

# Marist College Canberra



## Year 9 and 10 Handbook 2018



MaristCollege  
Canberra

TOGETHER, WE CREATE FINE YOUNG MEN



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Canberra

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# **Year 9 and 10 Handbook 2018**

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Mr Matthew Hutchison  
Headmaster





## Headmaster's Message

Dear Students,

When you enter Year 7 at Marist, you will find many changes from what you were accustomed to in your primary school.

The most obvious difference is that you no longer deal with one teacher only or spend your day in the same classroom. These are changes for which your primary school will have prepared you, and you may well look forward to them.

What is less easy to prepare for is the division of your study program into different courses – Religious Education, English, Science and so on – held in different rooms and with different teachers. During those two years, all students take the same courses with the exception of their second language and possibly in the Performing Arts.

At the end of Year 8, however, you will be able to choose significant portions of your curriculum for the following two years. In Years 9 and 10, two of your units each semester will be of your own choosing and even in subjects like English and Science you will be able to select units that correspond with your interests.

These choices are important for you. They map out your next two years of study and might affect the selection of courses you make for Years 11 and 12. You will be helped in making your choices by your House Group Leader and House Dean and by Mr Folan and Ms Pamenter in the Studies Office. It is important also that your parents be involved in the process.

What advice can I give to help you make the best choice? I concentrate on three points:

- √ Select subjects and units that you like and in which you are likely to have success.
- √ Keep a balance in your choices. Do not select just history units each semester, for example, or just technology units.
- √ With such a wide variety of units, there is a temptation to pick a unit here, a unit there, with little coherence. You are strongly advised to select at least one course that you pursue throughout the two years: the second language you took in Years 7 and 8 for example, or a group of sequential commerce units.

Finally, choosing units and courses is only the beginning. You must be determined to work at these units with energy and determination throughout Year 9 and Year 10.

Marist College will give you every opportunity to pursue your academic and practical interests. We look forward to working with you to develop your skills and expertise in whatever areas you choose.

Good luck

*Mr Matthew Hutchison*

**HEADMASTER**

## Contents

The Marist School.....	6
Our Mission .....	6
Our Vision .....	6
Core Values .....	7
Introduction .....	9
College Organisation.....	9
Curriculum.....	10
Year 9 and Year 10 Core Units.....	12
Year 9 and Year 10 Elective Units .....	12
Footsteps .....	13
Assessment .....	15
Reporting: .....	16
Awards: .....	18
People to Contact .....	19
Religious Education .....	20
English.....	24
Mathematics.....	28
Science.....	30
Social Science .....	33
Languages.....	61
Technology and Applied Studies .....	70
Performing Arts .....	85
Food Technology .....	90
Visual Art .....	94
Health and Physical Education .....	101
Enrichment and Learning Support .....	106

## **The Marist School**



The Marist school has the gospel of Jesus Christ at its heart. Its members seek to live out their response to the gospel with the same faith, hope, commitment and love that Mary did. Like Mary, they seek to bring God-life to birth, in ordinary ways and in even in the most unlikely of people and places. Their Marian approach is to nurture, to teach, to gather, to reconcile, and to stand with young people, so as to give each and all of them reason and means to believe, to hope and to love.

St Marcellin Champagnat wished for Marist schools to have a family spirit, where all would relate and belong to each other as members of a loving family intuitively do. He believed that the key means of education was the personal relationship between teacher and student and so he encouraged maximum presence of teachers in the lives of the young. He insisted on a prevailing simplicity that would ensure transparency, integrity and lack of pretence in relationships, method and style. He encouraged zeal and a love of work.

These defining features of the Marist school — family spirit, presence, simplicity, love of work, and the way of Mary — give Marist College Canberra its special values and culture as a genuinely Marist school.

### **Our Mission**

To run an exceptional Catholic school for boys, in the Marist tradition, where the Good News of Jesus Christ is proclaimed and where faith, educational excellence and the call to justice are reconciled and lived. This College, in partnership with the families of its students, aims to build on the initial formative influence of the family, in the lifelong process of Christian education.

### **Our Vision**

We want to create a school that nurtures and strengthens our students as they are transformed into better and more compassionate people.

We invite young people to engage in an education that sets high expectations and uncompromising standards. In the process, we give them a chance to test themselves against the best they think they can be, to grow in the knowledge of the Catholic faith, to develop a loving relationship with Jesus Christ and to build a Christian community.

## **Core Values**

Marist College Canberra is a Catholic learning community illuminated by the gospel of Jesus Christ and founded in the Marist tradition of St Marcellin Champagnat. Our core values derive from our understanding of the gospels and Marist characteristics as modelled by Jesus Christ and Marcellin Champagnat.

### ***The Heart of our College***

Our response to the gospel message is to make Jesus Christ known and loved. We seek to give joyful witness through our motto *Servo Fidem*, by passing on our faith in God to others and living in a way that is faithful to the gospel call to love our neighbour, especially the most neglected. We offer an opportunity to listen to the gospel message of Jesus Christ, to embrace these values and to accept the challenge of living them out through the witness of faithful Christian service.

Informed by both the values inherent in the gospels and in these Marist characteristics of education, Marist College Canberra upholds the core values of faith, love, justice, compassion and hospitality.

### ***Faith***

As we follow in the footsteps of Saint Marcellin, we strive to give practical expression to our Catholic faith in the evangelisation of young people.

### ***Love***

We acknowledge that our love of God calls us to love of self, love of neighbour, love of work, love of learning, and love of our College in the way we take pride in all that we do.

### ***Justice***

We strive to see each person as equal in dignity and worthy of respect. We are honest in our relationships with one another, remembering always to act with a spirit of forgiveness and listen carefully to all voices before making decisions. This attitude leads us to reach out to the wider community to those who suffer injustice.

### ***Compassion***

We seek to live in solidarity with others, letting our presence be a good example to our students and those with whom we work. We strive to be aware of the suffering of others and respond with sensitivity and respect in times of need. Compassion is a sign of our mateship with those in need.

### ***Hospitality***

We seek to be a welcoming school community which is open to others and embraces diversity. Our service to others is an expression of this hospitality.

### ***“Servo fidem”***

I have fought a good fight,  
I have finished my course,  
I have kept the faith.



# Introduction

## College Organisation

### *Administration*

The governing body of Marist College Canberra is the Provincial Council of the Marist Brothers' Sydney Province. This Council entrusts the normal administration of the College to the Headmaster who is assisted by an Executive.

### *Pastoral Organisation*

The College is divided into eight **Houses**: Conway, Crispin, Darlinghurst, Haydon, Mark, McMahon, Lavalla and Patrick. Every student from Year Seven to Year Twelve is a member of one of these Houses and remains in that House throughout his time at Marist.

The House is the principal administrative and pastoral unit within the College. It determines groupings for assemblies, retreats, Outdoor education activities, etc., as well as locating students in particular areas in the College building. Swimming, athletics and cross-country carnivals are arranged as inter-House competitions. Each House is under the direction of a **House Dean** who has overall responsibility for all the students in the House.

The main reason for introducing the Houses at Marist was to focus on the pastoral care of students. At Marist, you are valued as an individual and structures are established to enable you to become known and appreciated by as many staff and other students as possible.

In your House, you belong to a group under the care of one of the staff members. This person is known as a **House Group Leader** and he or she will be responsible for supporting and encouraging you in all school activities, especially your studies, for reporting to parents at regular intervals, and for being the contact person at the school for parents..

**The Head of Senior School**, has overall responsibility for coordinating the pastoral, academic and general administrative aspects of the College.

### *Academic Organisation*

The teaching programmes of the College are organised according to Subject Departments: Religious Education, English, Mathematics, Science, Social Sciences and Commercial Studies, Languages (other than English), Information Technology, Food Technology, Art and Design, Technology and Applied Studies, Performing Arts, Health and Physical Education, Enrichment and Learning Support. Each Department has a **Head of Department** or **Coordinator** who is responsible for the development and teaching of all courses in that Department.

If you have enquiries or problems about a particular subject at any stage you should approach the teacher of that course. Alternatively you may wish to go to the Head of the Department.

**The Assistant Head, Mission** is responsible for leading the Ministry Team in order to promote and develop the faith formation of both staff and students in keeping with the College ethos and the spirit of St Marcellin Champagnat.

**The Assistant Head, Curriculum (Dean of Studies)** is responsible for coordinating the academic organisation of the College.

**The Assistant Head, Staff Development** is responsible for working with Heads of Department on quality of teaching and professional development of staff.

**The Assistant Head, Learning and Teaching** is responsible for working with Heads of Department on implementing learning and teaching strategies.

## **Curriculum**

Among the features of the ACT education system are its openness to new insights and its freedom to develop new courses or modify existing ones to meet the needs of students. Over a number of years Marist College has developed a curriculum which is founded on a number of guiding principles:

1. For Marist College, 'curriculum' embraces all the activities, processes and structures in which our students participate. All of these experiences are leavened by our Catholic ethos and by our membership in the tradition of Marist education.
2. Our Mission Statement, developed over a number of years and after wide community discussion, is our constant reference point in all our deliberations.
3. At Marist, we value each individual as a unique person. We seek to develop within that person a strong Faith, a love of learning and a belief in his self-worth.
4. More specifically, in the area of classroom teaching and learning,
  - we wish to develop in our students the ability to choose courses of study which are appropriate to their level of readiness and interest. In this way, the courses they study will be ones which they themselves have chosen.
  - we wish to involve parents in a more continuous way in the choice of the pathways which their sons will follow. We appreciate that all parents will not be equally confident in this area. Hence, the staff at Marist and in particular the boy's House Dean and House Group Leader will have a crucial role to play.

In both of the above, we are not abdicating our responsibility as the professionals in our field. The direction of staff will always be friendly and helpful; however, we realise that in a boy's best interest, it may sometimes need to be directive. We identify four features which should characterise education in the new millennium. These are:

***Breadth:***

We reject the notion that students should be required to specialise too early in their development.

***Rigour:***

We have constantly kept before us the danger of following fads or trendy ephemera. Our courses, while following the Australian Curriculum wherever possible, are well-founded in tradition and educational practice. That they can be thus while still being interesting and relevant to our students is a challenge which our teachers have admirably answered. In our thinking, the word rigour is given a second meaning. We are convinced that wherever possible, boys should be engaged in learning at a level which best challenges them and is most appropriate to their stage of readiness.

***Relevance:***

Popular theory suggests that the occupations that many of today's Year 7 students will eventually follow have yet to be invented, such is the rapid change in society.

Our aim is to provide our students with an education that will still be relevant when the time comes for them to enter further education and, ultimately, the workforce.

***Technology:***

The teaching methods used by our teachers will always reflect what is considered 'best practice' and this extends to the use of up-to-date technology whenever possible.

To all the above, we add one important rider. A school cannot run classes in every possible subject area. Constraints of timetable, teacher availability, number of students seeking enrolment in a particular unit, may mean that particular courses or choices are not offered. If our students can leave school with a love of learning and the knowledge, and self-discipline needed to follow particular areas of interest, then their schooldays will have been well spent.

***BYOD at Marist:***

Marist College Canberra offers a Bring Your Own Device (BYOD) program for students in Year 4 to 12. BYOD is a program where students may bring their own laptop or tablet to use at school for learning. The rationale for this program is based on the increasing role of technology in students' lives and the importance placed on technology in the workplace. Increased access to technology in a supportive environment that promotes its appropriate and ethical use will better prepare our boys for whatever path they choose after Year 12.

This is not a mandatory program and students who do not bring a device will not be disadvantaged. The College is equipped with trolleys of laptops and computer labs that will continue to be available for students to use.

Students will still need to bring paper and pens and there will be a balance between the new technology of computers and the older technology of handwriting. While the device does not need to be new, it is essential that it meets the minimum specifications to connect to the College network.

The minimum specifications for students' devices and other important information about the Marist BYOD program are available on the BYOD page of the Marist Website.

<http://www.maristc.act.edu.au/current-parents/byod/>

### ***Courses of Study***

The following tables show the organisation of our curriculum in Years 9 and 10. Our school timetable runs over a 10-day cycle with six lessons per day. The number of lessons per cycle devoted to each discipline is shown in brackets.

#### **Year 9 and Year 10 Core Units**

Religious Education	(6)
English	(8)
Mathematics	(8), plus possible Year 10 elective unit
Science	(8)
Social Science	(6), plus possible elective units (6)
Health and Physical Education	(6), plus possible elective units (6)
Footsteps Program	(6) (Year 9 only)

#### **Year 9 and Year 10 Elective Units**

Before the end of Year 8, boys will make their elective choices for Year 9 and before the end of Year 9 boys will finalise their selection of units for Year 10.

They will need to choose units in all subject areas. The 'rules' which operate are:

Every boy studies the following subjects each semester.

RE	English	Mathematics	Science
Core Social Science	Health and Physical Education		Footsteps (Year 9 only)

Year 9 and 10 Students will select 2 elective units from the following areas each semester:  
(6 periods per cycle in Year 9, 9 periods per cycle in Year 10)

Languages	Technology and Applied Studies (TAS)	Art
Performing Arts	Social Science	Food Technology
Health and Physical Education	Mathematics	Communication Skills

(These elective units are described later in this book.)

Study of a Language (other than English) is not compulsory. However, it is highly recommended. Some tertiary institutions may give extra credit to applicants who have studied a second language.

Within many of the subject areas, choice is available. However, some units are compulsory. These choices are indicated in the section dealing with the individual subjects.

We recognise that choices such as we offer may be confusing to students and their parents. The House System is an appropriate structure within which to advise boys about units they should study. House Deans and House Group Leaders will be available to help in this process.

## **Footsteps**

**The Footsteps program at Marist College Canberra fosters a renewed sense of enthusiasm for learning, within the curriculum and in life, for all students in Year 9.**



### **Aim**

The overall aim is to engage each boy so they may realise their personal and academic potential. Footsteps provides a year filled with positive experiences and allows students to develop strong relationships with others.

### **Personal Involvement**

The program encourages each boy to develop a willingness to take up intellectual, physical and social challenges with a clear sense of purpose. The Footsteps year inspires a higher level of student involvement, responsibility and autonomy in the educational process.

### **Unique Opportunities**

Footsteps provides each boy with a unique opportunity to engage in his learning in a very different way as he progresses into the latter part of his secondary school studies.

It provides opportunities for the boys to become managers of their own learning and to set realistic and demanding goals through a rich and innovative curriculum that awakens, stimulates and challenges their intelligence.



## **The Structure**

There are three components to Footsteps:

- The ***Foundation*** component consists of all activity within core and elective subject areas.
- The ***Integration*** component consists of experiential activities conducted once a fortnight for a full day.
- The ***Exploration*** component consists of two, week-long, investigative challenges.

## **The Journey**

Footsteps caters to the diverse needs of adolescents as they progress through their own personal journey through the year at their own unique pace.

There are three, broad, overlapping phases of the journey:

- ***Self*** consists of an inward-looking focus. The boys will look at who they are as individuals, where they have come from and their lives to this point.
- ***Others*** consists of an investigation of our immediate surroundings. They will begin to look at the community in which they work at school and the role they have in contributing to this community.
- ***Community*** consists of venturing out to into the wider community. They will explore what a working life involves, directions beyond school and an understanding of their role in society.

Activities are designed to support the boys at their point in the journey and to ensure the greatest level of success possible.

## **Service Learning**

In the latter part of the year, all Year 9 boys will undertake community service with a wide range of offerings in the local community. They will contribute actively according to their interests and abilities.

