EDUCATIONAL SUPPORT

1. Aims

Acknowledge the individual differences of students at the College and encourage each student to achieve his potential - improve each student's ability and understanding in the areas of Language and Mathematics. It is important that each student experience success in his learning; therefore self-help strategies are taught. When appropriate, students are extended and enriched to enable them to be learning and working to their potential.

2. Areas of Study

a) Language

The Language Program teaches skills and strategies for improving a student's comprehension, reading fluency, spelling awareness, speaking and listening.

b) Mathematics

The Mathematics Program covers basic mathematical skills while encouraging quick thinking ability in all areas of mathematics and reinforcing class work.

c) Enrichment Program

Year 9 Enrichment is built into the curriculum although Debating and Public Speaking are available for students at Year 9 as extra opportunities.

3. Program Implementation

The Educational Support program is carried out within the classroom, or on a withdrawal basis, depending on the students' needs. Early morning classes are available for students seeking assistance. These classes are by negotiation with students and parents.

4. Assessment

Assessment is an ongoing process based on work completed during the term.

TECHNOLOGY

Digital Technology is a fundamental aspect of contemporary society and at Waterford we teach our boys to prepare and operate in an increasingly digital world. In Year 9 students will be taught the importance of security of data, private and safety online as well as the social and legal implications of sourcing digital content. Students will be introduced to skills in web development, database development and programming. The Digital Technology elective runs for one semester and is assessed with both project work and standard testing. At the end of this elective students will have a better understanding of creating, communicating and designing digital solutions for real world problems.

MUSIC: INSTRUMENTAL TUITION

The College offers students the opportunity to study one (or possibly more) of the following instruments:

- **Keyboard:** Piano, Electric Piano
- **Strings:** Violin, Viola, Cello, Double Bass
- **Woodwinds:** Flute, Clarinet, Saxophone (tenor and alto), Oboe, Bassoon
- **Brass:** Tenor Horn, Trumpet, Trombone, Tuba
- **Guitar:** Electric, acoustic or bass
- **Percussion:** Drums tuned/untuned, Xylophone, etc.
- Voice

Lessons are arranged on a rotating timetable to minimise disruption to classes. All students taking practical lessons are expected to participate in at least one major ensemble at the College, and in minor ensembles as directed by their teacher(s). Instruments may be hired from the faculty on request. A separate fee is charged for the instrumental tuition and itemised on the general school account. Enrolment forms and further details may be obtained from the Head of Music.

THE STUDY OF LANGUAGES OTHER THAN ENGLISH IN THE MIDDLE SCHOOL

Part of enrolment at St Kevin's is that all students study four foreign languages in Year 7. Two languages are studied in Semester One; and, the other two are studied in Semester Two. The foreign languages St Kevin's offers are: French; Spanish; Mandarin; and, Japanese.

We are aware that, for a number of reasons, students come to Year 7 at Heyington – either from Glendalough or other primary schools – with previously-acquired foreign language skills. Given the large number of students in each of our cohorts from Years 7 to 12, and the implications this has for our staff from the LOTE Faculty, St Kevin's does not have the capacity to arrange for advanced tuition classes for students of a particular foreign language in Years 7 to 10.

Where families would like their son to be involved in the pursuit of a foreign language beyond the Years 7 and 8 curriculum that St Kevin's affords, they are free to do so through external providers. Any such students will still be obliged to study that foreign language in Years 7 to 9 as part of their curriculum.

Part of enrolment at St Kevin's College, too, is that all students participate in the sporting program on Saturday mornings during the summer and winter seasons. The study of a foreign language (French, Spanish, Mandarin or Japanese) with any external provider whose classes run on a Saturday morning cannot take priority over a student's Saturday sporting commitments.

Where a student pursues the study of a foreign language other than those four languages we offer at St Kevin's, and his lessons coincide with Saturday sport, families will need to apply to the Deputy Head for a Sports Exemption. Such exemptions are rare in their being granted; and, families are encouraged to seek external language schools whose classes are scheduled at times other than a Saturday morning.

Students in Years 7 and 8 whose learning needs require educational support can be excluded from the compulsory study of either two or four foreign languages. Families of these identified students will be contacted by our Head of Educational Support so that they are aware of the College's intention to provide them with the academic support they might need to manage the Middle School curriculum as successfully as they can.

COURSE SELECTION REQUIREMENTS

Students study six electives over the two semesters: three in each semester. All students must select at least one Language Other Than English (*LOTE*). A *LOTE* is taken for both semesters. Students may choose to study two *LOTEs* (French, Spanish, Mandarin, Japanese) if they wish. Language is compulsory at Year 9 level unless an exemption is approved on the basis of documented learning and/or other difficulties. Any exemption to study a *LOTE*, on the basis of documented learning and/or other challenges, can be granted only by the Director of Studies in consultation with the Head of Waterford and the Head of Educational Support.

All other electives are single semester subjects. Student must select at least one of the Creative Arts subjects (Art, Drama, Music). A student may not study two semesters of the same subject.

SUBJECTS

Core subjects are studied for the year.

- English
- Mathematics
- Physical Education
- Religious Education
- Science
- Language: French or Japanese or Mandarin or Spanish

Subjects studied for ONE semester are:

- Formation
- Geography
- History
- Nutrition

ELECTIVE UNITS

The following subjects will form part of a guided elective program:

To be taken for **both semesters**

- Language and Learning
- French
- Japanese
- Mandarin
- Spanish

To be taken for one semester only

- Art
- Digital Technologies
- Drama
- Forensic Science
- Health and Human Movement

RELIGIOUS EDUCATION

Faculty Head: Mrs J Sheridan

RATIONALE

Religious Education at Year 9 is primarily directed toward developing the student's values and attitudes, knowledge and skills in regard to the Catholic faith tradition. This is explored through three dimensions; religious knowledge and understanding, reasoning and responding and personal and communal engagement. The curriculum is designed to assist students in making sense of everyday life experiences, gaining access to and understanding the Scriptures, celebrating with others the mystery and life of the Risen Christ and responding to the activity of God in their lives and in the whole of creation.

AIMS OF THE COURSE

- to develop a greater knowledge and understanding of Scripture as the Word of God.
- learn the history of Judaism as an influential religion and culture.
- to identify and explain the core beliefs taught by the Catholic Church
- to evaluate the Commandments through Luke's Gospel and identify ways by which these can be carried out in everyday life
- to develop a greater knowledge of the history of the Catholic Church in Australia
- to understand the rich history of Aboriginal spirituality and culture.

