Year 9 Curriculum: Electives
Information Booklet
MISSION STATEMENT

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

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

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Curriculum Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Teaching and Learning Framework</td>
<td>5</td>
</tr>
<tr>
<td>Senior Studies</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Electives</td>
<td>7</td>
</tr>
<tr>
<td>Selecting Electives for Year 9: 2018</td>
<td>8</td>
</tr>
<tr>
<td>Languages</td>
<td>8</td>
</tr>
<tr>
<td>Literacy Skills in Year 9 Curriculum</td>
<td>9</td>
</tr>
<tr>
<td>Business and Commerce</td>
<td>10</td>
</tr>
<tr>
<td>Design Technology</td>
<td>11</td>
</tr>
<tr>
<td>Drama</td>
<td>12</td>
</tr>
<tr>
<td>Information Processing</td>
<td>13</td>
</tr>
<tr>
<td>Lifestyle Health</td>
<td>14</td>
</tr>
<tr>
<td>Multimedia Studies</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>16</td>
</tr>
<tr>
<td>STEM</td>
<td>17</td>
</tr>
<tr>
<td>Visual Art</td>
<td>18</td>
</tr>
<tr>
<td>Subject and Electives Form Example</td>
<td>19</td>
</tr>
</tbody>
</table>
YEAR 9 CURRICULUM INTRODUCTION

CURRICULUM PHILOSOPHY - CORE STUDIES

In keeping with the educational philosophy of Ormiston College to ensure that all students gain a broad general education which assists them to become responsible, thinking and well-educated citizens, we have deliberately delayed any specialisation of learning until Years 10, 11 and 12, by making core subjects compulsory. This allows for greater choice in a student’s options after Year 12.

All students in Year 9, 2018 will be required to study the core subjects of English, Mathematics, Science, History and Geography. All Year 9 students will also continue to undertake Physical Education. Year 9 students are required to choose three Electives in addition to studying the core subjects.

As well as learning the content and knowledge associated with each subject, students develop learning skills which are gained from studying these core subjects. For example, problem-solving skills can be acquired from Geography, Science and Mathematics; analysing and interpreting a scenario or situation can be learned in English, History, Mathematics, Geography and Science. Learning how to learn is as important as learning content - some would say, more important. Learning about how to obtain and access information is a skill which is now very important for our students in a world where knowledge is growing exponentially. Solving problems has become equally important, as we live in a world where solving problems is critical.

Students who develop the skills of learning can go on to learn what they desire to learn, lifelong. Their learning is not restricted to knowing only certain subject content. It is for these reasons that we have continued to focus upon developing a Teaching and Learning Framework (see page 5) to underpin our teaching, the language we use to describe teaching and learning; and how we report on student learning. The Student Enhancement Program at Ormiston College will continue to emphasise acquiring learning skills, associated with Organisation, Getting Along, Confidence, Persistence and Resilience, each being a foundation for success as a learner, as well as being a foundation for success as an emotional, thinking, engaged citizen. The interconnection of the Teaching and Learning Framework and the Student Enhancement Program is very strong at Ormiston College.

The value of delaying specialisation is now well recognised and at Ormiston College in Year 7 to 9 there is very little subject specialisation. At Years 10, 11 and 12, our curriculum is designed to encourage students to learn and to develop their learning skills and thus keep their options open. Many courses at universities now have a common first year of study before any specialisation begins.
Our mission statement clearly indicates that Ormiston College is an academic school, seeking to achieve academic excellence. Learning across all year levels and subjects throughout the College is further supported by our strong focus on achieving high levels of literacy and numeracy.

Our Teaching and Learning Framework aims to move beyond traditional approaches of reproducing knowledge and equip our students with the ability to choose the best strategies to help them solve problems, make decisions, generate explanations and create new understandings.

There is a strong emphasis on using Information and Communication Technologies (ICTs) to improve learning outcomes which assist our students in embracing new ways of thinking in the 21st Century.

CULTURE OF LEARNING
Vision Statement
Ormiston College fosters a learning culture that encourages all members to become lifelong learners.

The teaching and learning framework strengthens this culture by focusing on the key elements needed for success, at school and in the world beyond.

We aim to ensure that our learning is clear and relevant.

In an environment of innovation, our goal is the development of transferrable skills that equip our learners with the ability to engage in a rapidly changing global community; opening up endless opportunities.

A vital element of quality learning is our commitment to supporting the professional growth of our staff.