## **Hospitality**

At the end of the year, the students will organise and run a Thank You Day. This formally thanks all those people who have assisted them throughout the year, provides time to reflect on their personal journeys and ensures that their positive progress is celebrated and reaffirmed.

## **The Methodology**

The Footsteps program uses elements of a diverse range of educational methodologies in order to fully engage all students.

*Experiential and informal learning activities* are designed to be connected with the world around us so that students may better understand how education integrates with their daily lives and perspectives.

*Indigenous and Torres Strait Islander perspectives* are explored through the use of Aboriginal learning techniques. Students interact with knowledge and skills through story-sharing, non-verbal communication as well as links to the land and community, for example.

*Outdoor education* is used to stimulate students' sense of adventure and challenge. It equips the boys with a greater understanding of personal and social capabilities, sustainability, ethical and intercultural understanding, and critical and creative thinking.

*Project-based inquiry* allows students to devise creative solutions for perceived needs in the community. This enables them form ethically sound responses to issues that are grounded in comprehensive investigative research.

*Reflective practice* is used throughout all aspects of the program to ensure the boys are able to develop an advanced, meta-cognitive language that will aid their continued, self-directed development into the future.

## **Assessment**

### ***General***

It is an expectation of all students at Marist College that all assignments and other assessment tasks are submitted (even if late) in order to fulfil the course requirements.

It is college policy that if a student does not submit an assignment by the due date, and without due cause he will be penalised.

Assessment tasks are designed to enable students to demonstrate the quality and extent of their learning. They inform decisions about

- \* the ***relative ranking*** of students
- \* the ***grade*** awarded for a unit.

### ***The following 'rules' apply to assessment tasks at Marist:***

1. Within 14 days of the start of each semester teachers will issue their classes with a unit and assessment outline.
2. All students are expected to complete all assessment tasks in all of their units of study.
3. Students will normally not be permitted to sit a test or examination before or after others in the class. This includes absence on "school business." Where unusual exceptions arise, they will be dealt with by the Dean of Studies or Assistant Dean of Studies.
4. When a student is unable to produce a particular assessment item and has provided the appropriate, explanatory documentation to the teacher, he may be given a mark for that item which is consistent with his other work in that unit or in that aspect of the unit. Students are

not given a 'class average'. Alternatively, his semester mark and grade will be calculated on those pieces of assessment work he did complete.

5. Students are expected to hand in their completed assignment to the teacher at the beginning of class on the due date, but individual teachers may vary this time.
6. If a student hands in an assignment late, and has not obtained an extension, 5% of the possible marks will be deducted from his score per calendar day to a maximum of 30%. If a student in Year 9 or Year 10 hands his work in more than seven days after the due date, and without good reason, the work will be given a mark of zero. However, the work must still be completed in order to satisfy the requirements of the unit. Submission of work on a weekend or public holiday is not acceptable. If
7. In some circumstances classroom teachers may grant extensions but generally extensions are not given.
8. It is good practice to have your assignments completed in advance of the due date. This precludes last-minute hitches with computer software or hardware, printers etc. Having an assignment completed ahead of time also allows for the possibility that you may be ill at the time it is due. In such a case, you will need to make alternative arrangements to have the assignment submitted.
9. When an assessment item is returned by the teacher, you should read it and if you have any questions, discuss these with your teacher.
10. Group work is an important element of some courses. The teacher will explain how this work is assessed, but it is not necessary that all members of a group receive the same mark.
11. It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students.

### ***Appeals***

You should always check your scores and/or grades. If you believe you have been assessed wrongly for a piece of work, a test, unit or course, you may query the decision: sometimes mistakes are made. If you are dissatisfied with a mark for a particular piece of work, discuss the matter with your teacher, pointing out why you are dissatisfied. The teacher will explain the criteria applied in marking the piece. If you are still dissatisfied you may refer the matter to the Head of Department who will confer with the teacher and the Dean of Studies.

### **Reporting:**

You will receive a written report at the end of each semester, except for the final semester in Year Ten. An oral reporting session will take place each semester in the form of Parent-Tutor interviews. Reports give information on achievement and effort and application.

### ***Achievement***

For each unit of study one of the following achievement levels is indicated for each outcome:

Excellent	Good	Satisfactory	Fair	Limited
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### ***Effort and application***

Teachers are also reporting on the student's effort and application in each unit throughout the semester using the descriptors:

Excellent	Good	Satisfactory	Fair	Limited
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### ***Grades***

In most units students are graded in the range A – E. The criteria for the award of these grades are:

- |   |                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | Awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations. |
| B | Awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations.                              |
| C | Awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.                            |
| D | Awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited cognitive and practical skill in assessment situations                                                |
| E | Awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited cognitive and practical skill in assessment situations                                      |
| S | “Status”. This unit or course has been recognised but not assessed by the college following student transfer or because unavoidable circumstances have prevented the awarding of an A-E grade.                                                                                |
| P | “Pass”. Awarded to students enrolled in units which do not grade students A-E.                                                                                                                                                                                                |
| U | “Unsatisfactory”. Awarded to students enrolled in units which do not grade students A-E.                                                                                                                                                                                      |
| N | “Not Applicable”. The objectives of the unit make the awarding of an attainment grade inappropriate.                                                                                                                                                                          |

## **Awards:**

### **Academic Excellence**

Certificates for academic Excellence are awarded to those students in Years 7-10 who achieve a Grange Point Average (GPA) of at least 4.78 across all of the areas of study.

### **Academic Merit**

Certificates for Academic Merit are awarded to those students who achieve a GPA of at least 4.5 or improve their GPA from the previous semester by at least 0.6.

**Note:** Students receiving an Academic Excellence Award cannot also receive an Academic Merit Award in the same semester.

### **Academic Improvement**

Students making an improvement of at least 0.4 in their GPA, compared with the previous semester, and gaining on grade lower than a 'D', will gain an Academic Improvement Award.

### **Subject Prizes**

At the end of Year 9 prize certificates are awarded to the student who has the best overall performance in each KLA.

At the end of Year 10 subject prize certificates are awarded in each to the student who has the best overall performance in both semesters in Year 10.

### **College Half Colours**

Year 10 students gaining at least 4 Academic Excellence Awards, including both semesters in Year 10, and meeting all other relevant criteria, will be considered for the award of College Half-Colours for Academic Achievement.

### **Year 10 Certificate, High School Record**

Students completing Year 10 qualify for a Year 10 Certificate which lists all of the units they Have studied in Years 9 and 10 and the grades they obtained. Students commencing Year 9 who leave the College before the end of Year 10 will be awarded a High School Record which lists all of the units they have completed and the grades they obtained during Years 9 and 10 up to the time they leave the College.



## People to Contact

The following list may prove helpful in finding out whom to consult in the first instance.

Absence from School	House Group Leader / House Dean/ Attendance Officer
Academic Certificates and records	Dean of Studies
Academic Progress	House Group Leader
Accounts	Cashier / Business Manager
Appeals	Class Teacher /Head of Department / Dean of Studies
Appointments with Head of School	Head of School's Secretary
Careers	Careers Adviser
Changes to courses	Dean of Studies / Assistant Dean of Studies
Conduct	House Group Leader / House Dean / Deputy Headmaster
Course selection	House Group Leader/House Dean/ Dean of Studies
ID cards	Deputy Headmaster
ICT	Tech Support/ICT Systems Manager
Library books	Librarian
Lost property	Attendance/Medical Officer
Personal or social problems	Counsellor / House Dean/ House Group Leader
Purchase of uniform	Clothing Shop coordinator
Reports	House Group Leader
Sport - general	Sportsmaster
Sport - particular	Coordinator of the sport/team coach
Textbook hire	Book hire assistant
Timetable	Dean of Studies / Assistant Dean of Studies
Travel concession forms (NSW)	Reception

Any other enquiries should be directed to your House Dean.

The "Who's Who" list which is published each year in the College Diary gives you the names of people whom you may need to consult for counselling, advice and permission in choosing your courses.

## Religious Education

Each student is required to study one unit of Religious Education per semester. Our program is Marist College's adaptation of the Canberra Goulburn Diocesan Religious Education Curriculum, *Treasures New & Old*. There are four strands to this curriculum, which are addressed across different units. These strands are God and God's Creation, Jesus and Discipleship, Church in the World and Prayer and Celebration.

Assessment: At the end of each semester, students will be awarded a grade for their performance in a variety of activities including:

- participation in class and group activities
- homework
- assignments
- tests and examinations.

Students will not be assessed on their faith response to course material but rather on their knowledge and understanding of course content and mastery of skills covered in each unit of study. Reporting will be against the achievement standards for each unit.



## **RELIGIOUS EDUCATION**

**UNIT TITLE:** A COMMUNITY OF SERVICE

**Unit Code:** RE191

**Enrolment Advice:** Core unit, Year 9

**Content:** This unit incorporates the two Treasures New and Old units:

- (a) God of Stewardship
- (b) Church and Change

The first unit examines the place of nature in God's plan and the development of an attitude of stewardship towards the environment.

The second unit investigates significant historical events that have shaped the Universal Catholic Church and the Church in Australia.

**UNIT TITLE:** GOD'S PEOPLE

**Unit Code:** RE192

**Enrolment Advice:** Core unit, Year 9

**Content:** This unit incorporates the two Treasures New and Old units:

- (a) The Good News of Jesus
- (b) God of the Prophets.

In the first of these units, student will apply a variety of biblical and information research tools to undertake an investigation of scripture, especially the Gospels. They will recall and communicate the central message of Jesus. The unit involves as study of the context, content, structure, purpose and audience of the Gospels.

The second of these units looks at the Prophets of Judaism and extraordinary Christian people throughout the history of the Church.

## **RELIGIOUS EDUCATION**

**UNIT TITLE:** **LEARNING THROUGH LITURGY 1 AND 2**

**Unit Code:** RE193

**Enrolment Advice:** An alternative to Year 9 core units

**Content:** These two units are sequential and students are expected to enrol for both units. The essential concepts of the Year 9 units will be covered and there is a strong emphasis on the practical expression of Liturgy. This class supports the major liturgical events in the life of the College. Students will be invited to apply for these units towards the end of Year 8 and, as places are limited, a selection process will operate.

**UNIT TITLE:** **LIVING THE GOOD LIFE**

**Unit Code:** RE101

**Enrolment Advice:** Core unit, Year 10

**Content:** This semester unit is a combined presentation of the Treasures New and Old units: Jesus and Discipleship and God of Life.

In this unit, students will have the opportunity to increase their understanding of themselves and come to understand that respect for the dignity of each person, made in the image of God, is the basis of all relationships. Students will be able to examine the influence of contemporary institutions, such as the media, on their attitudes to each other. They will learn a little about how to make decisions about the sort of life they wish to lead, and strategies to help them act in keeping with their beliefs. Students will also reflect on key relationships in their lives and examine issues relevant to marriage and fatherhood. There will be the opportunity to consider topical moral dilemmas.

## **RELIGIOUS EDUCATION**

**UNIT TITLE:** EUCHARIST AND PRAYER

**Unit Code:** RE102

**Enrolment Advice:** Core unit, Year 10

**Content:** This unit incorporates the two Treasures New and Old units:

- (a) Prayer and Eucharist
- (b) Prayer and Spirituality

The first of these is a sacramental unit with an emphasis on Eucharist, the Word of Christ and the Body of Christ. Students are challenged through this unit to live a life of service. The second unit is both a theoretical and practical examination of prayer and meditation practices, history, tradition and beliefs.

**UNIT TITLE:** CHRISTIAN LEADERSHIP

**Unit Code:** RE103

**Enrolment Advice:** Elective unit, Year 10

**Content:** This is an elective unit available for Yr. 10 students to study. It runs parallel with the Eucharist and Prayer unit. The course is one semester in length and is designed for students who wish to be further challenged in their RE studies. The content of the Christian Leadership unit will include: core elements of Eucharist and Prayer, Christ-centred leadership, core principles of Youth Ministry and the application of leadership skills to a range of situations, for example social justice groups and youth ministry. A focus of the unit is an ongoing Service Learning initiative incorporating reflective practice.

### **Year 10 Reflection and Service Days.**

A core component of the Year 10 RE programme are the Reflection and Service Days. One day each semester classes engage in either a retreat day (part of the Faith Formation *Brothers Together* programme) or a day of service in the local community.



# English

## **Overview:**

The aims of English are to ensure that students:

- learn to listen, to read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature (ACARA 2010, p. 1)

Marist College Canberra's English programme will further explore the three strands of skills introduced in earlier years: language, literature and literacy.

Students will be challenged to think more sharply, broaden their imagination, use language accurately and engagingly, and understand and appreciate the role of language, literature and literacy in societies. Through working with others in whole class situations, small groups and individually, students will be asked to consider and respect the views of others, while also beginning to take responsibility for their own learning.

## **Year 9**

The Year 9 English programme is closely linked with the Year 9 Footsteps programme, and aims to provide classroom learning to complement the Footsteps activities, while at the same time reinforcing those language, literature and literacy skills from earlier years.

Learning and teaching in the English programme will be organized around units of approximately 6 weeks duration. These units will explore a range of texts and text types, including persuasive writing, biography, famous speeches and novels.

Students will create imaginative, informative, performance and persuasive texts in a variety of forms. They will work collaboratively with other students to explore their place in the world and will be offered the opportunity to synthesise Integration Day events into their classroom English.

Ongoing formal and informal assessment in the form of written, visual and oral presentations will occur throughout the year.

## **Year 10**

Year 10 English serves a twofold purpose at Marist College Canberra. It aims to consolidate and extend the work done in previous years while preparing students for their senior years at the College. Both Semester 1 and Semester 2 units are common, with students studying common texts (or with similar thematic content) and completing common assessment tasks.

The texts chosen for Year 10 are from a range of genres and involve complex, challenging and unpredictable plot sequences and structures. The themes explored include those of human experience and cultural significance, interpersonal relationships and ethical dilemmas (ACARA 2013). Texts may be drawn from fiction and non-fiction genres, in both written and multimodal form.

Students are encouraged to use a range of strategies to understand and improve their own learning, to reflect on other's interpretations of texts and to analyse how texts are indicative of the context of their creation while also influencing contemporary audiences. Students will be given the opportunity to create a range of literary texts with a sustained voice, using a range of vocabulary and literary devices to position the audience and to create auditory and visual features for a purpose.

# ENGLISH

**UNIT TITLE:** LANGUAGE & LITERATURE WORKSHOP

**Unit Code:** EN101

**Availability:** Core unit Semester 1, Year 10

**Enrolment advice:** There are no prerequisites.

This is a compulsory unit for all Year 10. It aims to ensure a balance in the overall English studies and to focus on literary texts. In this unit, students will study common texts and undertake common assessment items, including a literary essay. This will provide students with some insight into their abilities in the subject and will assist them in coming to a decision on the nature of the English course they take in Year 11. Students who achieve at a high level in this unit will find the 'T' course more suitable. Those who find this unit difficult will find the 'A' course more appropriate.

**Content:** Your work will revolve around texts such as a novel, a selection of poetry and a play and/or a film. You may be required to research a topic, to respond in a number of ways to your novel, both creatively and critically, to read widely and to make a presentation to the class. The texts you explore will be demanding but within your capability. You will also learn to develop and to counter arguments and to make generalisations supported by evidence.

**Assessment:** Assessment may be in the form of:

- formal essays,
- class work,
- group and oral work,
- tests and examinations.