COUSE STRUCTURE

Use the text *To Know, Worship and Love* (Year 9) as a key resource, students will study the following topics:

Unit 1: Judaism

By the end of this unit it is intended that the students: understand the religious life of Jewish people in the in the 1st century; account for the religious rituals and beliefs of Judaism. Recognise the types of writing contained in the Old Testament. Distinguish between literal and figurative language. Analyse themes and messages in sections of the Old Testament. Analyse Gospel stories that reference Jesus' identification with his Jewish background and where that fits with the religious and social groupings which were active during Jesus' ministry.

Unit 2: Aboriginal Spirituality

By the end of this unit it is intended that the students: be open to the contribution of all peoples and cultures to the development of an understanding of religion and life throughout the world. Describe the religious responses of ancient and indigenous peoples and cultures, including Australia's First Peoples. Investigate a range of religious concepts in ancient and indigenous religions.

Unit 3: Mary's role in the world today

By the end of this unit it is intended that the students: understand the life of a Jewish woman at the time of Jesus, learn the prayer of the Magnificat and what it tells us

about Mary. How Feast Days for Mary are celebrated around the world and the role of women in the church; both historically and today. This will lead to discussion about the role of women in the boys' lives and to discuss the equal rights of all.

Unit 4: The History of the Catholic Church in Australia

By the end of this unit it is intended that the students: value the heritage, contemporary experience and cultural diversity of Australian Catholics. Describe the development of the Catholic Church in Australia from its beginnings to the present. Investigate and research the impact of the Second Vatican Council the contributions that men and women have made to the Catholic Church in Australia. Investigate the contribution of religious orders and missionary societies towards Australian society.

Unit 5: Luke's Gospel of Healing & Hope

By the end of this unit it is intended that students will have investigated the Synoptic Gospel of Luke in terms of its context, content, structure, purpose, themes and audience. Identify the main elements of Luke's Gospel portrayal of Jesus. It is also intended that students will appreciate the relevance of the teachings of Jesus to their lives and apply Gospel themes of forgiveness and reconciliation to modern-day situations.

Work Requirements

The Religious Education course will have a range of styles which will develop skills in working groups and individually. The style of work requirement will be the following:

- Written assignments
- Oral assignments
- Workbook - a record of all class work and handouts
- Unit Topic Tests

ASSESSMENT POSSIBILITIES

Semester One

60% of Religious Education course will be assessed by:

- Workbook and Class work requirements
- Unit Topic Tests
- Assignments

40% of Religious Education course will be assessed:

- 40% of Religious Education course will be assessed by rich assessment tasks known as Common Exam Replacement Tasks (CERTS)

Semester Two

60% of Religious Education course will be assessed by:

- Workbook and Class work requirements
- Unit Topic Tests
- Assignments

40% of Religious Education course will be assessed:

- Examination

DIGITAL TECHNOLOGIES

Department Head: Ms V Farrell

RATIONALE

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

AIMS OF THE COURSE

To develop skills in:

- Programming
- Web technologies
- Databases

COURSE STRUCTURE

This Study comprises three units over the course of the Semester for Year 9 Information Technology:

Unit One: Computer Awareness

- Digital Systems
- Social & Ethical Issues in ICT Usage
- Copyright & Creative Commons

Unit Two: Programming

- Language Syntax
- Visual Basic Folio
- VB Solution

Unit Three: Web Development

- HTML
- Introduction to Dreamweaver
- Web Design
- Web Project

Unit Four: Data Analysis & Infographics

- Spreadsheets
- Database manipulation
- Infographics

ASSESSMENT POSSIBILITIES

Assessment tasks for this subject are:

- Unit One: Computer Awareness Project
- Unit Two: Programming Folio
- Unit Three: Web Development Project
- Unit Four: Database Project

Year 9 Digital Technologies is a three period per week study with an emphasis on developing and demonstrating skills. Each unit has an assignment. There is no examination at the end of semester.

DRAMA

Department Head: Ms E Christie

RATIONALE

Year 9 Drama provides a creative and practical forum for students to express their unique thoughts and ideas. The subject challenges them to identify and employ a range of theatrical conventions and dramatic elements to their own works in order to create efficient and effective pieces of theatre. Students examine the Elements of Drama such as tension, focus, time and place and symbol in order to assist them to have a more profound understanding of what constitutes an effective dramatic performance. These skills are employed in both examining live theatre, as well as when students create drama in both individual and collaborative forums. Year 9 Drama also focuses on the construction of positive peer relationships, and the maturing of skills such as empathy, communication and teamwork.

AIMS OF THE COURSE

- To be able to recognise and understand of a range of Dramatic Elements.
- To identify the conventions of creative and engaging dramatic performance, and to implement them in a range of creative forums.
- To understand the complex task of creating performance through the study of stagecraft and direction.
- To broaden student knowledge of a range of playwrights and theatrical styles such as Commedia Dell'Arte and Shakespeare.
- To make links between the concepts of theatrical styles and dramatic elements and their importance when realising live performance.
- To explore a range of performance styles such as ensemble and monologue performances.

COURSE STRUCTURE

This Study comprises three units:

Unit 1: Ensemble

Group devised performance

Unit 2: Performance Analysis

Viewing of a St Kevin's production, followed by analysis and evaluation

Unit 3: Commedia Dell'Arte & Elizabethan

A series of performances and workshops investigating the theatrical styles

ASSESSMENT POSSIBILITIES

- Ensemble Performance
- Written Analysis
- Script Writing
- Workbook
- Monologue
- Written Examination

RATIONALE

Active and effective participation in Australian society depends on the ability to speak, listen, read and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English, and the broader concepts of literacy, is about the appropriate and effective use of language, the use of language as a tool of learning and the development of knowledge about language in a way that allows learners to engage in the society in which they live.

AIMS OF THE COURSE

- To increase competence in comprehension and composition in both oral and written forms.
- To develop an interest in and enjoyment of literature as a pastime and as an area of study.
- To develop language and literacy skills in a sequential manner across a range of language forms.

COURSE STRUCTURE

This Study comprises four units, which emerge from the Australian Curriculum for English:

Semester One:

Unit One: Comparative Texts

This unit of study focus on asking students to investigate key areas of comparison and contrast in texts over three language forms: a novel, poetry and a short story or drama. Important elements that students need to discuss are:

- Thematic links
- Persuasive writing
- Historical context

Students are invited to develop the ability to engage with multiple texts in a single, cohesive textual response.

Unit Two: Issue Analysis

This unit of study explores the use of persuasive language in opinion articles. Students are encouraged to discover how to create and analyse persuasive texts that use a wide range of persuasive techniques.