LIFELONG LEARNERS
Core Beliefs About Learners
• We are all learners: students, parents and teachers.
• Everyone has the capacity to learn.
• In the right environment all learners can achieve success.
• Our aim is to equip all learners with the dispositions and skills needed to learn – metacognition.
• Learners need to be responsible for their own learning, bringing an openness to learning and a willingness to work towards their full potential.
• All learners are individuals who require differentiation.

CLASSROOM LEARNING ENVIRONMENT (C.L.E)
Creates academic trust in an engaging and student-centred environment

ACADEMIC RIGOUR (A.R.)
Develops deep pedagogical and content knowledge.

RELEVANT
Builds on students’ prior learning

PROFESSIONAL LEARNING
• Content Knowledge
• Pedagogical Knowledge
• Technological Knowledge
It is not essential for students wishing to study certain subjects for Senior Studies to have studied them in Years 7, 8 and 9 and a study of Art, Business, Design, Drama or Music may be undertaken in Senior Studies without having been taken at Middle School level.

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

<table>
<thead>
<tr>
<th>CURRENT SUBJECT NAME:</th>
<th>NEW SUBJECT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>Business</td>
</tr>
<tr>
<td>Graphics</td>
<td>Design</td>
</tr>
<tr>
<td>Informations Processing and Technology</td>
<td>Digital Solutions</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>General Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Specialist Mathematics</td>
</tr>
</tbody>
</table>

The subjects offered at present in Years 10, 11 and 12 are as follows:
- English
- General Mathematics
- Japanese
- Mathematical Methods
- German
- Specialist Mathematics
- Geography
- Biological Science
- Ancient History
- Physics
- Modern History
- Chemistry
- Music
- Marine Science
- Legal Studies
- Drama
- Design
- Digital Solutions
- Economics
- Accounting
- Art
- Business
- Physical Education
In order to broaden further the educational experiences and learning of Year 9 students we offer twelve Electives. Students are required to complete three electives, each elective being for three periods per week.

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

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

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

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

In addition to the 11 electives stated above, a Literacy Elective will be offered (see page 9).

THE ELECTIVES FOR 2018 ARE:
Visual Art Business and Commerce Literacy
Music Lifestyle Health German
Information Processing Drama Japanese
Design Technology Multimedia Studies STEM

In the following pages (8-18), a brief description of each of these Elective Subjects is provided to assist students in making their choice. Students and parents are asked to read these statements carefully and particularly to note the educational benefits which will accrue from the study of each of them.

An Elective Choice Form on which we would like students to indicate in Section 2 his/her Elective Preferences from 1 to 12 is included with this Booklet, to ensure students take time to make considered choices before they commit their preferences to paper. The student’s order of preference is the result of a decision making process. This process is taught during the Student Enhancement Programme (SEP).

While the Administration will endeavour to fulfil students’ preferences, considerations of maximum and minimum class size have implications upon our assignment of student preferences, as does the fact that there will be only one (1) class in each of Music, Multimedia Studies, Information Processing and Lifestyle Health. Thus, students should assign their preference carefully as it is most likely that at least to Preference 5 will be used. It should also be noted that an Elective class may not be formed if too few students choose it.

ELECTIVE FORM DUE DATE: FRIDAY 15 SEPTEMBER 2017
The Elective Form for Year 9, 2018 must be returned to the Student Reception no later than 3.30pm on Friday 15 September 2017.

We will endeavour to ensure that all students are allocated at least one of their first three preferences but this cannot be guaranteed for every student. Students MUST at least consider their FIFTH PREFERENCE to be a real possibility.
SELECTING ELECTIVES FOR YEAR 9: 2018

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

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

In the process of choosing, students should choose Electives NOT because their friends have chosen a particular Elective. Students should choose an order of preference based on Electives which will expand, advance and round out their own learning. Students should choose with the understanding that they are providing an order of preference and that it is likely that the Administration will need to consider their preferences beyond Preference 1, 2, and 3 to at least Preference Five.

LANGUAGES

The study of German or Japanese in Year 9 is being introduced as an Elective option for the first time in 2018.

Studying a language is beneficial in a number of ways in that it contributes to the intellectual, cultural and personal development of the student. Studying German or Japanese will lead the student to recognise the worth of all cultures and languages and thus develop a respect and tolerance for other people. A student’s understanding of English can be improved by the study of another language, through the increased awareness of and sensitivity to language in general. Studying another language promotes problem-solving skills and sensitivity in communication.