**Texts:** The set texts for this unit may include:

W. Shakespeare: Romeo and Juliet

J. Steinbeck: Of Mice and Men

Other texts to be confirmed

## ENGLISH

**UNIT TITLE:** LANGUAGE AND LITERATURE WORKSHOP 2

**Unit Code:** EN102

**Availability:** Core unit, Semester 2, Year 10

**Enrolment advice:** This unit explores the experiences of those who faced new physical, emotional, moral and/or spiritual frontiers. It will give some insight into the excitement, dangers, decisions and discoveries involved.

**Content:** As a general rule, the work will centre on texts such as a novel, a selection of short stories, a biography, some poems, a play and/or a film. It may also include non-fiction. Students may be required to research a topic, to write their own short story, to respond in a number of ways to their novel, to read widely and to make a presentation to the class.

**Assessment:** Assessment may be in the form of:

- research,
- creative or other writing assignments,
- class work,
- group and oral work,
- tests and examinations.

**Texts:** Suitable texts for this unit would include:

Miller, A.     *The Crucible*  
Lee, H.        *To Kill a Mockingbird*  
Krakauer, J.   *Into the Wild*  
Tolkien, J.    *The Hobbit*

# Mathematics

## Years 9 and 10:

Mathematics in Year 9 follows the Australian Curriculum.

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

At this year level:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.



## Years 10 Mathematics

Mathematics in Year 10 follows the Australian Curriculum.

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

At this year level:

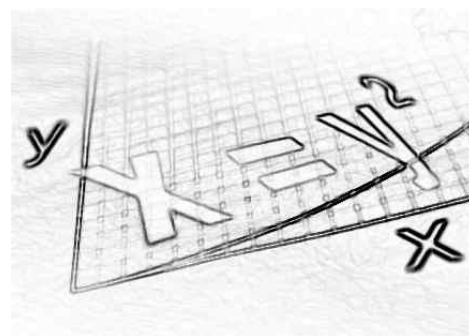
- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.



## Year 10 Advanced Content

The Australian Curriculum provides additional content to be explored in Year 10 for those students wishing to further their knowledge beyond what is expected at this year level. This additional content provides an introduction to essential skills for students wishing to study the following Senior Australian Curriculum courses;

- Mathematical Methods
- Specialist Mathematical Methods
- Specialist Mathematics



## Year 10 Advanced Mathematics Elective

This is an additional course offered to students wishing to further their basic skills in preparation for Senior Course and/or who wish to explore concepts in more depth.

## Science

All students will take a unit of Science each semester in Year 9 and Year 10. This course aims to ensure that students develop an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. At the end of the course all students should have an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things. They will also develop an understanding of the nature of scientific inquiry and the ability to use a range of methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions. Students gain an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas based on evidence, and to evaluate and debate contemporary scientific arguments and claims, such as those surrounding climate change or genetic engineering.

By considering the many historical and cultural contributions to science, a greater appreciation of our current understanding, can be developed. We ensure all students finish their Year 10 science with a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Students who need additional support in their learning are also catered for through the collaboration with the Marist Enrichment and Learning Support team and opportunities to participate in external gifted and talented activities.



## SCIENCE 9

**Unit Code:** SC905

**Enrolment Advice:** All students will take this unit in semester 1 of Year 9

**Content:** In semester one, students are introduced to the notion that the atom is a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged (but always conserved) through chemical change and that these changes play an important role in many systems around us. They then move on to learning about the ways in which the human body responds to its external environment by relying on coordinated and interdependent internal systems, such as, the immune, nervous and endocrine systems.

**Unit Code:** SC902

**Enrolment Advice:** All students will take this unit in semester 2 of Year 9

**Content:** In semester two, students learn that energy transfer through different mediums can be explained using wave models. They investigate the transfer of heat in terms of convection, conduction and radiation, and identify situations in which each occurs. Students begin to apply their understanding of energy and forces to global systems such as continental movement. The theory of plate tectonics is used to explain geological activity. A visit to a local ecosystem allows students to appreciate ecological systems and human impact on our environment.





## SCIENCE 10

**UNIT CODES:** SC111

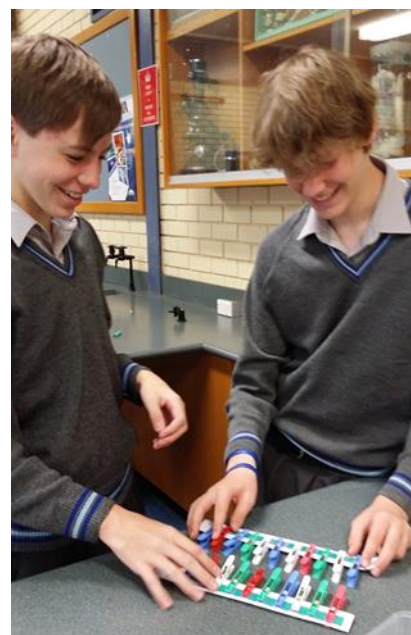
**Enrolment Advice:** All students will take this unit in semester 1 of Year 10.

**Content:** In semester one, students explain the concept of energy conservation and can represent energy transfer and transformation within different systems. Students apply relationships between force, mass and acceleration to predict changes in the motion of objects (using Newton's Laws). They learn about our universe and its many beautiful celestial bodies. Students explore evidence for the Big Bang theory. They describe and analyse interactions and cycles within and between Earth's spheres. They predict how changes to our environment will affect equilibrium systems and climate patterns. By reading graphs and data tables with confidence, students learn to assess information and evaluate claims.

**UNIT CODES:** SC102

**Enrolment Advice:** All students will take this unit in semester 2 of Year 10.

**Content:** In semester two, students learn about how the atomic theory developed. They gain an understanding of the relationships within the periodic table. Students explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They learn about the processes that underpin heredity and evolution. They analyse how the models and theories we use have developed over time and discuss the factors that prompted their review. A discussion about biotechnology and its impacts for humankind is undertaken. Students then explore evidence for the different theories of evolution.



## Social Science

All boys study Social Science during each semester from Year 7 to Year 10.

In Years 9 and 10 there is core material which must be completed each semester; *The Making of the Modern World* and *Talking Money* are studied in Year 9 while *The Environment and Human Wellbeing* and *The Modern World and Australia* are completed in Year 10.

In addition to the core units, there is a wide range of Social Science elective units available in Years 9 and 10. There are opportunities for you to choose specialised units in Geography, Asian Studies, History and Commercial Studies. You may prefer to concentrate on one or two subject areas or you may 'mix and match' by choosing any combination of units from the different disciplines.

Your Social Science course work in Years 7 and 8 will have equipped you with the necessary skills to follow your interests in Years 9 and 10. It would be a wise choice to pick a number of the Social Science elective units. They offer breadth and challenge and will give you a solid foundation for senior work. They also make learning fun.

In the following pages you will find the units that have been developed for Years 9 and 10. It is stressed that not all units will run each semester. Units to be offered will be determined by the Social Science Department in response to demand from students and teacher availability. For all units, content and assessment are specified on Unit Outlines distributed each semester. Forms of assessment are selected to develop the boys' knowledge, skills and understanding in preparation for senior courses.

# SOCIAL SCIENCE

## Core Units, Years 9 - 10

Unit Code	Unit Title	Year
SS105	<b>The Making of The Modern World</b>	9
SS106	<b>Talking Money</b>	9
SS301	<b>The Modern World and Australia</b>	10
SS401	<b>The Environment and Human Wellbeing</b>	10

## Elective Units Years 9 and 10

Unit Code	Unit Title	Year 9	Year 10
GE002	Hazard Geography - Shake, Rattle and Roll	✓	
GE004	African Safari	✓	
GE005	European Explorer		✓
GE006	Encounter with Modern Africa		✓
GE007	Discover America	✓	
GE008	Geographical Information Systems (GIS)	✓	
GE010	Rain, Hail and Shine		✓
HI002	Into the Light	✓	
HI004	Superpower Conflict & Australia		✓
HI005	Warfare Through the Ages	✓	
HI007	Cities of Gold	✓	
HI008	Movers & Shakers - People in the Headlines		✓
HI010	History Mysteries		✓
HI011	History Adventure	✓	
HI012	The Big Picture	✓	✓
HI013	The Extraordinary Egyptians		✓
AS001	Desert Storm		✓
AS002	Asian Adventure: A Traveller's Guide to Asia	✓	
AS004	Asian Superpowers		✓
CS001	Mind Your Business	✓	
CS002	Legal Eagles	✓	
CS004	Economics: A Starter's Kit		✓

## **SOCIAL SCIENCE**

**UNIT TITLE:** THE MAKING OF THE MODERN WORLD

**Unit Code:** SS105

**Availability:** Semester 1 and 2

**Enrolment Advice:** This is a core unit that you will take for one semester in Year 9.

**Content:** This unit covers the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Topics covered will include:

- The Industrial revolution: technological innovations, working conditions for men, women and children and the changing faces of cities
- The Making of a Nation: experiences of Aboriginal and Torres Strait islander people before 1900, the development of Australian democracy and the achievement of Federation
- World War I: causes, course and consequences.

## SOCIAL SCIENCE

**UNIT TITLE:** TALKING MONEY

**Unit Code:** SS106

**Availability:** Semester 1 and 2

**Enrolment Advice:** This is a core unit that you will take for one semester in Year 9.

### Content:

In this unit you will be focussing on money: how to earn it and how to use it. You will become aware of the challenges you face as business and financial institutions compete for your attention. You will find out how our government passes laws that affect your day-to-day life. You will discover the role of money in economic systems and the involvement of the Australian government in our economy.

[www.worldofstock.com](http://www.worldofstock.com)



Modules offered include:

- What is money?
- Economic Systems
- Personal Finance/budgeting
- The Wise Consumer
- Civics and Citizenship

## **SOCIAL SCIENCE**

<b>UNIT TITLE:</b>	<b>THE ENVIRONMENT AND HUMAN WELLBEING</b>
<b>Unit Code:</b>	SS301
<b>Availability:</b>	Semester 1 and 2
<b>Enrolment Advice:</b>	This is a core unit that you will take for one semester in Year 10.

**Content:** There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' looks at the environmental functions that supports life on Earth and the challenges in making them sustainable. The environmental worldviews that influence how people perceive the environment are examined and how people respond to environmental challenges. Students will use geographical models to understand environmental change and the causes and consequences of those changes. They will then evaluate and select strategies to manage environmental change.

'Geographies of human wellbeing' examines national and international differences in human wellbeing. Students will look at the different concepts of wellbeing, how to measure it and global differences in human wellbeing. They will explore spatial differences in wellbeing within and between countries and design programs to reduce the gap between these differences.

# **SOCIAL SCIENCE**

**UNIT TITLE:** THE MODERN WORLD AND AUSTRALIA

**Unit Code:** SS302

**Availability:** Semester 1 and 2

**Enrolment Advice:** This is a core unit that you will take for one semester in Year 10.

**Content:** This unit involves a study of the major world historical events that influenced the national development of Australia after World War I. Students will have the opportunity to investigate three key inquiry questions:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society (music, sport and cinema) affected by other significant global events and changes in this period?

Topics covered will include:

- World War II
- Rights and Freedoms
- The Globalising World.



## SOCIAL SCIENCE

**UNIT TITLE:** HAZARD GEOGRAPHY - SHAKE, RATTLE & ROLL

**Unit Code:** GE002

**Availability:** Semester 1 or 2

**Enrolment Advice:** Year 9. This is an elective unit. There are no prerequisites to study this unit.

**Content:** Why does the Earth shake, rattle and roll? Why do we experience natural and technological hazards?

If you are interested in the events which make newspaper headlines, this unit is for you. It will satisfy your appetite for finding out about the causes and effects of volcanic eruptions, tsunamis, locust plagues, landslides and many other environmental disasters. As with the other Geography units, library research, and practical work will form an integral part of your studies.





## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>AFRICAN SAFARI</b>
<b>Unit Code:</b>	GE004
<b>Availability:</b>	Year 9 Semester 1 or 2
<b>Enrolment Advice:</b>	This is an <u>elective</u> unit available in Year 9. There are no prerequisites to study this unit.

### Content:

Interested in a safari through Africa?  
Investigate game parks, deserts, rivers, rainforests, mountains, climate and geopolitics.  
It is all happening in this unit for you to discover, explore and enjoy.



This course offers students the opportunity to develop their geographic skills and knowledge.

Students will undertake a broad range of activities including map work, graphing, discussion, assessing documentaries and challenging research and a safari (excursion).

## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>EUROPEAN EXPLORER</b>
<b>Unit Code:</b>	GE005
<b>Availability:</b>	Year 10 Semester 1 or 2
<b>Enrolment Advice:</b>	This is an <u>elective</u> unit available in Year 10. There are no prerequisites to study this unit.

### Content:

Paris, London, Madrid, Oslo, Athens ...

Have you ever dreamed of holidaying in Europe?

Did your family come from Europe?

Would you like to learn about this interesting continent?

You will learn about the countries, cities and regions of Europe and the importance of the European Union. You will discover the physical diversity of the region, from the harsh conditions of Northern Norway to the sunny beaches of the Mediterranean. We shall be finding out about the main tourist attractions and interesting places to see as well as the way of life of the people of this enthralling part of the Earth.



There will be opportunities to watch videos, draw maps and interpret geographic data, undertake library research and possibly visit the European Delegation in Yarralumla.

## **SOCIAL SCIENCE**

**UNIT TITLE:** ENCOUNTER WITH MODERN AFRICA

**Unit Code:** GE006

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available in Year 10. There are no prerequisites to study this unit.

**Content:** Why is Africa struggling to shake its developing world status?  
Will 'Globalisation' save Africa or will it promote exploitation of its peoples?  
Will HIV-AIDS and other diseases take over Africa?

This course will focus on contemporary Africa and its development. Students will examine a range of social and ethical issues including:

- Development indicators;
- Political Africa: warriors and witch doctors;
- Globalisation: tribes and millionaires;
- Home is where the landmines are;
- Health and drugs.

## **SOCIAL SCIENCE**

**UNIT TITLE:** DISCOVER AMERICA

**Unit Code:** GE007

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 9 students. There are no prerequisites to study this unit.

**Content:** New York, Rio de Janeiro, the islands of the Caribbean....

Come with us on a discovery journey to the Americas. It is a part of the Earth with unparalleled differences in culture, way of life and wealth. Learn why this is so and the intriguing places to visit if you are fortunate enough to undertake your own journey of discovery. You will also learn of current issues which are of international significance and why this part of the world is always in the news.

## SOCIAL SCIENCE

**UNIT TITLE:** GEOGRAPHICAL INFORMATION SYSTEMS

**Unit Code:** GE008

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 9 students.  
There are no prerequisites to study this unit.

**Content:** What is GIS? Why study it?

You may not realise it but geospatial technology affects your daily life. Governments, private companies and organisations use it worldwide. It is an important tool that helps us to predict the impact of climate change, plan relief efforts during natural disasters, construct accurate maps for military use, find the best location for an expanding business and even help police track crime patterns.

If you are interested in understanding the world through maps and satellite images and enjoy working with computers then this course is for you. You will learn to make and interpret maps, identify patterns, relationships and trends in the form of maps, globes, reports and charts.

In addition to computer related tasks, research and fieldwork will form an integral part of your studies.



## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>RAIN, HAIL AND SHINE</b>
<b>Unit Code:</b>	GE010
<b>Availability:</b>	Semester 1 or 2
<b>Enrolment Advice:</b>	This <u>elective</u> unit will be available to Year 10 students.

**Content:** Have you ever questioned what *causes* lightning or hailstones the size of golf balls? This course focuses on meteorology and climate. You will examine the physical processes responsible for changes in daily weather and the links between our oceans, atmosphere and land. You will gain an understanding of weather charts and reports and geographical issues concerning climate change. You will also learn to use instruments and technology to examine the weather and interpret data to make predictions.