Areas of study are:

- Features of different article types, including Editorials, Commentaries and Letters to the Editor
- Identification of articles' issues and contentions
- Identification of examples of persuasive techniques
- Analysis of the intended effects of persuasive techniques
- Analysis of arguments used to support a contention

Unit Three: Issue Response

In conjunction with the Issue Analysis unit, this unit of study invites students to compose persuasive responses to a provided prompt across three different formats. Students are challenged to create a cohesive text that contains multiple arguments and persuasive techniques while working within the restrictions of a chosen format.

Students are asked to display:

- Knowledge of the key language usage differences
- To a single prompt

Semester Two:

Unit One: Biographical Writing

This unit of study seeks to investigate the shape and tropes of biographical writing. Students participate in the creation of both biographical accounts of short time spans and extended biographies of a chosen subject who they know personally and admire. In conjunction with the creative approach, students probe the autobiographical Holocaust account 'Night' by Elie Wiesel.

Areas of study include:

- Accepted and creative shapes of the biographical
- Creation

Unit Two: Cartoon Analysis

This unit of study aims to support and supplement learning from the Semester One unit Issue Analysis through the creation and analysis of political cartoons. Students are encouraged to engage with issues currently relevant within Australia and on the world stage by analysing new and recurrent motifs in imagery and language usage for this language form.

Specific elements of concentration include:

- Identifying a cartoon's issue and contention
- Analysing an artist's use of imagery to support a contention
- Interpreting an artist's text as a technique to support imagery
- Nomenclature specific to recurrent motifs used in the political cartoon genre

Unit Three: Techniques of Film

This unit of study uncovers the use of film techniques by a director to support a film's themes and contentions. Through analysis of the film 'Gattaca' by Andrew Niccol, students determine how filmmakers use a range of techniques (including editing, lighting, costumes, set design and diegetic and non-diegetic sounds) to achieve cohesion in the vision of a film.

Key areas of study are:

- Identifying themes within the film
- Analysing how themes are unfolded through plot progression
- Identifying the central contention of the movie
- Analysing how character development is used to support this contention
- Analysing how film techniques are used to support this contention

ASSESSMENT POSSIBILITIES

In each semester, students are challenged to engage in formative and summative assessment over five assessment areas:

- Writing Folio
- Textual Responses
- Language Skills
- Oral Presentations
- Examinations

Semester One:

Writing Folio

- Students create a textual intervention for 'Animal Farm' that requires them to create a news account, alternative/elongated ending or song/poem that demonstrates understanding of key plot, character and theme elements of the novel.
- Students create a persuasive article in a chosen format responding to an issue prompt provided by the teachers of the Faculty.

Textual Responses

- Students complete two in-class textual responses. The first is an individual response to the key text 'Animal Farm' while the second is an initial comparative response that analyses two or more of the studied texts from the syllabus.

Language Skills

- Students answer a topic test that requires them to define, identify and create examples across a wide range of persuasive techniques.
- Students analyse a provided persuasive article in-class over a set of six questions dealing with article type, issue, contention, persuasive techniques and arguments.

Oral Presentation

- Students compose and present an Oral Presentation centred on a power struggle that is imagined in the midst of 'Animal Farm'. Key emphases are upon delivery, relevance to the novel and use of persuasive techniques.

Examination

- Students complete a comparative response, analyse a persuasive article and create a point-of-view response to a current issue.

Semester Two:

Writing Folio

- Students create two biographical accounts. The first is interlinked with their RICE Camp adventure and draws on a theme from the experience of a partner within their camp group. The second is an exploration of the life of someone they know personally and challenges the student to find the theme that best reflects their subject's journey.

Textual Responses

- Students complete two in-class textual responses to the autobiographical account 'Night'. Students are challenged in the first response to engage with the language form of autobiography. In the second, students must discuss the themes inherent to the text.

Language Skills

- Students create an Oral Presentation
- Students edit and present a film segmentation of 'Gattaca' that focuses upon one or two recurrent motifs from the film and how these techniques are used to support the film's themes and contentions.

Examination

- Students complete a textual response on 'Night', analyse a political cartoon and respond to a set of questions on the use of film techniques in 'Gattaca'.

RATIONALE

The study of Forensic Science involves students developing an understanding of a broad range of scientific skills that are used for the investigation of crime scenes and assist in solving complex crimes. These skills include traditional forensic techniques such as fingerprint analysis, handwriting analysis, footprint analysis and chromatography.

A collection of more sophisticated forensic skills extend students into the study of Blood Typing and DNA analysis. Students complete experimental work relating to each field of study to replicate the process undertaken by Forensic Scientists in a laboratory setting. A film study further develops students understanding of the particular stages surrounding a criminal investigation and the potential prosecution of criminals.

AIMS OF THE COURSE

- To develop a comprehensive understanding of Forensic Science and the application of science to a criminal investigation.
- Understand how forensic scientists operate in the field and laboratory environment.
- Investigate a crime and prepare a report on the specific forensic skills required to solve the crime.
- To complete a CSI film, with appropriate script and characterisation.
- Explore and understand the science of DNA and Blood chemistry.

COURSE STRUCTURE

This Study comprises three units.

Unit 1: Forensic Techniques

This unit of study focuses on introducing students to Forensic Science principles through the study of the assassination of John F Kennedy. Following this students undertake a study of Fingerprint Analysis, Anthropometry, Footprint analysis, Chromatography, Hand writing analysis, Odontology and Entomology. Each topic includes a scientific experiment to understand the technique and scientific principles involved.

Unit 2: DNA and Blood Typing

This unit of study explores the complex molecule DNA, its structure and purpose as a forensic tool in solving crimes. The study seeks to investigate the use of Blood Type analysis to identify suspects and victims of crime.

Unit 3: Crime Scene Investigation

This unit of study invites students to write the script for a typical criminal drama, including a range of characters such as the police investigators, forensic scientists, legal characters, victim(s) and suspect(s). Students develop their technical film production skills and work in groups to produce a 6 minute film.

ASSESSMENT POSSIBILITIES

Term One

Research Assignments (20 % of Global Grade)

- View the documentary titled “The Smoking Gun’ and record detailed notes
- Answer specific questions on the documentary
- Investigate the circumstances surrounding a recent crime, reporting on forensic information used to solve the crime.
- Complete a report detailing the answers to research questions relating to the documentary and the investigation of a crime.

AV Project (20% of Global Grade)

- Write the script for a crime drama, including all the stages from the crime scene to the courtroom.
- Complete a 6 minute film of a criminal drama, including a range of forensic techniques in the solving of the crime.

Term Two

Blood practical (20%)

- Carry out a Blood Typing Experiment
- Write up a formal experiment using the correct scientific structure
- Complete a research component of the report on DNA and Blood typing

Examination (40% of Global Grade)

- A 60 minute written examination at the end of semester.

RATIONALE

Year Nine Geography allows students to make associations between human activity and consumption with consideration for the environment. Students look at the interconnections of people, predominantly living in urban environments and comparing what patterns occur internationally to Melbourne. Students gain an understanding of food production and agricultural behaviours adopted by different regions around the world.

AIMS OF THE COURSE

- To understand the motives and impacts of tourist movements, locally and globally.
- To understand the interconnections of humans in an urban environment. The changes, urban spaces and transport considerations that are required to allow our city to operate as it does.
- To make links between the commercial activities of the Port of Melbourne and Victoria as consumers and producers.
- To identify Biomes and the changes taking place due to global population growth and food requirements.
- To be able to analyse and interpret geographical data presented in a range of forms and explain relevance.

COURSE STRUCTURE

This Study comprises four units, which emerge from the Australian Curriculum for Geography:

Unit 1: Tourists on the Move

This unit explores tourism from many aspects; commercially and environmentally and the changes it has at local, national and international levels. Students explore the reasons for growth in tourism and the motives people have to travel, ultimately gaining insight into what the industry provides, and how it might change societies. The unit will conclude with students presenting the behaviours adopted by eco-tourist operators.

Unit 2: Interconnections – How do we connect with places?

This unit of study explores our relationships with places, the changes and the access we have to our facilities. Predominantly Melbourne focused, comparisons are then able to be made with the movement and lifestyles of other cities. The relationship between lifestyles, income and housing choices form a major study for this unit and include an investigation into the choices the student may make in their futures and how it may alter the continued development of Melbourne.

Topic 3: Biomes & Food Security

This unit of study seeks to investigate the impact of food production on the natural state of biomes. A major case study looks at the management of our fisheries, and how we might manage food production for the future.

ASSESSMENT POSSIBILITIES

60% of the Global Grade:

- Oral Presentation: Based upon ecotourism or RICE journey
- Learning Journal: Textbook and in-class activities and notes.
- Urban planning: “in the .
- Excursion: 2x Activity Booklets based on Docklands and Port of Melbourne

At the end of the semester, all students will complete a Written Examination, which comprises 40% of the Global Grade.

HEALTH AND HUMAN MOVEMENT

Department Head: Mr M Duke

RATIONALE

This elective provides students opportunities to learn about the anatomy and physiology of the human body and how these are impacted by exercise. Sociological aspects of sport will also be examined to give students a broader knowledge and understanding of various factors that can affect our sporting and exercise performance. Students will then be able to use this knowledge to improve their own sporting performances.

AIMS OF THE COURSE

- To understand the basic anatomy of the Musculo-skeletal, Cardiovascular and Respiratory System and the acute and chronic effects of exercise on these systems.
- To critically analyse the interconnections of humans in modern society and the use of performance enhancing substances. Including benefits and side-effects of various ergogenic aids.
- To identify recent developments in technology that have been used in sport to enhance the way we play view and train for optimum performance as well as the positive / negative effects of such developments.
- To analyse and interpret basic sports psychology theories and how they can be applied in their own situations.
- To identify and examine current trends in sports nutrition and techniques used for recovery as well as optimum pre / during and post exercise meals.
- To observe through personal experiences different styles of coaches and the stages of skill acquisition. To compare their own skill acquisition and current level of skill with elite level athletes.

COURSE STRUCTURE

This Study comprises Two units, which emerge from the Australian Curriculum for: Health and Physical Education. It is a one semester elective run over two terms.

Unit 1: Body Systems

This unit of study focus on anatomy, physiology and exercise physiology. It predominantly focusses on the Musculo-skeletal, Cardiovascular and Respiratory System and the acute and chronic effects of exercise on these systems.

Unit 2: Sociological Influences on Sport

This unit of study explores Coaching / Skill Acquisition / Sports Psychology / Technology in Sport / Drugs in Sport / Sports Nutrition & Recovery. The focus will be on critically analysing current trends and information and how performance can be benefited by this knowledge gained.

ASSESSMENT POSSIBILITIES

Unit 1: Body Systems

- Musculoskeletal Test:
- Circulatory & Respiratory systems Test

Unit 2: Sociological Influences on Sport

- Assignment # 1 Skill Acquisition
- Assignment # 2 Nutrition & Technology in Sport

Summative:

- Bookwork
- End of Semester Exam

HISTORY

Department Head: Mr A Butcher

RATIONALE

Year Nine History allows students to appreciate the growth and development of the modern Australian entity and identity as well as the springboard of that country into the world stage with a distinct focus on the two twentieth century World Wars. Students look at the rationale and successes and achievements of the Australian Federation and its links to today. By studying World War One and Two students understand the unfolding of the wars and their impacts on a broader, global environment.

AIMS OF THE COURSE

- To learn how the Australian nation was created
- To understand implications of Western settlement on indigenous peoples
- To appreciate the role of the nation Australia in the early twentieth century
- To make links between the development of a nation and the birth of global scale war
- To understand the underlying causes and impacts of the two global wars
- To examine non-Australian content studies so as to contextualise the global impact of events
- To appreciate the role of the historian and historiography; developing critical analysis skills and heightening source analysis skills in students

COURSE STRUCTURE

This Study comprises two units, which emerge from the Australian Curriculum for History:

Unit 1: Federation and World War One

This unit explores the making of the nation of Australia and its lasting legacies, challenges and impacts. Students explore Australia's role as a federated entity, as a champion of workers' rights, its relationship with its indigenous peoples and its role in global war. World War One is examined as an end of the Industrial Revolution; the first major worldwide conflict; its causes and impacts. Students explore international relations, key causes and battles, the role of Australia and Australians, the Western Front conflicts and the reasons behind the Gallipoli legacy. The unit will encourage the students to develop their historian skills by critiquing and creating sources, and by examining the role of Australia in the global theatre and the lasting impacts of World War One.

Unit 2: World War Two

Students will examine the nature of twentieth century global conflict through the prism of World War Two. The unit follows sequentially from the ending of the First World War and links to the rise of fascism and the causes of and unfolding of World

War Two, as well as its significance and global impacts. Students will undertake major non-Australian specific content studies so as to put the conflict in a broader global context.

ASSESSMENT POSSIBILITIES

Term 1

Content Test - Federation

Research Essay - Making of a Nation/cultural legacies

Term 2

Content Test - World War One

Workbook, Source and Skills Portfolio

At the end of Term 2, all students will complete a Written Examination, which comprises 40% of the Global Grade.

INTERNATIONAL STUDIES – TERROR AND PEACE

Department Head: Mr A
Butcher

RATIONALE

International Studies is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, genocide, people movements, development issues and terrorism. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

International Studies offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens. Students develop a critical understanding of the world in which they live and contemporary global issues.