This course includes the study of severe weather events from around the world and evaluating the impacts and emergency responses to such episodes. From tornadoes in North America to tropical cyclones in the Pacific, you will learn to impress with your global knowledge. So whether you are a surfer, a snowboarder or a scientific explorer meteorological knowledge is key.

## SOCIAL SCIENCE

**UNIT TITLE:** INTO THE LIGHT

**Unit Code:** HI002

**Availability:** Semester 1 or 2

**Enrolment Advice:** This elective unit will be available to Year 9 students. It is suitable for all students who have an interest in Medieval History.

**Content:** Did you know that until 1492 many people believed that the Earth was flat and that if ships sailed too far they would fall off the edge? In the 15th, 16th and 17th centuries, people discovered that there were new ways of looking at the world and that they could think for themselves, discovering that what had been believed for centuries was not necessarily true.

In *Into The Light*, you will study how, in the fields of literature, art, music and science, people of the Renaissance made exciting changes and discoveries. You will look in detail at people who changed the world: Kings like Henry VIII (and his six wives) and Charles I (who lost his head); scientists like Galileo; artists such as Michelangelo, Raphael and Donatello; explorers including Columbus and Magellan.



This unit provides opportunities for you to develop research skills and improve your skills in oral and written communication.

## SOCIAL SCIENCE

**UNIT TITLE:** SUPERPOWER CONFLICT AND AUSTRALIA

**Unit Code:** HI004

**Availability:** Semester 1 or 2

**Enrolment Advice:** This elective unit will be available to Year 10 students.

**Content:** From 1945 to 1991, international events were dominated by the ideological and territorial conflict between the United States and the Union of Soviet Socialist Republics (USSR). This conflict came to be called the Cold War and Australia played an active role in this important period.



In this unit, students will have the opportunity to study how and why the Cold War began as well as the ways in which Australia fought it both domestically and internationally. Spy scandals will be considered along with key events such as the building of the Berlin Wall and why the world came close to nuclear war over the Cuban Missile Crisis.

Students will investigate the following topics:

- The Superpowers – The United States and USSR
- Origins of the superpower conflict
- Australia's Cold War Warrior – Robert Gordon Menzies
- Australia in the Vietnam War
- How and why the Cold War ended



# SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>WARFARE THROUGH THE AGES</b>
<b>Unit Code:</b>	HI005
<b>Availability:</b>	Semester 1 or 2
<b>Enrolment Advice:</b>	This <u>elective</u> unit is available to Year 9 students.

## Content:

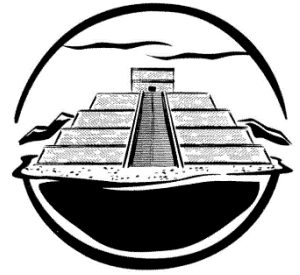
- What is war?
- Why is it that peoples and nations throughout history have waged war against one another?
- How was Rome able to conquer most of the known world?
- How was medieval warfare different?
- Why was the history of the 20th Century been marred by devastating wars of global proportions?

In this unit, you will investigate why war has been part of all recorded human history. You will learn of the ingenuity and efficiency displayed by humanity in devising new and more devastating ways of killing large numbers of people.



Three of the great battles of history will be examined in detail. The characters and tactics of the great generals will be analysed. Finally, you will study the motivations that cause nations to seek war and some of the outcomes resulting from it. There will be opportunities for you to develop your research and analytical skills, to investigate topics that you are particularly interested in and to arrive at a deeper understanding of the world we live in today.

## SOCIAL SCIENCE



**UNIT TITLE:** CITIES OF GOLD

**Unit Code:** H1007

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to students in Year 9.

**Content:** Have you heard stories of the ancient South American king who clothed himself in powdered gold? Of city streets paved with gold and whole palaces built of solid gold? Was there ever a lake filled with gold?

When the Spanish conquistadors laid low the mighty Inca Empire they were not satisfied with rooms filled with gold. Their greed drove them south as they followed rumours of the fabled City of Gold. They never found the riches they searched and killed for, and even today adventurers are lured to South America by the promise of treasure beyond the imagination. Where were the Cities of Gold?

In this unit, you will have opportunity to discover the secrets of the great South American civilisations - the Incas, Aztecs, Mayas, Olmecs and Toltecs. As much as you might be intrigued by the stories of Inca gold, you will be repelled by the Aztec practices of killing prisoners of war and removing their still-beating hearts. Why did Aztec priests dressed in human skin perform these grisly rituals of death? Why did they store their victims' skulls in a wall by the temple?

If you are interested in history this unit is unusual and it focuses on a continent whose past is shrouded in mystery and excitement. It offers opportunities for you to improve your skills of research and analysis. If you enjoy group work, projects and reading about the past, then it would be a good choice.

## **SOCIAL SCIENCE**

**UNIT TITLE:** **MOVERS AND SHAKERS - PEOPLE IN THE HEADLINES**

**Unit Code:** HI008

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 10 students.

- Content:**
- \* Will you be a mover and shaker?
  - \* Are you someone who will influence history and leave your mark on the world?
  - \* How do you become a mover of nations, a shaker of attitudes?

This unit will provide opportunities to explore the lives of the men and the women who made the “headlines” through the ages. What made them special? What qualities did they have that led whole nations or empires to follow them - either to victory or to crushing defeat?

Do you have an interest in a particular period of history? Or in the history of science, politics, theatre, art or warfare? Are you intrigued by the ancient world or our recent past? Would you enjoy completing a research project investigating some of history’s cleverest people, its greatest heroes and its most notorious villains? If so, then this unit offers wide scope for you to pursue your own interests as you investigate the lives and times of the great peacemakers and troublemakers of the past.

## SOCIAL SCIENCE

**UNIT TITLE:** HISTORY MYSTERIES

**Unit Code:** HI010

**Prerequisites:** Students **must** have achieved at least a B grade in Year 9 Social Science **and** English.

**Availability:** Semester 2

**Enrolment Advice:** This is an elective unit available to Year 10 students.

**Content:** Do you want the best start for studying any History course in Year 11?

Do you enjoy solving mysteries from ancient, medieval and modern worlds?

Do you want to learn to:

- Research thoroughly
- Analyse thoughtfully
- Write empathetically?



In this unit you can follow your

passion and practise being a **real historian** on any topic of your choosing.

There will be **no exam** in this unit. You will have the opportunity to enter a national history competition, The Simpson Prize. Marist has had many winners since 2008. Can you keep the tradition alive?

## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>HISTORY ADVENTURE</b>
<b>Unit Code:</b>	HI011
<b>Availability:</b>	Semester 1
<b>Enrolment Advice:</b>	This is an <u>elective</u> unit available to Year 9 students.



**Content:** Do you enjoy having **freedom of choice** in your studies?

This unit allows you to pursue your passion for researching a topic from **any** era of history. **You will be the historian.** You can explore your own family's past or any exciting event in all of human history. Through the use of primary and secondary sources you will prepare a National History Challenge entry instead of doing an exam. Entries can be an individual research essay, a museum exhibit, a multimedia display, a website, a theatrical performance or any other creative representation of your topic.

You will also help to develop the database of Marist Anzacs.

This unit will not only allow you to have the fun of individual discovery, but will also improve your skills in research and presentation.

## SOCIAL SCIENCE

**UNIT TITLE:** THE BIG PICTURE

**Unit Code:** HI012

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 9 or Year 10 students.

**Content:** People have always asked the big questions. How was the universe created? Why does it work the way it does? Why do we find ourselves on this tiny planet, teeming with life? If you look at the big picture you start to find unexpected connections. If you want to know about humanity you have to ask questions about the whole universe.

This course makes you feel part of something huge and wondrous. It starts 13.7 billion years ago and takes you on a journey that blurs the boundaries between Science, Geography and History. By the end of this unit, you will have questioned the whole history of the universe from different angles; you will know how you fit into it and where we are probably heading.

Bill Gates, founder of Microsoft, asked these big questions and then decided to fund the course we will use.



# SOCIAL SCIENCE

**UNIT TITLE:** THE EXTRAORDINARY EGYPTIANS

**Unit Code:** HI013

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 10 students.

**Content:** This unit studies Ancient Egypt society from both written and archaeological records. You will cover a variety of topics from the rise of early Egypt to the fall of one of the greatest cultures.



## **1. Introduction To Ancient Egypt:**

- a. Prehistory
- b. Political geography
- c. Religion
- d. Mythology
- e. Role of the pharaoh.

## **2. The Old Kingdom: emphasis on the 3<sup>rd</sup> and 4<sup>th</sup> Dynasties.**

- a. The development of the pyramid
- b. Religious beliefs and funerary practices
- c. God kings and the administration of power

## **3. The New Kingdom: emphasis on the 17<sup>th</sup> and 18<sup>th</sup> Dynasties**

- a. Specific pharaohs – Akhenaton, Tutankhamun, Ramses the Great and Hatshepsut
- b. The Valley of the Kings and New Kingdom funerary practices
- c. The Great Temple complexes
- d. Deir el Medina: a case study

**Note:** Opportunities exist for investigation of the following topics

- |                       |                      |
|-----------------------|----------------------|
| • Government          | • Customs            |
| • Religion            | • Agriculture        |
| • Social structure    | • Architecture       |
| • Family life         | • Technology         |
| • Food                | • Mythology          |
| • Leisure             | • Geography          |
| • Education           | • Medicine           |
| • The law             | • Literature and art |
| • Economic activities |                      |
| • Warfare             |                      |

## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>DESERT STORM</b>
<b>Unit Code:</b>	AS001
<b>Availability:</b>	Semester 1 or 2
<b>Enrolment Advice:</b>	This is an <u>elective</u> unit available to Year 10 students.



**Content:** In this unit you will be introduced to the countries of the Middle East. You will learn about their long histories, their cultures and customs and their modern day conflicts. There are wars and disputes making news as you read this outline.

Topics for study include:

- Change in the modern world - nations of the Middle East, economic development, oil wealth, water disputes
- Conflict and the search for solutions - Arab-Israeli conflict, the Iran/Iraq war, the Gulf Wars 1 and 2, the rise of terrorism and the Arab Spring.



## SOCIAL SCIENCE

**UNIT TITLE:** ASIAN ADVENTURE - A TRAVELLER'S GUIDE TO ASIA

**Unit Code:** AS002

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 9 students.

**Content:** In this unit you will learn about many of the exciting travel possibilities within the Asian continent. There will be opportunities for you to explore in some depth the varied geography, history and cultures of selected regions as you develop travel itineraries that will offer excitement and adventure to anyone with an interest in Asia and its people.

Some of the adventures include:

- Trekking in the Himalayas
- Travelling the Ancient Silk Road
- White water rafting in Nepal
- Sailing tropical islands
- Exploring South Asia

and other journeys of your choice!

Assessments, the use of computer and audio-visual resources and group work will be important.

## SOCIAL SCIENCE

**UNIT TITLE:** ASIAN POWERS

**Unit Code:** AS004

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 10 students.

**Content:** Where is the new centre of international business?

In this unit, we will study at least two great Asian powers: among them China, India Japan, Korea and Indonesia. From a brief

look at their geographical and historical contexts, we will investigate their roles as hubs of international business and their growing political influence.



You will be able to explore your personal interests through assignment work.

## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>MIND YOUR BUSINESS</b>
<b>Unit Code:</b>	CS001
<b>Availability:</b>	Semester 1 or 2
<b>Enrolment Advice:</b>	This <u>elective</u> unit is available to Year 9 students.

- Content:** You will study the following topics:
- Definitions of business with close reference to business in our local area;
  - Planning, marketing and selling in a business;
  - What is a business plan?
  - The effects of law on business;
  - How to manage a business;
  - Interpreting financial records and measuring the performance of a business;
  - Case studies of the major characteristics which contribute to the running of a successful business.

## SOCIAL SCIENCE

**UNIT TITLE:** LEGAL EAGLES

**Unit Code:** CS002

**Availability:** Semester 1 or 2

**Enrolment Advice:** This is an elective unit available to Year 9 students.

**Content:** Do you know why we have so many laws? Who makes them? How are they made? How can we influence the development of new laws? How does our system of courts operate? What are the roles of barristers, solicitors, judges? What is the difference between Civil and Criminal law? You will find the answers to these and other interesting questions when you enrol in Legal Eagles.



You may visit the ACT Courts and observe a number of cases being conducted in the Magistrates Court and the Supreme Court. You may participate in Mock Trials, watch *The Castle* and *12 Angry Men* and consider the effectiveness of the jury system.

## SOCIAL SCIENCE

<b>UNIT TITLE:</b>	<b>ECONOMICS – A STARTER’S KIT</b>
<b>Unit Code:</b>	CS004
<b>Availability:</b>	Semester 1 or 2
<b>Enrolment Advice:</b>	This <u>elective</u> unit is available in <u>Year 10</u> .

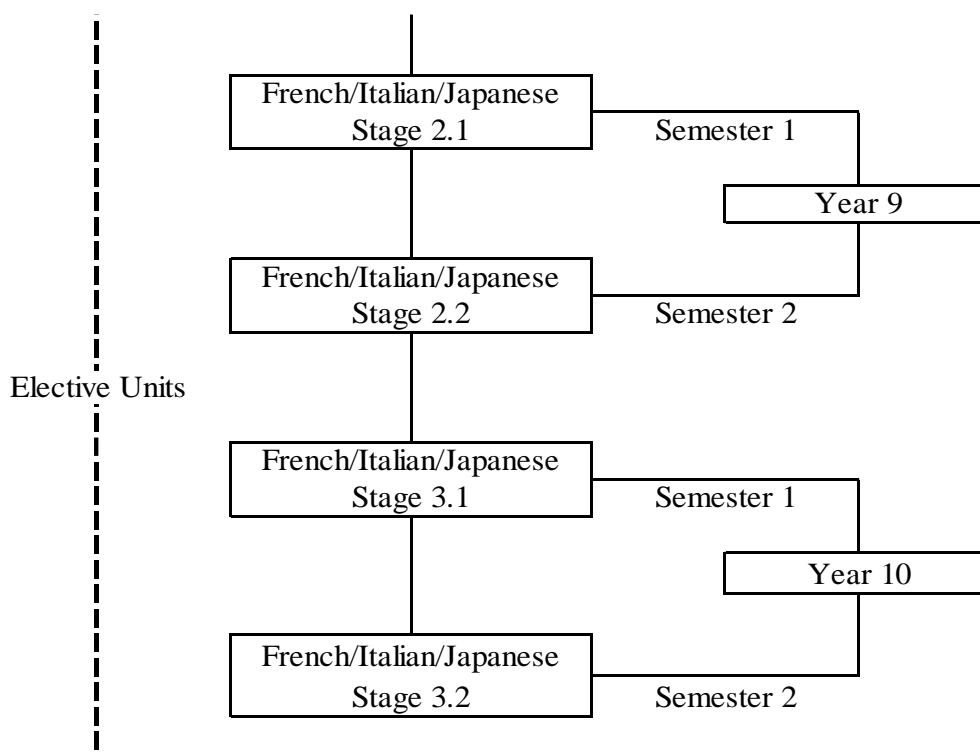
**Content:** In this unit, you will gain an understanding of economic issues that you see on TV news, on the internet, in newspapers or in your part-time jobs. It will be a good preparation for Year 11 and 12 Economics and will give you an idea about some of the topics studied and skills needed in the senior courses.