AIMS OF THE COURSE

- To develop an understanding of the key terms: citizenship, human rights, globalisation, environmentalism, democratisation, multilateralism
- To gain an understanding of the political impact of globalisation, such as global political movements, the work of international NGOs, and global political issues.
- To develop knowledge and understanding of the effectiveness of the international community students investigate at least two examples of contemporary global cooperation and at least two examples of contemporary global conflict.

COURSE STRUCTURE

Unit 1: Global Actors

Discuss various groups and organisations which play a role of the world stage. Students explore various NGOs and civil society, investigating terrorist groups, organised crime groups, religious groups, environmental, human rights groups. Australia's role and responsibilities at a global level, including provision of foreign aid, peacekeeping, and participation in international organisations, particularly the United Nations. Students also study the theories that govern international relations including liberalism, realism and constructivism.

Unit 2: Genocide

What is Genocide? Case study of Rwanda Genocide. What is the global response? What is the role of the UN?

Unit 3: Terrorism

The impact of at least ONE world event or development and its significance

- Discuss history of Terrorism – stemmed from the French Revolution
- Defining terrorism
- Three main causes of terrorism

Unit 4: Refugees

What is a refugee? What areas of the world are they flowing from? What challenges do refugees flow present for the international community?

ASSESSMENT POSSIBILITIES

Unit 1: Definition Test: To complete two

- Global Issues Media Assignment

Unit 2: Class Task: Causes of Genocide

Unit 3: Group Oral Presentation: Examining Terrorists

- Attacks since 9/11

Unit 4 Topic Test: Genocide and Refugees

- Examination

RATIONALE

The study of French develops students' ability to understand and use a language which is widely learned internationally and which is an official language of many world organisations (eg. United Nations) and international events (eg. Olympic Games). A knowledge of French can provide students with a direct means of access to the varied culture of francophone communities and can lead to increased vocational opportunities in fields such as banking, international finance, commerce, diplomacy, translating and interpreting. Language learning nurtures reflective, deep and creative thinking; cultivates culturally distinctive fields of knowledge; and stimulates awareness of intellectual functioning. Languages require learners to engage in self-reflection, since effective communication in a new language requires the learner to move outside the norms and acquired behaviours of their first language.

AIMS OF THE COURSE

The aims of the Year 9 French Course are:

- to challenge students to become autonomous learners and achieve a degree of communicative competence in French
- to understand that language is a complex system with rules and that there are subtle differences between languages
- to comprehend key ideas and supporting detail on known topics presented orally and in a written form
- to create simple, original texts, using accurate language related to topics studied
- to participate orally in structured exchanges on defined topics, using key grammar points and appropriate pronunciation and intonation
- to understand the cumulative nature of language learning and to reflect on their own learning styles and strategies, acknowledging the need to reinforce their own learning in a sequential and systematic way

COURSE STRUCTURE

The study of French in Year 9 uses the coursebook [Club@dos2](#) and the accompanying workbook.

Term 1: Topics – Revision / Clothing and Accessories

Initial oral and written revision of basic vocabulary and grammatical structures studied in Years 7 and 8 is complemented by the study of the Revision Section of the course book and its activities.

Unit 1 – [Le club des lookés](#) - teaches students how to name and describe items of clothing, shoes and accessories; how to talk about someone or something without naming it; say what they are going/not going to do; express wishes and possibilities; and ask for permission. Grammatical areas studied include direct object pronouns,

demonstrative adjectives, regular and irregular verbs and the immediate future. Students will also learn about the euro and read about French teenagers and how they earn/spend money.

Term 2: Topic – Around the House

In this unit of study – Le club des décorateurs - students will learn the names of rooms of the house and household furniture; talk about everyday activities and household jobs; compare people and objects; express a recent past action; and express a past action. Grammatical areas of study include reflexive verbs, comparison of adjectives, the imperative, the recent past and the perfect tense. Students will discuss aspects of architecture in France and francophone countries.

Term 3: Topic – Sports

The focus of this unit – Le club des sportifs – is sport and sporting activities. Students will learn how to name and talk about different sports; suggest, accept or refuse different activities; express possession; and express obligation. Grammatical areas studied include possessive adjectives, direct object pronouns with the imperative and the perfect tense. Information related to extreme sports, the relationship between sport and health, and the Olympic Games and the Youth Olympics will be read and discussed.

Term 4: Topic – Food

In this unit – Le club des gourmands – students will learn how to talk about food and drinks; name different food categories; and express quantities. Grammatical areas of study include the partitive article, the pronoun *en* and the future tense. Information about food production in France and regional specialities will be read. French culinary habits will be discussed, with comparisons to students' own shopping and eating habits.

ASSESSMENT POSSIBILITIES

Semester 1 (60% of the Global Grade):

- Listening Test and Reading Comprehension Test
- Verb Test
- Oral Task
- Unit Test

At the end of Semester 1, all students will complete a **Written Examination**, which comprises **40% of the Global Grade**.

Semester 2 (60% of the Global Grade):

- Language Test
- Listening Test
- Unit Test
- Listening Test and Reading Comprehension Test
- Oral Assessment

At the end of Semester 2, all students will complete a **Written Examination**, which comprises **40% of the Global Grade**.

LANGUAGES: JAPANESE

Faculty Head: Mrs N Cullen

RATIONALE

Japanese is studied at St Kevin's College in order to expose the students to the language and culture of one of Australia's significant Asian trading partners.

AIMS OF THE COURSE

- To master the use of the two scripts, hiragana and katakana
- To read and write the prescribed kanji characters in each chapter
- To read and write new vocabulary and grammatical structures
- To develop aural and oral skills in order to become more communicative in Japanese
- To learn more about Japanese culture and history

COURSE STRUCTURE:

This course comprises six units, from the text *Obento Supreme*, 4th Edition, Nelson Cengage Learning.

Term 1:

A Farewell Party for a School Friend who is moving to another City in Japan

At the end of this unit students should be able to:

- Ask and tell the time.
- Ask and say what time you do something.
- Ask and say when you do something.
- Ask and say where you do activities.
- Invite someone to do something, using the appropriate form of the verb.
- Respond to the invitation in the culturally appropriate way.
- Recognise and write the kanji for: what, time, minutes and half.

Term 2:

A Postcard to Old Friends Describing the Experience of Moving House

At the end of this unit, students should be able to:

- Talk about the location of people and things and use the appropriate grammatical structures.
- Ask and describe what something is like, using the appropriate adjectives.
- Distinguish between different types of adjectives and use them correctly.
- Describe rooms in a house, using a range of vocabulary about furniture.
- Write a letter, in Japanese, that describes the following: the experience of moving house, the new house and the new location.