You will research, discuss, debate and write about current economic issues and analyse information from a variety of resources including newspaper articles, documentaries, television and internet news articles and visiting speakers. You may play the Australian Stock Exchange Share Market game.

As a class you will be finding answers to questions such as:

- What motivates businesses-why do some do very well and others fail?
- What motivates consumers? What things influence our choices?
- Why do prices of the things we buy change?
- What determines how much you earn in part-time work?
- Why is it difficult for people in particular areas of the world to break out of poverty?
- What determines the variety of goods and services available to us in Australia?
- Why did Toyota and Holden go out of business?
- What is all the fuss about the federal budget? Why do people argue about how much the government spends and how much they are taxed?
- Why are housing prices so high in Sydney? How do high interest rates affect young people?
- How is technology changing the way we buy and sell goods and services?
- How does the share market work? How do people buy and sell shares on the Stock exchange?

## Languages



## LANGUAGES

Language is a core KLA in Years 7 and Year 8 and becomes an elective in Years 9 and 10. The course consists of a series of units catering for differing student needs and abilities. Language ranges from the breadth and depth necessary for senior years, to the enjoyment of another culture and its traditions. If you expect to travel overseas in the future, want to enhance your job prospects or just enjoy the challenge, you should seriously consider continuing your study of a Language in Years 9 and 10. Year 7-10 Language lessons will involve: pair work, interviews, use of the interactive white boards, CD-Roms, power point, internet, film and video, foreign language magazines and cultural awareness research assignments where appropriate. All assessment is continuous and will include: class exercises, tests and end of semester examinations.

## LANGUAGES

**UNIT TITLES:** FRENCH STAGE 2.1  
ITALIAN STAGE 2.1  
JAPANESE STAGE 2.1

**Unit Code:** FR201  
IT201  
JA201

**Availability:** Year 9, semester 1



**Enrolment Advice:** All Language units after Stage 1 are electives. To gain the most benefit from these units, you are strongly recommended to enrol for the four consecutive units which form the course in the target language in Stages 2 and 3. You can enrol in this unit if you have satisfactorily completed Stage 1.4 in the target language or have an equivalent command of the language.

**Content:** In this unit, you will be required to use the target language to perform a variety of tasks in some areas of work such as:

**French**

- My Home, Daily Routine, Chores and Pocket Money.
- Haiti.
- Canberra and France as Holiday Destinations.

**Italian**

- The Extended Family.
- City and Country.

**Japanese**

- Time and Daily Routine.
- Describing Towns and Houses.
- In and around Canberra.

**Assessment:** Some activities listed in the course will be used as assessment items. The following approximate weightings will be used in the assessment process:

- |                          |     |
|--------------------------|-----|
| • Oral Interaction       | 20% |
| • Reading and Responding | 40% |
| • Writing                | 40% |

Students will need to show competence in the four macro skills of listening, speaking, reading and writing. In Japanese, Kanji characters will be introduced.

## LANGUAGES

**UNIT TITLES:** FRENCH STAGE 2.2  
ITALIAN STAGE 2.2  
JAPANESE STAGE 2.2

**Unit Code:** FR202  
IT202  
JA202

**Availability:** Year 9, semester 2

**Enrolment Advice:** All Language units after Stage 1 are electives. To gain the most benefit from these units, you are strongly recommended to enrol for the four consecutive units which form the course in the target language in Stages 2 and 3. You can enrol in this unit if you have satisfactorily completed Stage 2.1 in the target language or have an equivalent command of the language.

**Content:** In this unit, you will be required to use the target language to perform a variety of tasks in some areas of work such as:

**French**

- Famous French-speaking Personalities.
- Reviewing a French Film.
- Watching a French Soap Series.

**Italian**

- Italian festivals and celebrations.
- A Tour of a City.

**Japanese**

- The Four Seasons.
- New School and Describing People.

**Assessment:** Some activities listed in the course will be used as assessment items. The following approximate weightings be used in the assessment process:

- |                          |     |
|--------------------------|-----|
| • Oral Interaction       | 20% |
| • Reading and Responding | 40% |
| • Writing                | 40% |

Students will need to show competence in the four macro skills of listening, speaking, reading and writing. In Japanese, students will be expected to use some Kanji characters along with Hiragana and Katakana.



# LANGUAGES

**UNIT TITLES:** FRENCH STAGE 3.1  
ITALIAN STAGE 3.1  
JAPANESE STAGE 3.1

**Unit Code:** FR301  
IT301  
JA301

**Availability:** Year 10, semester 1

**Enrolment Advice:** All Language units after Stage 1 are. To gain the most benefit from these units, you are strongly recommended to enrol for the four consecutive units which form the course in the target language in Stages 2 and 3. You can enrol in this unit if you have satisfactorily completed Stage 2.2 in the target language or have an equivalent command of the language.

**Content:** In this unit, you will be required to use the target language to perform a variety of tasks in some modules of work such as:

**French**

- Expressing the highs and lows of my recent experiences.
- Healthy Eating and French Gastronomy.
- Illnesses and Injuries.
- An in-country Experience.

**Italian**

- Love and Friendship.
- The World of Fashion.

**Japanese**

- Out and about in Tokyo including shopping, transactions and eating out.
- Exchange students, house and school rules.



**Assessment:** Some activities listed in the course will be used as assessment items. The following approximate weightings will be used in the assessment process:

- |                          |     |
|--------------------------|-----|
| • Oral Interaction       | 20% |
| • Reading and Responding | 40% |
| • Writing                | 40% |

Students will need to show competence in the four macro skills of listening, speaking, reading and writing. In Japanese, students will be expected to use some Kanji characters.

## LANGUAGES

**UNIT TITLES:** FRENCH STAGE 3.2  
ITALIAN STAGE 3.2  
JAPANESE STAGE 3.2

**Unit Code:** FR302  
IT302  
JA302

**Availability:** Year 10, semester 2

**Enrolment Advice:** All Language units after Stage 1 are electives. To gain the most benefit from these units, you are strongly recommended to enrol for the four consecutive units which form the course in the target language in Stages 2 and 3. You can enrol in this unit if you have satisfactorily completed Stage 3.1 in the target language or have an equivalent command of the language.

**Content:** In this unit, you will be required to use the target language to perform a variety of tasks in some areas of work such as:

**French**

- My Childhood Recollections; People and Events.
- My Future Plans and Career Path.

**Italian**

- Making future holiday plans.
- Sporting Activities.

**Japanese**

- Giving directions.
- Sports Heroes and Media.
- Part time jobs.

**Assessment:** Some activities listed in the course will be used as assessment items. In assessing over the semester, the following approximate weightings will be used in the assessment process:

- |                          |     |
|--------------------------|-----|
| • Oral Interaction       | 20% |
| • Reading and Responding | 40% |
| • Writing                | 40% |

Students will need to show competence in the four macro skills of listening, speaking, reading and writing. In Japanese, students will be expected to use some Kanji characters.



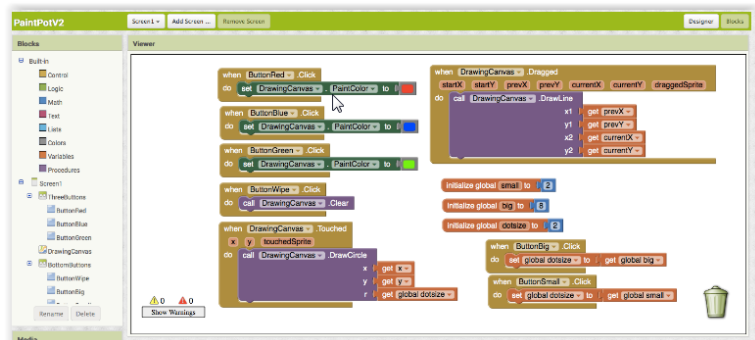
# INFORMATION TECHNOLOGY AND COMMUNICATION

**UNIT TITLE:** SOFTWARE SYSTEMS AND DEVELOPMENT 1

**Unit Code:** SSD1

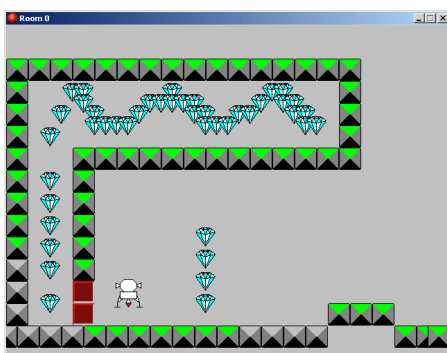
**Availability:** Semester 1 elective.

**Content:** This unit will develop focus on the processes involved in software and its development. This unit will look at how software programs are constructed by starting with simple drag and drop development programming environments such as Scratch and GameMaker. This will then develop a good knowledge of the basic programming concepts such as sequence, selection and repetition control structures, which are used in all computer-programming systems. In the GameMaker task, the Gamemaker programming language (GML) will be explored to see how this can add more interactivity into the projects undertaken. These basic concepts will be the foundations



for further studies in software development in that will be extended and enhanced in the Semester 2 unit

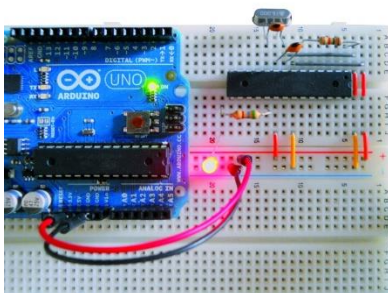
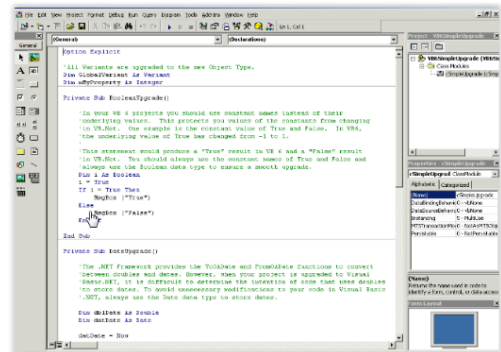
<b>Assessment:</b>	2 Projects at 30% each	60%
	Test	20%
	Exam	20%



# INFORMATION TECHNOLOGY AND COMMUNICATION

<b>Unit Title:</b>	<b>SOFTWARE SYSTEMS AND DEVELOPMENT 2</b>
<b>Unit Code:</b>	<b>SSD2</b>
<b>Availability:</b>	Semester 2 elective.
<b>Prerequisite:</b>	Successful completion of Software Systems and Development 1.

**Content:** This unit will continue the developments of the software development process by focussing on the writing of program code, development of the user interface and the social and ethical effects the software and its role in its development has on society. A variety of programming languages **may** be introduced and used including, Python, Arduino Development, Visual Basic or Visual C #. This will allow students to see



how a similar idea or problem can be implemented in a number of different programming environments and to be introduced in the basic Object Orientated Programming concepts of modern programming languages. The development, use and understanding of a Graphical User Interface or Arduino Based Environment will also be covered in the second half of the semester.

<b>Assessment:</b>	2 Projects at 30% each	60%
	Test	20%
	Exam	20%



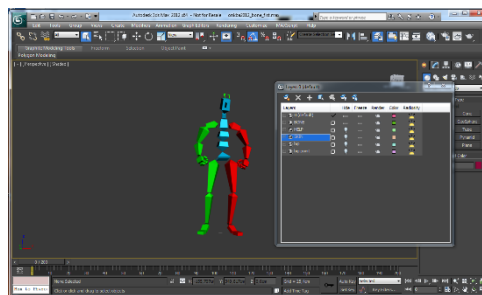
# INFORMATION TECHNOLOGY AND COMMUNICATION

**UNIT TITLE:** APPLICATION SOFTWARE AND MULTIMEDIA 1

**Unit Code:** ASM1

**Availability:** Semester 1 elective.

**Pre-requisite:** None.

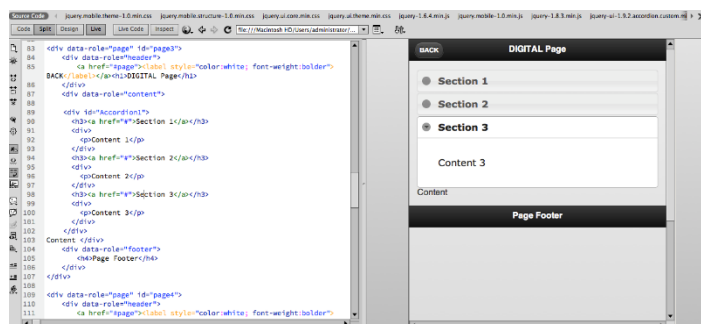


## Content:

The focus of this unit will be on the use and development of skills across a variety of application software packages. The first half of this unit, the focus will be on the use of programs such as PowerPoint, Audacity, Audition and Flash to create basic animations. In the second half of the unit, students will focus on the use of Photoshop, Notepad and Dreamweaver for the development of websites.

Development and understanding of the basic ideas of HTML and CSS will be the focus of the website

section. The animations created earlier in the unit may be used in the development of the website that students create



<b>Assessment:</b>	2 Projects at 30% each	60%
	Test	20%
	Exam	20%



# INFORMATION TECHNOLOGY AND COMMUNICATION

**UNIT TITLE:** APPLICATION SOFTWARE AND MULTIMEDIA 2

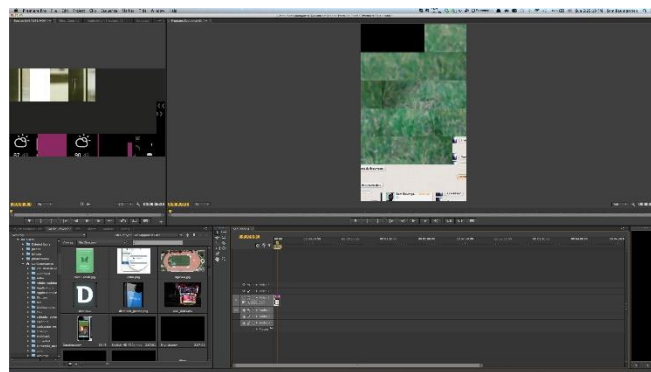
**Unit Code:** ASM2

**Availability:** Semester 2 elective.

**Prerequisite:** Successful completion of Application Software and Multimedia 1

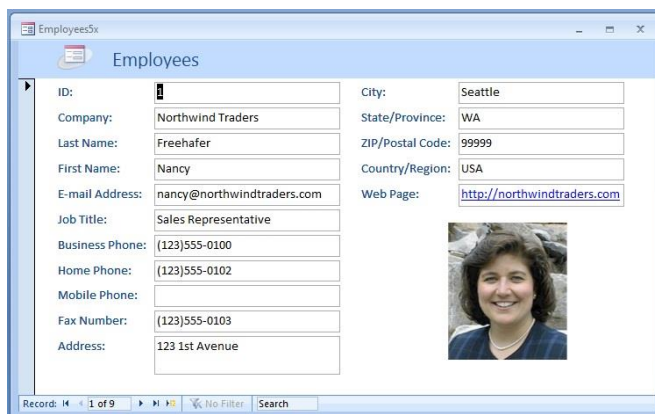
**Content:**

The focus of this unit will be to extend the student's knowledge, skills and understanding of the more common application programs. The first half of the unit will concentrate on the development of a short video that



will allow the students to have basic idea of the concepts of video production; Pre-production, Production and Post-production. This video will hopefully be integrated into their website from Semester 1. In the second half of the unit, students will extend their understanding of how data from a number of applications can be integrated. This **may** focus on the development and use of a selection of electronic and interactive booklets and database applications.

<b>Assessment:</b>	2 Projects at 30% each	60%
	Test	20%
	Exam	20%



ID:		City:	Seattle
Company:	Northwind Traders	State/Province:	WA
Last Name:	Freehafer	ZIP/Postal Code:	99999
First Name:	Nancy	Country/Region:	USA
E-mail Address:	nancy@northwindtraders.com	Web Page:	<a href="http://northwindtraders.com">http://northwindtraders.com</a>
Job Title:	Sales Representative		
Business Phone:	(123)555-0100		
Home Phone:	(123)555-0102		
Mobile Phone:			
Fax Number:	(123)555-0103		
Address:	123 1st Avenue		



## **Technology and Applied Studies**

Year 9 and 10 Technology & Applied Studies elective courses have been specifically designed so that a student can either;

- elect to study a particular technology in depth (ie. Technical Drawing and Computer Aided Drawing (CAD) for four semesters )

or

- elect to study a range of technologies (i.e. one semester each of Design & Metal, Design & Wood or Electronics and Robotics Technology).

## **TECHNOLOGY AND APPLIED STUDIES**

### **PREREQUISITES**

The only prerequisite required is that a student must have successfully completed the preceding level of a particular course before they can attempt the next level. There is no prerequisite for the first unit in any course except that students must display commitment, determination and be safety conscious in all workshop areas.

### **WORKPLACE HEALTH & SAFETY / EQUIPMENT**

All students will be expected to wear a workshop apron and sturdy enclosed shoes for all practical lessons and, if possible, their own safety glasses; although these will be available for all students. Compliance with all Workplace Health and Safety regulations will be expected from students.

### **FOLDERS AND PRESENTATIONS**

An A3 display folder with clear plastic envelopes will be required to display student class and project work. Photographs and digital images of practical work in various stages of completion will be encouraged as part of a student's folio of work.

These A3 display folders are available for purchase from the college clothing shop.

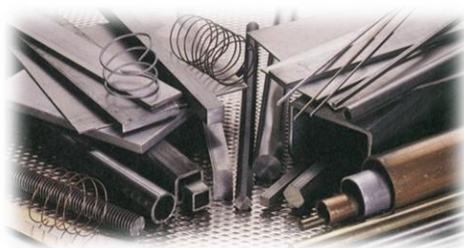
# TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** DESIGN AND METAL TECHNOLOGY 1

**Unit Code:** IA110

**Availability:** Semester 1 Years 9 and 10 elective.

**Enrolment Advice:** While no prerequisite is required for Metal Technology unit 1 (IA110), this unit must be successfully completed before the next level in metal technology can be attempted. Therefore it is strongly recommended that unit 1 is studied in Year 9.



**Content:** This unit is an introduction to the work contained in the subsequent metal units. As such it will cover the following areas:-

- Workplace Health and Safety
- The design process
- Welding.
- Metal fabrication
- Fusion and brazing

Students will be encouraged to complete a project from a number of the key areas and to take an active role in its design. Students will be required to work from a design brief, develop construction plans and manufacture the product designed. Students will also undertake an evaluation of the finished product.

Various tools and processes will be used and a strong emphasis on safety will be maintained. Both ferrous and non-ferrous metals will be introduced and students will become aware of their properties and application. An introduction to simple fastenings is an important part of this unit. When they have finished this unit students will have an appreciation of many different aspects of designing and working in metal.

<b>Assessment:</b>	Assignments/homework	10%
	Design folio	20%
	Practical work	50%
	Tests/Exam	20%



## TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>DESIGN AND METAL TECHNOLOGY 2</b>
<b>Unit Code:</b>	IA210
<b>Availability:</b>	Semester 2 Years 9 and 10 elective.
<b>Enrolment Advice:</b>	Students must have completed Design and Metal Technology Unit 1 (IA110) before enrolling in this unit.



**Content:** In this unit students will further extend their knowledge in aspects of metal fabrication and machining previously obtained from studies in Metal Technology (IA110). This will entail investigation into greater complexity designs, larger projects and more advanced systems of forming and joining metal.

Emphasis will be placed on rigorous safety procedures and students will be expected to approach the tasks from a design perspective. A higher level of graphics and technical drawing proficiency will be expected.

- Metal machining
- Electric/gas welding continued
- Sheet metal fabrication
- Engineering - basic techniques, metal machining

<b>Assessment:</b>	Assignments/homework	10%
	Design folio	20%
	Practical work	50%
	Tests/Exam	20%

# TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>DESIGN AND WOOD TECHNOLOGY 1</b>
<b>Unit Code:</b>	IA120
<b>Availability:</b>	Semester 1 Years 9 and 10 elective.
<b>Enrolment Advice:</b>	Available to Year 9 and 10. While no prerequisite is required for Wood Technology Unit 1 (IA120), this unit must be successfully completed before the next level in Wood Technology can be attempted. Therefore it is strongly recommended that Unit 1 is studied in Year 9.



**Content:** This unit is an introduction to the work contained in the subsequent Wood Technology units. As such it will cover the following areas:-

- Workplace Health and Safety
- Design process
- Simple containers
- Frame construction
- Wood machining
- Basic joints

Students will be encouraged to complete a practical project based on a container and to take an active role in its design. During this unit, students will be required to work from a design brief, produce working drawings and to evaluate the finished product. Various tools and machines will be used and a strong emphasis will be placed on safety. An introduction to simple wood working joints will be an important part of this unit.

When students have completed this unit they should have an appreciation of the many different aspects of designing and working with wood.

<b>Assessment:</b>	Assignments/homework	10%
	Design folio	20%
	Practical work	50%
	Tests/Exam	20%

## TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>DESIGN AND WOOD TECHNOLOGY 2</b>
<b>Unit Code:</b>	IA220
<b>Availability:</b>	Semester 2 Years 9 and 10 elective.
<b>Enrolment Advice:</b>	Students must have completed Wood Technology 1 (IA120) before enrolling in this unit.



**Content:** In this unit students will build on the box and frame construction aspects of the Wood Technology 1 unit. This will entail more complex, and to a certain degree, larger projects. The emphasis is once again on safe working and the design aspects of the materials and processes that will be used.

<b>Assessment:</b>	Theory/homework	10%
	Design folio	20%
	Practical work	50%
	Tests/Exam	20%

## TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>DESIGN AND WOOD TECHNOLOGY 3</b>
<b>Unit Code:</b>	IA320
<b>Availability:</b>	Semester 1 Year 10 elective.
<b>Enrolment Advice:</b>	Students must have completed Wood Technology 2 (IA220) before enrolling in this unit.



**Content:** This unit will enhance students' awareness of the natural qualities and beauties of timber. They will be encouraged to develop their creativity by completing a framed project. Students will also be expected to experiment with a variety of different timbers and framing joints.

There is a strong emphasis on the application of a finish in this project where a variety of polishes and coatings will be used to complete the job.

Students continuing into IA420 will commence designing practical projects towards the end of this unit.

<b>Assessment:</b>	Theory/homework	10%
	Design folio	20%
	Practical work	50%
	Tests/Exam	20%

## TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>DESIGN AND WOOD TECHNOLOGY 4</b>
<b>Unit Code:</b>	IA420
<b>Availability:</b>	Semester 2 Year 10 elective.
<b>Enrolment Advice:</b>	Students must have completed Wood Technology 3 (IA320) before enrolling in this unit. Initial design work should have been started towards the end of semester 1.



**Content:** 'Bring your own design'; this unit allows the student to design, construct and evaluate a project of their own choosing. The design could be the student's own, or adapted from an existing brochure or plan. Orthogonal and pictorial drawings of a high standard, as well as an accurate cutting list would need to be produced before a student could begin construction. A comprehensive design portfolio detailing the progress, modifications and evolution of the project would need to be kept on a continuous basis. As part of the exercise, students would also be required to supply their own timber as the initial levy will only cover a small proportion of the materials that you will use.

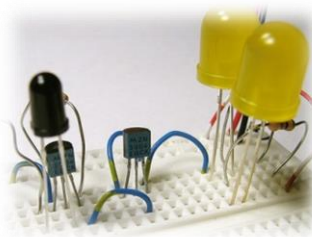
This is an enjoyable but challenging course and its selection will require dedication beginning in Semester One.

### Assessment:

Design Folio	20%
Project	50%
Exhibition and Marketing	10%
Exam	20%

## TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>ELECTRONICS &amp; ROBOTICS TECHNOLOGY 1</b>
<b>Unit Code:</b>	IA130
<b>Availability:</b>	Semester 1 Years 9 and 10 elective.
<b>Enrolment Advice:</b>	While no prerequisite is required for Electronics Technology Unit 1 (IA130) this unit must be successfully completed before the next level in Electronics technology can be attempted. Therefore it is strongly recommended that unit 1 is studied in Year 9.



**Content:** This unit offers a “hands-on” approach to electronics. Students will be required to design, draw and interpret some interesting circuits and then construct them using vero boards and enclose them in an appropriately designed container. These circuits will include a wide variety of electronic components which students will be able to recognise and use in the appropriate places. Naturally it follows that you will learn how to solder neatly and efficiently. Once you have constructed a circuit you will be required to test and evaluate its performance. If the circuit does not work properly, you will be taught basic troubleshooting methods to rectify any faults that may be in it.

Students will be required to complete a Design folio for each project made. The completed project will be able to be taken home.

### Assessment:

Projects	50%
Design Folio	20%
Classwork and homework	10%
Exam	20%

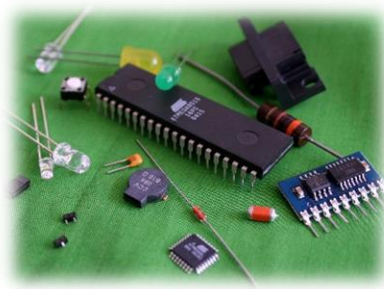
## TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** ELECTRONICS & ROBOTICS ELECTRONICS TECHNOLOGY 2

**Unit Code:** IA230

**Availability:** Semester 2 Years 9 and 10 elective.

**Enrolment Advice:** Students must have completed Electronics Technology 1 (IA130) before enrolling in this unit.



**Content:** This unit offers students the opportunity to design and construct more complex electronic systems. They will design, construct and test many of the “Building Blocks” used in modern day electro-technology such as amplifiers, multi vibrators, and power supplies. Students will develop a secure theoretical basis in conjunction with each circuit built.

Students will also learn how to design and make their own circuit boards using CAD, and manufacture simple electric motors.

Once they have mastered the basics students will be able to choose from a range of projects to construct a major work for this course.

Students will be required to complete a Design folio for each of the initial modules and their major project.

<b>Assessment:</b>	Projects	50%
	Design Folio	20%
	Classwork and Homework	10%
	Exam	20%

## TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** ELECTRONICS & ROBOTICS ELECTRONICS TECHNOLOGY 3

**Unit Code:** IA330

**Availability:** Semester 1 Year 10 elective.

**Enrolment Advice:** Students must have completed Electronics Technology 2 (IA230) before enrolling in this unit.



**Content:** Digital Electronics is everywhere. We could not live without it, from Digital timers and computers to Blu-ray disc and Smartphones. In this unit students will investigate the basics of digital electronics by constructing new digital circuits. Once they have mastered the basics students will use their skills to design and build digital circuits. All of their circuit building will draw upon the knowledge gained in previous units.

Robotics and system design are important aspects of the modern mass production process. Though automation and good system design, products are produced at a faster rate with economic benefits. This unit will introduce students to the exciting world of robotics. They will design a robot using various moving components and sensors to perform several prescribed tasks. Students will also program the command module with basic system commands to move the robot to perform set tasks.

Students will be required to complete a Design folio for each project built.

<b>Assessment:</b>	Projects	50%
	Design Folio	20%
	Classwork and Homework	10%
	Exam	20%



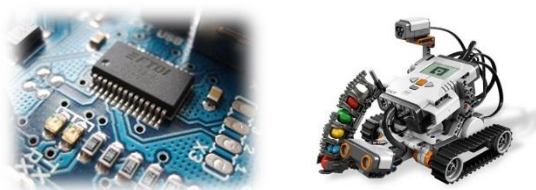
## TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** ELECTRONICS & ROBOTICS ELECTRONICS TECHNOLOGY 4

**Unit Code:** IA430

**Availability:** Semester 2 Year 10 elective.

**Enrolment Advice:** Students must have completed Electronics Technology 3 (IA330) before enrolling in this unit.



**Content:** Advanced circuit building, involving simple motors and computer diagnostics, will feature in this unit which will offer the opportunity to develop and integrate many electro-technology skills. As the major project students will be able to build advanced circuiting, using motors and electronic components. They could also study both the theory and practical side of the various components that make up modern computers.

Students will continue to develop more advanced skills in manufacturing a robot to perform more complex tasks using advanced componentry. They will have an opportunity to gauge their skills and knowledge of system design and robotics in various local and possibly interstate Robotic Challenge Competitions.

Each assignment will require a design folio, complete with investigation and research into and examples of ideas and designs related to aspects of electronic design. The use of word processing and computer aided design will be encouraged in the presentation of folios.

<b>Assessment:</b>	Projects	50%
	Design Folio	20%
	Classwork and Homework	10%
	Exam	20%

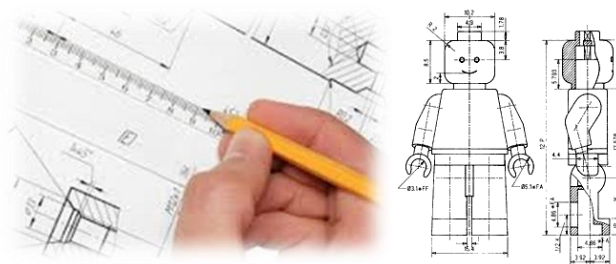
## TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** **TECHNICAL DRAWING AND CAD 1**

Unit Code: TD001

**Availability:** Semester 1 Years 9 and 10 elective.

**Enrolment Advice:** While no prerequisite is required for Technical Drawing and CAD 1 (TD001) this unit must be successfully completed before the next level in Technical Drawing and CAD can be attempted. Therefore it is strongly recommended that unit 1 is studied in Year 9.



**Content:** A study of Technical Drawing and CAD enables students to:-

- practise logical thought and decision making.
- become more technically literate.
- relate to a wide range of studies and vocations.
- gain skills applicable to a range of domestic and leisure skills.
- improve society through a better understanding of technology and its influence.

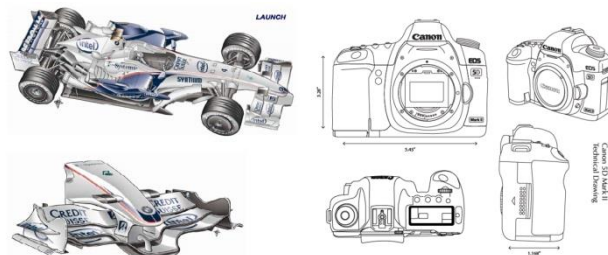
The course covers the fundamental areas that lead to students having a good basic understanding of graphics which will enable them to continue with this subject to its completion. Graphics is a structured discipline that contributes significantly to the communication, analytical and problem-solving skills of students regardless of their educational or vocational aspirations. While promoting effective communication in graphical forms, this course of study develops students' specific abilities to acquire and apply knowledge and understanding, reasoning and presentation skills through investigating, analysing, synthesising and evaluating.

Areas to be covered include Plane Geometrical Drawing and Construction, Orthographic Projection, Pictorial Drawing and Presentational Graphics. Most drawings will be of everyday products and items that the student can relate to. While each drawing will feature technical drawing techniques, it will also allow scope for students to use their individual creativity and ingenuity. The use of colour and pencil rendering will be used to enhance the finished product.