New School

At the end of this unit, students should be able to:

- Talk about which Year Level they are in.
- Discuss school subjects.
- Use *kara* and *made* when talking about specific times.
- Use adjectives in their negative form and understand the difference between *kunai* and *janai*.
- Use the superlative when discussing school subjects and teachers.
- Ask why and respond, using *naze* and *dakara*.
- Recognise and use the kanji for: learn, school, year and student.

Term 3:

The Weather and the Seasons in Japan

At the end of this unit, the students will be able to:

- Discuss the weather and describe the conditions.
- Discuss what the weather is like, was like and will be like.
- Discuss what someone would like to do and use the appropriate grammatical structures.
- Recognise and write the kanji for, spring, summer, winter and autumn.

Shopping in Japanese Currency

At the end of this unit, students should be able to:

- Discuss the cost of an item with a shop assistant.
- Order and purchase items in a shop.
- Count, understand, read and write numbers to 10,000,000.
- Recognise Strong, Weak and Irregular Verbs and understand their conjugations in different tenses.
- Recognise and use verbs in the Dictionary or Plain Form.
- Recognise and use verbs in the *Te* form.
- Translate the meanings of many more verbs in Japanese.
- Recognise and write the kanji for, 100, 1000, 10,000 and yen.
- Revision of the *Te* form

Term 4:

Describing People: What do they look like and what are they wearing?

At the end of this unit students will be able to:

- Ask about and describe someone's physical appearance.
- Ask about and describe someone's personality.
- Ask about and describe what someone is wearing.
- Use the appropriate clothing words, colour adjectives and verbs in these descriptions.
- Join *I* and *NA* adjectives in extended descriptions.
- Recognise and write the kanji for: hand, ear, eye and mouth.

ASSESSMENT POSSIBILITIES

- Listening (10% of the Global Grade)
- Speaking (10% of the Global Grade)
- Reading (20% of the Global Grade)
- Writing (20% of the Global Grade)
- Examination (40% of the Global Grade)

Examples of Assessment Tasks:

- Listening Tests using the course CD
- Oral presentation in pairs on Moving House
- Individual Oral: Weather Forecast
- Individual Oral: Questions about self/school
- Reading tests based on Unit topics
- In class essays
- Topic tests

RATIONALE

The study of Mandarin develops students' ability to understand and use a language which is spoken by more than a quarter of the world's population. The study of Mandarin provides access to an important cultural and linguistic heritage. This course is to introduce Mandarin language and culture, and to present both spoken and written Chinese as a means of communication.

AIMS OF THE COURSE

- To understand the differences between Australia and China
- To engage with the global community
- To understand and write Hanyu PinYin system
- Recognize and write Chinese characters of specific units
- To be able to comprehend the Mandarin language

COURSE STRUCTURE

This Study comprises four units, which emerge from the Australian Curriculum for Chinese:

Term 1: Introduction of Jobs

- Text types: article, map, photograph, games, greeting, role-plays
- Discussing different jobs; to understand Chinese Pin Yin system; making Chinese sentences; likes and dislikes of jobs.

Term 2: My Dream Job and Body Parts

- Text types: article, personal profile, posters, letters, games, picture, presentation
- Describing family members' jobs. My favorite job, essential body parts in mandarin.

Term 3: Transport

- Text types: article, advertisements, map, photograph, games, role-plays, short story
- Public transportation; station & stop; how to go to school; how much is the ticket; directions; my career.

Term 4: Cars are faster than bikes

- Text types: article, map, photograph, games, postcards, role-plays, DVD, magazine
- Continents; main cities in the world; Australia map; China map; two languages; I love bikes, but cars are faster.

Learning outcomes:

- Acquire an understanding of the Chinese culture
- Write simple narrative paragraph, situational dialogue and notes in Chinese
- Translate simple sentence (paragraph) from English into Chinese or from Chinese into English
- Talk about their family, school and themselves.
- Express greeting , number, country, date and time

ASSESSMENT POSSIBILITIES

Assessment will be continuous, based on tests in Speaking, Listening, Reading and writing skills, and including essays, project and role-plays. There will be a final Examination at the end of each semester.

- Listening test
- Speaking test
- Reading test
- Writing test
- Chinese project
- Examination

RATIONALE

The study of Spanish will allow students to become part of a growing Spanish speaking community. As a native language, Spanish is the second most widely spoken language in the world, after Mandarin Chinese, and is the primary language of over 20 countries. It is estimated that the combined total number of native Spanish speakers across the globe is approaching 500 million, with a growing trend that this will reach 600 million speakers by the end of the century. The United States now has the world's second largest Spanish-speaking community after Mexico, according to a new study published by the prestigious Instituto Cervantes. The demand for Spanish language courses has doubled in the last ten years worldwide, showing that it is an exciting time to be learning such a popular and useful language. Spanish is also gaining importance in Europe, where it is quickly becoming the foreign language of choice after English. Spanish is one of the six official languages of the United Nations and used as an official language of the European Union and the Mercosur in South America. Today, people increasingly need to be educated in a language—especially one with such relevance like Spanish—to understand and be part of the processes of globalisation, business and cultural production.

AIMS OF THE COURSE

In Year 9, students have prior experience of learning Spanish. Learners bring a range of capabilities, strategies and knowledge that can be applied to new learning. At this level, students are consolidating and expanding the range and nature of their learning experiences and the contexts within which they communicate with others. Learners are provided with new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring will support these challenges. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different contexts. In Year 9, learners:

- Use language independently to fully express themselves in both spoken and written contexts.
- Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives.
- Develop a set of transferable meta-cognitive and linguistic skills, which can help them to acquire a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They consider future pathways and prospects, including how Spanish may feature in these.
- Use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences.

- Participate in collaborative as well as independent language planning and performance, and develop a strategic use of language and cultural resources.
- Gain more control of grammatical and textual elements. They use simple tenses (present, past perfect, present perfect and past simple), and compound tenses. They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns.
- Recognise and apply rules of Spanish pronunciation, stress, rhythms and intonation patterns, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions.
- Translate texts from Spanish to English and vice versa, noticing and explaining words or expressions that are culturally specific.
- Analyse texts more critically, identifying how language choices reflect perspectives and shape meaning.

COURSE STRUCTURE

Areas of Study

Themes

- Shopping, town, food and drink
- Home, personal information and family
- Daily Routines
- Sport, health and leisure activities
- Holidays and travel

This Study comprises four units, which emerge from the Australian Curriculum for Spanish

Unit 1: Leisure time

This unit of study comprises sport, health and other leisure activities. Students will also learn expressing needs and wants as well as sharing their plans for the near future.

Unit 2: Daily routine

This unit of study focuses on the use of reflexive and non-reflexive verbs to express their daily routines. Students will be able to share personal information as well as expressing their daily activities. It will also include the use of the past perfect.