<b>Assessment:</b>	Design Projects	50%
	Design Folio	30%
	Classwork and Homework	10%
	Exam	20%

# TECHNOLOGY AND APPLIED STUDIES

<b>UNIT TITLE:</b>	<b>TECHNICAL DRAWING AND CAD 2</b>
<b>Unit Code:</b>	TD002
<b>Availability:</b>	Semester 2 Year 9 and Year 10 elective.
<b>Enrolment Advice:</b>	Pre-requisite - Technical Drawing and CAD 1 (TD001)



**Content:** Technical Drawing and CAD 2 is a continuation of the work undertaken in the first unit. While the similar topics are covered they are studied in greater depth. Most drawings will also include circles, radii or elements of arcs.

Plane Geometrical Drawing and Construction will deal with construction of tangents and other polygons. Orthogonal drawings will be drawn to scale and dimensioned while other forms of this type of drawing will be introduced. Pictorial drawings will include Isometric and Oblique projections of greater depth and difficulty. Orthographic Projection will cover objects cut by cutting planes which allows the true shape of the cut to be seen. Developments of drawings will be produced and these may be used to construct scale models. Presentational Graphics will be examined to develop better ways of presenting folio work.

An Introduction to Computer Aided Design (CAD) using the 2D AutoCAD package and other 3D modelling software will be studied.

## Assessment:

Design Projects	50%
Design Folio	20%
Classwork and Homework	10%
Exam	20%

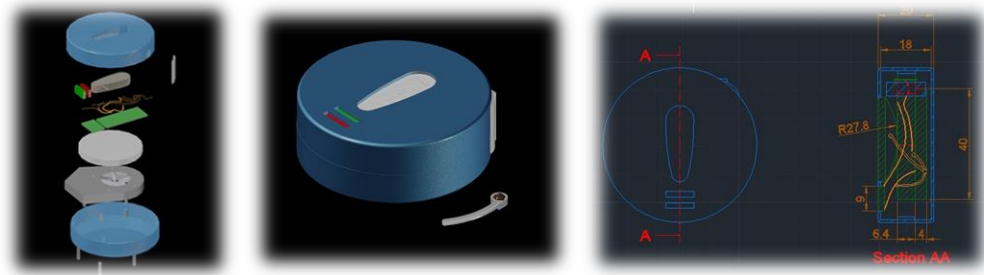
# TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** TECHNICAL DRAWING AND CAD 3

**Unit Code:** TD003

**Availability:** Semester 1 Year 10 elective.

**Enrolment Advice:** Pre-requisite: Successful Completion of Technical Drawing and CAD 2 (TD002). The unit can only be selected by Year 10 students who have satisfied the pre-requisites.



**Content:** Technical Drawing and CAD 3 is a continuation of the work undertaken in the first and second unit. AutoCAD will be used as the main tool to produce design drawings and schematics. Students will also be introduced to a variety of 3D drawing, presentation and animation software.

An emphasis of the design process, cultural influences, modern and futuristic technologies will form the basis in all design projects undertaken by students. In addition students will study concepts of mass production, manufacturing, distribution, marketing and advertising.

Students will be introduced to Australian and International Drafting Standards for CAD produced drawings.

Technical Drawing and CAD 3 unit tasks will build on the skills and knowledge provided by the two earlier units.

**Assessment:**

Design Projects	50%
Design Folio	20%
Classwork and Homework	10%
Exam	20%

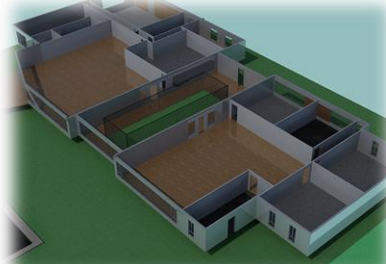
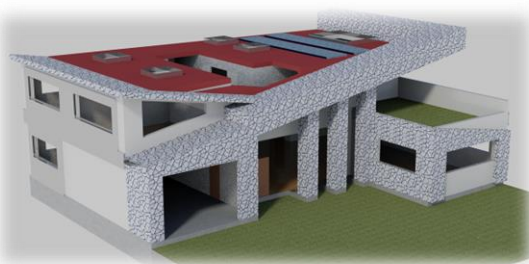
## TECHNOLOGY AND APPLIED STUDIES

**UNIT TITLE:** TECHNICAL DRAWING AND CAD 4

**Unit Code:** TD004

**Availability:** Semester 2 Year 10 elective.

**Enrolment Advice:** Pre-requisite: Successful completion of Technical Drawing and CAD 3 (TD003). The unit can only be selected by Year 10 students who have satisfied the pre-requisites.



**Content:** The fourth Technical Drawing unit will allow you to study to a greater depth, the specific areas of application mentioned below using AutoCAD 2D, 3D and various presentation software as main tools to produce all technical schematic drawings and design presentations.

These areas are:-

- Environments that affect people and society. The focus could include natural or built environments in a domestic or urban setting including public spaces, rural and marine.
- Fundamentals and principles of Interior, Landscape and Architectural design relating to the focus areas of elements, functions and structure.
- Ecological Sustainability which include focus areas of resources, environmental impact, innovative and emerging technologies, recycling and energy consumption. Interior and Architectural design and production using the design process to produce 2D and 3D solutions to be presented in a design folio.

**Assessment:**

Design Projects	50%
Design Folio	20%
Classwork and Homework	10%
Exam	20%

# Performing Arts

## Introduction:

The Performing Arts Department offers Music, Concert Band and Drama courses in Years 9 and 10.

## MUSIC

### UNIT TITLE:

#### YEAR 9

**SEMESTER 1:** MUSIC'S CLASSIC HITS

**SEMESTER 2:** MUSIC IN MY LIFE

#### YEAR 10

**SEMESTER 1:** MODERN MUSICAL WORLDS

**SEMESTER 2:** CONCERT, GIG, SHOW

### Unit Code:

Year 9: MU001, MU002

Year 10: MU003, MU004

### Availability:

Semester 1 and 2, full year course in both Year 9 and 10 elective.

**Content:** In this course you will be able to continue your study of music as a soloist and / or as a small group ensemble player. It is preferable are learning your chosen instrument from a qualified teacher, either through the College's instrumental tuition programme or from a private teacher. Students will perform 2 pieces each semester, create their own music, learn about a variety of musical styles, develop musicology skills and become familiar with the use of music technology.

A high level of achievement in this course in three or four semesters will ensure the student meet pre-requisites for entry into Tertiary Music in Years 11 and 12, but you will need to consult with the music staff to make sure you are ready to go on with work at that level.





Four units will be chosen from the following topics:

- Unit 1**            **History of Rock Through Australian Eyes**
- Unit 2**            **Classical and Baroque Music**
- Unit 3**            **Jazz**
- Unit 4**            **Music and Technology**
- Unit 5**            **Romantic and 20<sup>th</sup> Century Music**
- Unit 6**            **Film and Television Music**
- Unit 7**            **Music of the Theatre**
- Unit 8**            **World Music**



## CONCERT BAND

**UNIT TITLE:** CONCERT BAND

**Unit Code:** Year 9: CB191, CB192

Year 10: CB101, CB102

**Availability:** Each course runs for a school year

**Content:** In this course you will be able to continue your study of music as a member of a concert band and also become involved in solo and small group ensemble playing. You will need to be learning a band instrument from a qualified teacher, either through the College's instrumental tuition programme or from a private teacher.



The course is one year in length and will run in both Years 9 and 10. Students may choose this in semester 1 of Years 9 and 10. Consideration may be given to students who wish to study this course for one semester. A high level of achievement in this course in three or four semesters will ensure the student meet pre-requisites for entry into Tertiary Music in Years 11 and 12, but you will need to consult with the music staff to make sure you are ready to go on with work at that level.

Four units will be chosen from the following topics:

- |               |                                                   |
|---------------|---------------------------------------------------|
| <b>Unit 1</b> | <b>History of Rock Through Australian Eyes</b>    |
| <b>Unit 2</b> | <b>Classical and Baroque Music</b>                |
| <b>Unit 3</b> | <b>Jazz</b>                                       |
| <b>Unit 4</b> | <b>Music and Technology</b>                       |
| <b>Unit 5</b> | <b>Romantic and 20<sup>th</sup> Century Music</b> |
| <b>Unit 6</b> | <b>Film and Television Music</b>                  |
| <b>Unit 7</b> | <b>Music of the Theatre</b>                       |
| <b>Unit 8</b> | <b>World Music</b>                                |



# DRAMA

## UNIT TITLE:

### YEAR 9

**SEMESTER 1: HOT SEAT!**

**SEMESTER 2: THE PERFORMER IN FOCUS**

### YEAR 10

**SEMESTER 1: THE ART OF THEATRE**

**SEMESTER 2: IT'S FUNNY 'CAUSE IT HURTS**

## Unit Code:

Year 9: DRA01, DRA02

Year 10: DRA03, DRA04

## Availability:

Semester 1, 2, 3 and 4, Years 9 and 10

## Enrolment Advice:

Drama in Years 9 and 10 is the start of a serious study of the dramatic art. The 8 units of drama in Years 9 and 10 are sequential. You should complete all 8 to be fully prepared for further study in Years 11 and 12. Each semester will comprise two units.

## Content:

### Year 9

#### **Unit 1: Playbuilding Through Improvisation**

In this unit you will develop your play-building skills through improvisation, workshops, performance, practical exercises and written work (journals, critical reflection).

You will prepare and develop characters and technical skills focusing on performances, looking at spontaneous and prepared improvisation.

#### **Unit 2: Characterisation**

Look at the skills needed to create a range of interesting, different, believable characters. Further develop your role play and improvisation skills as you study the Stanislavski system and create a variety of characters to bring your own or scripted dramas to life.

#### **Unit 3: Expressive Movement and Voice**

Develop your acting skills! By being involved in workshops you will explore the elements of drama such as voice, movement, body language, sound, conflict and climax. Explore new areas and ideas. Prepare and develop characterisation and technical skills. Work as an individual and within a group. You will be expected to work at a level of expertise determined by your competence and confidence.



## **Unit 4: Focus**

You will continue to build upon your acting skills as you learn to direct your concentration and make certain facets of work the centre of your attention. You will look at the four points of focus in drama; the playwright's focus, the director's focus, the actor's focus and the audience's focus, and how to use these four points of focus in different ways at different times in dramatic work. You will become skilled in using each one effectively.

## **Year 10**

### **Unit 5: Creating Dramatic Environments**

You will be involved in workshops, practical exercises, performances and written work as you further explore the elements of drama through the act of transformation. You will study the masters of transformation from Jerry Grotowski to Trevor Numa.

You will continue to develop characters as well as transforming the drama space into a range of locations or environments. You will explore a range of techniques which assist a performer to create interesting, effective dramatic environments for your work.



### **Unit 6: Ritual and Symbol**

You will look at the nature of drama throughout the ages through workshops, performances, practical exercises and written work (journals and critical reflections).

### **Unit 7: Nature of Theatre**

This unit will comprise workshops, practical exercises, performance and written work as you study two genres of play which make up the theatre; Tragedy and comedy. You will look at the way tragedy and comedy have developed over time and explore some of the serious and funny faces revealed in some of the greatest plays ever written.

You will explore the world of classical tragedy and comedy, slapstick, farce, surreal, satire, comedia dell'arte, Shakespeare, Jacobean playwrights, restoration theatre, melodrama, realistic drama and 20th century theatre.

### **Unit 8: Documentary Drama**

In this unit you will explore the valuable form of drama which deals with any area of human experience. You will gain insight into the development of this style of drama from Brecht to Boal through the study of Epic Theatre and the Theatre of the Oppressed.

You will explore current events in our world and deal with serious social and political issues which concern us. You will develop your performance and script writing skills as you research subjects on this topic.

# Food Technology

<b>UNIT TITLE:</b>	<b>FOOD - AN AUSTRALIAN IDENTITY</b>
<b>Unit Code:</b>	FT001
<b>Availability:</b>	Semester 1, Year 9 or Year 10 elective.

**Content:** Food- An Australian Identity enables students to experience the richness, diversity and pleasures of food through a range of practical experiences. This unit allows students to create, design and evaluate processes through the medium of food. Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Concepts introduced in this unit include:

- Safe work practices - working accurately
- Hygiene
- Using equipment
- Introduction to nutrition
- Dietary food models
- Australian Dietary Guidelines
- Meal planning
- The Australian diet

In this unit you will develop:

- organisational skills
- skills in food preparation and presentation
- research and oral skills
- skills in participating in co-operative learning
- an understanding of the role of the five food groups in our diet
- an understanding of the importance of meal planning for our fast moving lives.

**Assessment:** Practical workshops  
Written assignments  
Oral presentations  
Written /practical tests



# FOOD TECHNOLOGY

**UNIT TITLE:** FOOD AND CONVENIENCE

**Unit Code:** FT002

**Availability:** Semester 2, Year 9 or Year 10 elective.

**Content:** An ever-increasing array of food products is available in the marketplace as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students design a food product making judgements on the ethical and sustainable production and marketing of their ideas. Students design, make and appraise a food creation suitable for a celebration.



## Concepts introduced in this unit include:

- Consumerism
- Food availability
- Packaging and labelling
- Food processing and production techniques
- Designing, making and appraising food items
- Safe work practices and hygiene
- Food presentation

## Skills to be developed:

- Organisational skills
- Skills in food preparation and presentation
- Research and oral skills
- Designing, making and appraising food
- Manipulative skills using the medium of icing
- Using a piping bag
- Presenting foods for display

**Assessment:** Practical workshops

Classwork/bookwork/homework

Oral presentation

Written assignment

Written/practical test

Creative gingerbread house and/or chocolate mud cake.

# FOOD TECHNOLOGY

**UNIT TITLE:** WHAT'S ON THE MENU?

**Unit Code:** FT003

**Availability:** Semester 1, Year 10 elective (Extension class).

**Pre-requisite:** Students must have studies Food Technology in Year 9.

**Content:** This unit of work focuses on developing knowledge and skills based on the menu. Students further develop food preparation and presentation skills through a range of experiences using a wide variety of equipment available to them in the commercial kitchen. Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of special food needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

## **Concepts introduced in this unit include:**

- Nutrition
- The relationship between food, technology and society
- Food choices
- Nutrition through the lifecycle
- Dietary related diseases
- The relationship between food consumption, the nutritional value of food and the health of individuals.

## **Skills to be developed:**

- Further develop organisational skills
- Further develop skills in food preparation and presentation
- Develop research and oral skills
- Further develop skills in participating in co-operative learning
- Develop an understanding of the relationship between food consumption, the nutritional value of food and the health of individuals.
- Develop an understanding of the importance of proper meal planning for people at various stages of the lifecycle.

## **Assessment:**

Practical workshops  
Classwork / bookwork/ homework  
Written assignment  
Oral presentation  
Written / practical test.

# FOOD TECHNOLOGY

<b>UNIT TITLE:</b>	<b>LET'S CELEBRATE</b>
<b>Unit Code:</b>	FT004
<b>Availability:</b>	Semester 2, Year 10 elective (Extension class).
<b>Pre-requisite:</b>	<u>Students must have studies Food Technology units FT001, FT002 and FT003.</u>

**Content:** Food is an important component of many occasions. Food presentation and service is a focus of the unit and students will learn how to present and garnish foods appropriate to a given setting. The unit culminates in the preparation and presentation of an afternoon tea for parents and invited guests. Students explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students plan and prepare safe food, demonstrating appropriate food handling and presentation skills.