Unit 3: Around Town

This unit of study explores the themes of shopping, town, food and drink. It includes the use of the present perfect.

Unit 4: Biography

This unit of study covers the use of the past simple to describe someone or things done in the past. The Unit finalises with a research project about a famous person describing their life.

Language Skills:

Vocabulary and grammar appropriate to the themes above, including different verb conjugations and tenses, gender and plurality of nouns, adjectival agreement, pronouns, adverbs, comparatives and superlatives, using the negative, prepositions and articles.

Text Types: Short stories, poems, songs, prose passages, prayers, role-plays, advertisements, cartoons, games, greetings, dialogues, commands, jokes, newspaper articles.

Learning Activities:

- Development of aural and oral skills through class communication exercises (eg role-plays and dialogues), and CDs, DVDs and internet resources.
- Development of reading comprehension skills through stories, letters and other passages and examples of texts.
- Development of writing skills through structured exercises.

ASSESSMENT POSSIBILITIES

Students will encounter a wide range of assessment tasks which examine their language skills in Reading, Listening, Speaking, and Writing. They will encounter many styles of tests and assessments, and will complete a Written Examination at the end of Semesters 1 and 2.

Term 1 (30% of the Global Grade):

- Listening Assessment
- Reading Comprehension

Term 2 (30% of the Global Grade):

- Grammar Assessment
- Speaking Assessment – Oral Presentation and Questions

Term 3 (30% of the Global Grade):

- Listening Assessment
- Reading Comprehension

Term 4 (30% of the Global Grade):

- Grammar Assessment
- Speaking Assessment – Oral Presentation and Questions

The Examination at the end of each Semester will account for 40% of the global grade.

RATIONALE

Year 9 Mathematics aims to extend the foundations of earlier years and begin preparing students for the mathematical opportunities that will be presented in the years ahead. A broad spectrum of topics is offered in order to prepare for more challenging and advanced work in the future. Students are able to make connections between the theoretical and practical nature of Mathematics in their everyday lives.

AIMS OF THE COURSE

- To develop competent strategies for numerical calculation, recognise patterns, define relationships and apply algebraic procedures.
- To collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.
- To identify, visualise and enumerate measures and the attributes of shapes and objects, and explore measurement concepts and geometric connections, applying formulas, strategies and geometric thinking in the solution of problems.
- To develop understanding and fluency in Mathematics through inquiry, discovering and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

COURSE STRUCTURE

This Study comprises two semesters, which emerge from the Australian Curriculum for Mathematics

Semester 1:

These units of study focus on:

- Linear Equations – expressions, solving linear equations, equations with brackets, linear equations and fractions, worded problems, literal equations and inequalities
- Co-ordinate Geometry – distance between two points, midpoints of an interval, gradient of a line, equations of straight lines, graphing straight lines, equations of lines using gradient, points and intercept methods
- Trigonometry – naming sides, basic trigonometric ratios, finding angles, angles of elevation and depression, bearings
- Measurement – area, surface area, volumes and conversion of units
- Indices – multiplication, division and zero index laws and fractional and negative indices

Semester 2:

These units of study will focus on:

- Expanding and Factorising – expanding two factors of different types; perfect squares and the difference of two squares; factorising simple quadratic trinomials; using common factors with quadratics and simplifying algebraic expressions
- Statistics – using stem and leaf plots; grouped data, histograms and other representations; understanding mean, median, mode and range
- Consumer Arithmetic - solving financial problems involving simple and compound interest; looking at percentage increase and decrease
- Geometry – understanding enlargements, ratios and similarity tests for various shapes

ASSESSMENT POSSIBILITIES

Assessment will be divided into the following areas.

Semesters One and Two

- Topic Tests (40%)
- Analysis Tasks (20%)
- Semester Examination (40%)

RATIONALE

In *The Moving Image*, students engage with a range of technologies and cross-disciplinary art forms to design, analyse and produce their own print and screen-based works. Concurrently, students learn some of the basic principles of the VCE Media Studies Study Design.

AIMS OF THE COURSE

Moving Image is a hybrid of theory and practical application. Throughout the course, students develop an understanding of the following principles:

- The mechanics of screen literacy
- Representation in both advertising and screen storytelling
- The manipulation of images to represent and communicate ideas
- The skills, techniques and technologies needed for visual storytelling
- The method of identifying and analysing media through genre and narrative

COURSE STRUCTURE

Unit 1: Visual Storytelling

- Developing a glossary of terms
- Understanding the visual techniques used on audiences
- Understanding point-of-view
- Creating storyboards and pre-production tasks

Unit 2: Representation

- Understanding advertising and intent
- Creating a photo journalism essay
- Creating an advertising campaign: poster and 30-second commercial

Unit 3: Narrative

- Understanding the codes and conventions of genre films (The Suspense Film)
- Re-editing a classic film trailer
- Understanding reviews, consumerism and production of genre films

Unit 4: Film Production

- Understanding the various skills needed for digital storytelling: sound, filmmaking and post-production
- Creating a folio of production tasks
- Creating a collaborative film

ASSESSMENT POSSIBILITIES:

- Film Production – creation of a genre film
- Screen Folio
- Photo Essay
- 30-Second Product Advertisement
- Comparative Review
- Examination

MUSIC

Faculty Head: Mr S Harris

RATIONALE

To promote an appreciation of music as an art-form which is present in everyday lives. This will be achieved by offering varied musical experiences which develop imagination, sensitivity and inventiveness. Developing students' individual musical skills and interests will allow them to participate in music-making, both at school and throughout adult life.

AIMS OF THE COURSE

- to encourage self-expression and individuality through experiences in performance and composition
- to build musicianship skills through exercises in theory and aural perception

COURSE STRUCTURE

This work program is divided into three units which run concurrently over one semester: Theory, Aural and Rock Music.

Terms 1 and 2: Theory Knowledge

This unit of study increases students' music literacy skills, focusing on more advanced key signatures, chord structure and progressions, transposition and time signatures, including compound time.

Terms 1 and 2: Aural skills

This unit of study develops skills in aural perception. Students improve their ability to notate rhythmic and melodic dictations, including compound time. They also develop skills in chord and interval recognition.

Terms 1 and 2: Rock Music

This unit of study invites students to explore the history of Rock Music from 1950 to 1980. Activities in listening and analysis are balanced with performances and discussions about world events which are reflected in music.

ASSESSMENT POSSIBILITIES

Term 1 (30% of the Global Grade):

- Theory Test
- Aural Test
- Riff Composition

Term 2 (30% of the Global Grade):

- Rock Music History Test
- Performance

NUTRITION

Faculty Head: Mr A Bylsma

RATIONALE

To provide Year 9 students with an introduction to preparing and evaluating food in terms of nutritional value, taste and appearance. By completing this semester long course, students will be able to prepare a range of foods including savoury and sweet dishes and both main courses and snacks while understanding the importance each plays in a balanced diet.

AIMS OF THE COURSE

- To understand the rudimentary skills of operating in a kitchen i.e. learning terminology and correct use of equipment, washing and cleaning up, measuring ingredients.
- To understand how to interpret recipes including terminology of different food production methods.
- To become aware of how we can describe and evaluate food. Developing a broader adjective word bank to describe the sensory qualities of foods we make and eat.
- To be aware of acceptable levels of etiquette e.g. table settings, manners when eating with others, saying grace before we begin a meal.
- To develop knowledgeable healthy food and lifestyle choices. To analyse immediate, short and long term consequences or effects of what we eat, sleep patterns and exercise regime.
- To develop safe, hygienic and efficient food production practices.

COURSE STRUCTURE

Nutrition is a one semester course. The following areas are studied with a theory component each lesson followed by a practical food production component.

Areas of study:

- | | |
|-------------------------------------|-------------------|
| • Introduction to Kitchen Equipment | • Evaluating Food |
| • Kitchen Hygiene and Safety | • Nutrition |
| • Etiquette | • Food Production |

ASSESSMENT POSSIBILITIES

- Participate actively in all classes
- Maintain a Nutrition theory booklet
- Complete assessments tasks and other set work
- Participate safely, hygienically and efficiently in food production classes

50% of the Global Grade:

Completion of the following theory assessment tasks:

- Product Evaluation
- A.V. presentation

50% of the Global Grade:

- Food production

PHYSICAL EDUCATION

Department Head: Mr M Duke

RATIONALE

Physical Education provides students with the knowledge, skills and behaviours to develop their physical, mental, social and emotional health and wellbeing.

AIMS OF THE COURSE

The course is designed so that students will develop:

- physical skills in a wide range of activities.
- a level of personal fitness necessary for a healthy lifestyle.
- knowledge and understanding of the principles related to health fitness and human movement.
- positive experiences in the study of physical education and recreation.
- positive interpersonal relationships through physical activities.
- an improved self-concept after having the opportunity to achieve success in motor skill learning.

COURSE STRUCTURE

- minor games
- touch football
- self-defence
- conditioning
- fitness on a budget
- yoga

Work Requirements

- participate actively in all classes
- attend classes with appropriate clothing
- develop skills in physical activities and games
- improve fitness levels
- participate to the best of one's abilities.

ASSESSMENT POSSIBILITIES

Assessment will be based on:

- fitness
- motor skill development
- knowledge

SCIENCE

Faculty Head: Mr A Bylsma

RATIONALE

At Year 9, students develop an understanding of key scientific concepts and processes, the practices used to develop scientific knowledge, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

AIMS OF THE COURSE

In Year 9 Science, students continue to develop:

- an understanding of the physical and chemical processes that explain the behaviour of all material things.
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods.
- an ability to communicate scientific understanding to their peers, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- an ability to solve problems and make informed, evidence-based decisions about their world.
- a solid foundation of knowledge of the biological, chemical, physical sciences.

COURSE STRUCTURE

This Study comprises six units, which emerge from the Australian Curriculum for Science:

Semester 1:

Neurobiology

This unit involves a detailed study of how the human brain and nervous system function. The study explores how the brain is able to develop memory, explain human emotion and respond to its external environment. Students explore various techniques relating to memory, practising these in different contexts. A brain dissection is carried-out to study each part of the brain and its respective function.

Chemistry

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction, mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Ecology

Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems. These concepts are further applied to unique Australian ecosystems that are encountered during RICE expeditions.

Semester 2:

Energy Transmission

This unit explores how and why the movement of energy varies according to the medium through which it is transferred. It involves discussing the wave and particle models and how they are useful for understanding aspects of phenomena. The unit involves exploring the properties of waves and situations where energy is transferred in the form of waves, such as sound and light. The behaviour of light as a particle is explored practically using light boxes, specifically the reflection and refraction of light. Sound is modelled as a wave in air and water, with some emphasis on experimental design for the purpose of exploring and testing principles of energy transmission.

Electricity

This unit explores how and why the movement of energy varies according to the medium in which it is transferred, specifically in the transfer of electricity (energy) through an electric circuit. It investigates the basic concepts of electron movement, creating electricity, and introduces terminology and theory that allow the measurement of the energy.

Human Diseases

Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. In this unit, students will investigate the response of the body to changes as a result of the presence of micro-organisms. Students learn the differences between viruses and bacteria and explore the historical context and modern advances in the management of human diseases.

ASSESSMENT POSSIBILITIES

Semester One

60% of the Science course will be assessed by

- Practical Inquiry Skills
- Unit Tests
- Learning Journal

40% of the Science course will be assessed by

- 'Mythbusters' Inquiry project

Semester Two

60% of the Science course will be assessed by

- Practical Inquiry Skills
- Unit Tests
- Learning Journal

40% of the Science course will be assessed by

- Examination

VISUAL ART

Department Head: Mr K Sebire

RATIONALE

The Arts provide benefits not available through other means. Through Arts education, students learn how to express themselves, interpret works of Art with deeper understanding, and more fully appreciate the natural designed world. A study of the Arts provides opportunities to work with students' individual differences in learning styles, personalities and ability levels while challenging students to develop their skills of perceiving, creating, reflecting and critiquing.

AIMS OF THE COURSE

Expand on prior knowledge and skill development within the Visual Arts Discipline; focusing on generation of ideas, planning, design development, media testing, production of studio piece, theory/research, evaluation of own works.

COURSE STRUCTURE

Areas of Study

- **Drawing:** as research and preliminary planning for other artworks and as an art work in its own right.
- **Painting:** exploration of Element and Principles such as colour, line tone, texture and composition. Exploring various media and techniques, including transferring of master drawing to painting surface, acrylic paint, painting on canvas board, using 3D paint mediums such as impasto.
- **3D work:** preliminary planning, interpreting 2D drawings and visualising them as a successful 3D artwork. Exploring various media and techniques required to create a 3D object.
- **Art Appreciation:** developing an awareness and appreciation of the role of art and design in human development through research essays and class discussion. Developing the ability to respond critically to the process and production of own artworks and the artworks of others.

Work Requirements

- Participate actively in all classes including working safely and within time constraints.
- Maintain an Art Journal
- Complete written homework tasks.
- Satisfactorily complete two (2) studio pieces – 1 per project
- Undertake Visual Art Examination

ASSESSMENT POSSIBILITIES

- Project 1
- Project 2
- Homework Task
- Examination