## **Concepts introduced in this unit include:**

- Organising a special function
- Small scale catering
- Celebration cakes
- Coffee making
- The significance of food in celebrations
- Gifts of food for special occasions

## **Skills to be developed:**

- Further develop organisational skills
- Further develop skills in food preparation and presentation
- Develop research and oral skills
- Develop interpersonal skills
- Develop skills using the espresso machine
- Develop an understanding of the importance of planning and organising
- special functions

## **Assessment:**

Practical workshops  
Classwork / bookwork/ homework  
Written assignment  
Practical and/ or written test  
End of year function

## Visual Art

### Visual Art Course Patterns

Course	Year	Duration
Understanding Art 1	7	One Semester
Understanding Art 2	8	One Semester
<b>Understanding Art 1 &amp; 2 are compulsory units</b> Students create artworks and respond to ideas found in visual representations. They develop their understanding of the Elements of Art and Principles of Design and apply these in their artmaking. Students explore conventions, technologies, materials, artistic styles and forms of visual arts. They develop their understanding of the meaning and ideas used in artworks in historical, contemporary and cultural contexts.		
Art: Making and Responding1	9	One Semester
Art: Making and Responding2	9	One Semester
Art: Making and Responding3	10	One Semester
Art: Making and Responding4	10	One Semester
Visual Communication 1	9	One Semester
Visual Communication 2	9	One Semester
3DVisual Communication 3	10	One Semester
3DVisual Communication 4	10	One Semester
Digital Photography 1	9	One Semester
Digital Photography 2	9	One Semester
Digital Photography 3	10	One Semester
Digital Photography 4	10	One Semester
<b>All units in Years 9 and 10 are electives.</b> *Students may choose to enrol in two courses at once with approval. e.g.: Digital Photography & Visual Communication		

If you are considering an art related career such as Architecture, Commercial Photography, Design Communication, Graphic Design, Fashion, Film making, Animation, Web Design, Game Design, Fine Art, Fine Art Photography, Illustration, Environmental or Landscape Design etc. then any of the visual art courses will assist you to develop skills and processes required for study or employment in these fields.



# VISUAL ART

<b>UNIT TITLE:</b>	<b>ART MAKING &amp; RESPONDING 1</b> <b>ART MAKING &amp; RESPONDING 2</b>
<b>Unit Code:</b>	AMR1, AMR2
<b>Availability:</b>	Year 9 elective.



**Enrolment Advice:** If you are interested in experimenting with a wide range of materials and enjoy using your imagination to create artworks and express ideas then this would be a good choice for you.

## **Content:**

**Art Making and Responding 1** This unit enables students to make and respond to two dimensional artworks. A range of drawing and painting media and techniques are explored in order to develop skills in the more traditional forms of Visual Art. Express your viewpoints and representations using portraiture. Investigate the styles and techniques of Rembrandt and develop your knowledge of the ideas and contexts found in historical artworks.

### **Art Making and Responding 2**

This unit enables you to make and respond to three dimensional artworks. A range of sculptural media and techniques are explored in order to develop a range of new skills. Express your viewpoints and representations using sculpture and/or architectural forms. Investigate the styles and techniques of three dimensional art works and develop your knowledge of the meaning and context of these historical and contemporary forms in art.

<b>Assessment:</b>	Assessment will include:	
	Art Making	70%
	Responding	30%



## VISUAL ART

**UNIT TITLES:**                    **ART MAKING & RESPONDING 1**  
                                         **ART MAKING & RESPONDING 2**

**Unit Codes:**                    AMR3, AMR4

**Availability:**                    Year 10 elective.

**Enrolment Advice:**            There are no pre-requisites for these units.

### **Content:        Art Making and Responding 3**

This unit enables you to develop three and two dimensional responses to social and cultural points of view. A variety of materials and artistic conventions are manipulated to develop skills in technologies, techniques and processes. Printing, mixed media, assemblage and construction are explored. Use elements, principles and your knowledge of technical processes to communicate specific meaning, purposes and style in your own artworks. Conceptualise artmaking through processes and use themes to express your personal aesthetic for an audience.

**Art Making and Responding 4** In this unit select a variety of materials and processes to represent your own ideas and subject matter. Techniques are explored, refined and manipulated to represent personal concepts and themes. The relationships of elements and principles are analysed through artistic process and used in ideas for your visual representations. Identify the influences of artists' visual language which show expression in your own artworks and artworks from different cultures, times and places. Create a major practical portfolio work for display and demonstrate supporting evidence of your art making and responsive processes.



<b>Assessment:</b>	Assessment will include:	
	Making	70
	Responding	30

# VISUAL ART

**UNIT TITLE:** VISUAL COMMUNICATION 1  
VISUAL COMMUNICATION 2

**Unit Code:** VC101, VC201

**Availability:** Year 9 electives.

**Enrolment Advice:** If you are interested in visual communication and learning more about the conventions, manipulation and production of ideas using digital software then this is the course for you.

## Content:

### Visual Communication 1

This unit enables students to make and respond to works of traditional and contemporary Graphic Design. Digital technologies are used to build software skills and are manipulated to express visual communications for an audience. Imagery is developed to express personal style and technical conventions are used to create design works for specific purpose and meaning. Develop visual communications which use design conventions to express ideas in logo form.

**Visual Communication 2** is a digital course which enables you to manipulate and extend your software techniques and processes to communicate ideas. Explore 2D and 3D graphic design. Analyse the relationships of elements and principles used in visual representations. Identify the influences of graphic designers in visual language and communicate your ideas through planning and preparing your design works for display.



<b>Assessment:</b>	Assessment will include:	
	Making	70%
	Responding	30%

## VISUAL ART

**UNIT TITLE:** VISUAL COMMUNICATION (3D) 3  
VISUAL COMMUNICATION (3D) 4

**Unit Code:** VC301, VC401

**Availability:** Year 10 electives.



**Enrolment Advice:** There are no pre-requisites for these units.

### Visual Communication 3

This unit is a 3D digital course aimed to develop design responses to contemporary and traditional graphic conventions used in game design. A variety of digital conventions are manipulated to develop skills in technologies (Blender and Sculpttris), and relevant techniques and processes. Use technical principles and two and three dimensional graphic forms to communicate specific meaning, purposes and style in your designs. Conceptualise images and environments which use themes to express your own personal aesthetic for an audience.

**Visual Communication 4** is a digital course which extends and refines your understanding of 3D graphic design through the exploration and creation of interactive virtual worlds. Utilise the Blender game engine and Physics engine to create an immersive environment that communicates your artistic intentions for production and display. Analyse and identify the work of computer game artists in personal visual language and evaluate their visual communication practices in design contexts.

<b>Assessment:</b>	Assessment will include:	
	Making	70%
	Responding	30%

# VISUAL ART

**UNIT TITLE:** DIGITAL PHOTOGRAPHY 1 AND 2

**Unit Code:** DP201, DP202

**Availability:** Year 9 Elective. Semester 1: DP201; Semester 2: DP202.



**Enrolment Advice:** For enrolment in this course you must be able to *demonstrate responsible and reliable use of the camera and specialist equipment.*

## Content:

### Digital Photography 1

This is an introductory unit to photography. Develop an understanding of the safe and effective use of DSLR cameras and explore basic image manipulation using digital software. Plan and refine photographic techniques and processes to express ideas and record and analyse the relationship of elements and principles of photography. Evaluate your photography and make it ready of display. Examine the work and practice of well-known photographers and discover their intentions and ideas through investigating their photographic visual language.

**Digital Photography 2** is a digital course which extends your understanding of the DSLR camera and compositional techniques. Manipulate camera functions and digital software processes to refine your techniques and express your ideas in photographic form. Identify the visual language of photographers from different cultures, times and places. Communicate photographic ideas using planning and a design process. Evaluate the success of your imagery in the context of display.

<b>Assessment:</b>	Assessment will include:	
	Making	70%
	Responding	30%

# VISUAL ART

**UNIT TITLE:** DIGITAL PHOTOGRAPHY 3 AND 4

**Unit Code:** DP203, DP204

**Availability:** Year 10 Elective



**Enrolment Advice:** There are no pre-requisites for these units.

## **Content:**

### **Digital Photography 3**

This unit develops your knowledge of design principles to enable you to understand the way composition and viewpoint can express ideas and feelings in Photography. Explore digital techniques and manipulate camera functions to express ideas and themes in photographic forms. Respond to visual and written materials to develop responses to the imagery and visual language of other photographers from different cultures, times or places.

### **Digital Photography 4**

In this unit explore your own ideas as a photographer. You will plan, develop and present your own portfolio of work based around a thematic point of study such as portraiture, landscape etc. Study and identify the themes, visual language and ideas of well-known photographers. Examine a variety of methods & formats to assist you in presenting your own photographs for production and display.

<b>Assessment:</b>	Assessment will include:	
	Making	70%
	Responding	30%

## Health and Physical Education

<b>Fitness &amp; Conditioning 3</b> Marist Fitness Award Cross Country Cardio Program	<b>Fitness &amp; Conditioning 4</b> Marist Fitness Award Cross Country Cardio Program Weight Training
<b>Hitting Skills 3</b> Hockey	<b>Hitting Skills 4</b> Tennis
<b>Ball Handling Skills 3</b> Volleyball Touch	<b>Ball Handling Skills 4</b> International Games Outdoor Gaelic Football Sofcrosse Flag football
<b>Health 9.1 and 9.2</b> Alcohol and Other Drugs Nutrition for Health	<b>Health 10.1 and 10.2</b> Resilience-Mental Health Lifelong Physical Activity Sexual Health and Relationships
Orienteering	International Games Indoor European Handball Tchoukball Futsal
<b><u>Year 9 &amp; 10 Elective units:</u></b>	Advanced Sports Performance 1, 2

## HEALTH AND PHYSICAL EDUCATION

**UNIT TITLE:** HEALTH AND PHYSICAL EDUCATION 9.1 AND 9.2

**Availability:** Semester 1 and 2

**Enrolment Advice:** Year 9, core units.

### Content:

- Movement Skills 3  
Athletics 3
- Fitness and Conditioning 3  
Marist Fitness Award  
Cross Country  
Cardio Program
- Hitting Skills 3  
Hockey
- Ball Handling Skills 3  
Volleyball  
Oztag/Touch
- Orienteering
- Health Theory  
Alcohol & Other Drugs  
Nutrition For Health

Students in Health and Physical Education 9.1 and 9.2 develop knowledge, understanding and skills to help achieve successful outcomes in the classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others health, safety and wellbeing through the Personal, Social and Community Health units.

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement, composition and performance in practical units. This will enhance fitness, social skills, self-awareness and enjoyment.

<b>Assessment:</b>	Skill Development	40 - 50%
	Fitness Testing	10 - 20%
	Health Task	20%
	Participation and Attitude	20%



## HEALTH AND PHYSICAL EDUCATION

**UNIT TITLE:** HEALTH AND PHYSICAL EDUCATION 10.1 AND 10.2

**Availability:** Semester 1 and 2

**Enrolment Advice:** Year 10, core units.

**Content:**

- Fitness and Conditioning 4
  - Marist Fitness Award
  - Cross Country
  - Cardio Program
- Hitting Skills 4
  - Tennis
- International Games Outdoor
  - Gaelic Football
  - Sofcrosse
  - Flag football
- International Games Indoor
  - European Handball
  - Tchoukball
  - Futsal
- Health Theory
  - Resilience – Mental Health
  - Lifelong Physical Activity
  - Sexual Health & Relationships

Students in Health and Physical Education 10.1 and 10.2 develop knowledge, understanding and skills to help achieve successful outcomes in the classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others health, safety and wellbeing through the Personal, Social and Community Health units. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement, composition and performance in practical units. This will enhance fitness, social skills, self-awareness and enjoyment.

<b>Assessment:</b>	Skill Development	40 - 50%
	Fitness Testing	10 - 20%
	Health Task	20%
	Participation and Attitude	20%



# HEALTH AND PHYSICAL EDUCATION

**UNIT NAME:** ADVANCED SPORTS PERFORMANCE 1

**Unit Code:** PE101

**Availability:** Semester One Year 9 and 10

**Enrolment Advice:** This elective unit is aimed at those students with an aptitude in physical skills who may wish to specialise in football codes and golf, and have a particular interest in the coaching of these sports.

Students must obtain the approval of their current Physical Education teacher or HOD.

As a general rule, approval will be granted to those boys who have a GPA of 4.00

or higher in Year 8 & 9 HAPE and either:

- represent the College in a sport at division 1 level or
- represent the College in two or more sports.

**Content:** You will study the following topics:

- skill acquisition
- fitness and physical conditioning
- Specialised coaching and training sessions in golf, football codes
- Weight training principles and strategies for strength, power and endurance programs

Some of the content will be taught in the classroom, while practical strategies will also be used. The course is delivered as 20% theory lessons and 80% practical lessons.

Excursions to local fitness centres may also be included in regular class time.

<b>Assessment:</b>		Year 9	Year 10
Golf	20%	Golf	20%
Football codes	20%	Football codes	20%
Fitness	10%	Fitness	10%
Resistance Training	10%	Resistance Training	10%
Assignment	20%	Assignments	20%
Semester Exam	20%	Semester Exam	20%

# HEALTH AND PHYSICAL EDUCATION

**UNIT NAME:** ADVANCED SPORTS PERFORMANCE 2

**Unit Code:** PE102

**Availability:** Semester Two, Year 9 and 10

**Enrolment Advice:** This elective unit is aimed at those students with an aptitude in physical skills who may wish to specialise in racquet games and cricket, and have a particular interest in the coaching of these sports.

Students must obtain the approval of their current Physical Education teacher or HOD.

As a general rule, approval will be granted to those boys who have a GPA of 4.00 or higher in Year 8 & 9 HAPE and either:

- represent the College in a sport at division 1 level or
- represent the College in two or more sports.

**Content:** You will study the following topics:

- diet and nutrition for sports performance
- prevention, treatment and rehabilitation of sports injuries
- specialised coaching and training sessions in racquet sports and cricket
- weight training principles and strategies for strength, power and endurance programs

Some of the content will be taught in the classroom, while practical strategies will also be used. The course is delivered as 20% theory lessons and 80% practical lessons.

Excursions to local sporting facilities will be included in regular class time.

Assessment:	Year 9		Year 10	
	Racquet sports	20%	Racquet sports	20%
	Cricket	20%	Cricket	20%
	Fitness	10%	Fitness	10%
	Resistance Training	10%	Resistance Training	10%
	Assignment	20%	Assignment	20%
	Semester Exam	20%	Semester Exam	20%

## Enrichment and Learning Support

In Years 9 and 10 the Enrichment and Learning Support Department offer Communication Skills as an elective unit by invitation only. Participation in this course is reviewed each semester in order to ensure that students are participating as fully as possible in the College academic program. This course is aimed at students who have high support needs or specific learning disabilities that cannot be accommodated with a regular study load.

**UNIT TITLE:** COMMUNICATION SKILLS 1, 2, 3, 4

**Unit Code:** CS191, CS192, CS101, CS102

**Availability:** Year 9: Semester 1: CS191, Semester 2: CS192

Year 10: Semester 1: CS101, Semester 2: CS102

**Enrolment Advice:** These units aim to develop skills which will help you with your school studies. They are offered to Year 9 and Year 10 students after discussion with the Head of Enrichment and Learning Support.

You may elect to do any or all of the units over the two years, at the discretion of the Head of Department.

**Content:** The specific content of the units will be determined by individual need. This may include assistance with:

- writing essays
- numeracy skills
- planning assignments
- research skills across curriculum areas
- organisation skills
- preparation for examinations.



*servo fidem*