The language program in Year 9 for both German and Japanese will engage students in a rich variety of communicative tasks requiring the use of authentic situations – in speaking, listening, reading and writing. Students who choose either German or Japanese as an elective will continue to build on the foundation developed in Years 7 and 8.
LITERACY SKILLS IN YEAR 9 CURRICULUM

To progress as a learner at Ormiston College in each and every subject offered in Year 7 to 12, each student should have strong literacy skills. The Literacy subject is based on a systems analysis of the English language. Students analyse all areas of literacy: spelling, vocabulary, comprehension, grammar, punctuation and the tools of writing as well as all types of writing. Literacy skills have a strong bearing upon success in all other subjects studied. This has always been the case and we have always collected data and analysed this data as we seek to improve students’ literacy skills.

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

Students are offered the opportunity to study a separate subject which aims at improving all areas of literacy skills. While English teachers intentionally teach literacy skills, each subject in the curriculum teaches literacy skills because literacy is so important in each and every subject. All Year 8s are being taught literacy skills in each of their subjects. In addition, they are also provided with a one year course of Literacy. This concerted focus on literacy skills is designed to improve students’ skills in all areas of literacy across all subject areas.

We know, however, that some students take longer to acquire these particular skills, for many and varied reasons. It is on this basis that a Year 9 course in Literacy is offered to assist these students to be successful learners. In Year 9, the College will make a strong recommendation to some students that they complete Year 9 Literacy and only one Elective. Parents and students may, of course, choose Literacy, given the benefit of one more year of study in this area.

The literacy skills that will give the students the power to communicate clearly in the world in which they live include engaging with a rich vocabulary; understanding what they read and being able to explain their understanding; engaging successfully in a wide range of writing so that they can communicate facts, opinions, feelings, and imagination, and to report, persuade and create; being precise and accurate with spelling, punctuation, language conventions and the tools of writing such as sentence structure.
WHAT IS BUSINESS AND COMMERCE?
The students are entering a world of new ideas, challenges, and opportunities to be budding entrepreneurs, and having to gain an understanding of the important elements of business such as: Money, Budgeting, Marketing, Economics and the Law. The Business and Commerce course provides the opportunity for students to explore some of these diverse issues and to gain an understanding of the important role they play within society. At the core of the Business and Commerce course, is a clear recognition of the importance of the 21CLD skills of real-world problem solving and learning through collaboration, by the student’s active participation in the online ABW Business simulation programme.

TOPICS OF STUDY
The Business and Commerce course is structured to provide the students with a broad understanding of the topics involved within the sphere of business, but more importantly to investigate the impact / power that they as consumers possess through their decision making ability, supported by the application of ICT. The Year 9 Business and Commerce course also provides the students with an insight into the Senior subjects that they may choose to study within the Business Department in future years.

<table>
<thead>
<tr>
<th>UNIT 1 Economics</th>
<th>UNIT 2 Business</th>
<th>UNIT 3 Legal Studies</th>
<th>UNIT 4 Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics of Australian Economy (Circular Flow Model)</td>
<td>ABW online Café Simulation</td>
<td>Reasons for laws</td>
<td>The accounting profession</td>
</tr>
<tr>
<td>Key factors affecting consumer decisions</td>
<td>Marketing strategies</td>
<td>The legal system</td>
<td>Objectives of accounting</td>
</tr>
<tr>
<td>Scarcity of resources</td>
<td>Promoting and selling</td>
<td>The court structure / role of personnel</td>
<td>Different types of business organisations</td>
</tr>
<tr>
<td>Opportunity cost</td>
<td>Pricing</td>
<td>Juries</td>
<td>The Accounting equation</td>
</tr>
<tr>
<td>Personal budgeting</td>
<td>Targeting customers</td>
<td>Areas of law</td>
<td>Basic record keeping</td>
</tr>
<tr>
<td></td>
<td>Staffing</td>
<td>How laws are made</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal/external influences</td>
<td>Rights and Responsibilities of Youth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWOT Analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
Assessment techniques will vary from topic to topic; however two assessment items will (usually) be provided per term. These may include the following: Project work, Objective tests, and Extended Written Responses and Research assignments.
Design Technology provides students with a range of learning experiences in technology education, with a design focus. It is important for technology students to develop a range of cognitive skills. This course offers a unique context for students to develop these skills. They have the opportunity to think, reflect and develop ideas, and then to test their ideas in a practical context. They will design solutions to problems in the contexts of commerce and industry and they will communicate their solutions using written reports, graphical presentations and prototypes.

The units in this course include variety of design projects. The CO2 Racer project involves the design and construction of CO2 powered vehicles which are raced against the clock to find the ultimate champion racer. Students use 3D Modelling software, AutoDesk Inventor to create their designs which are then printed on the 3D printer. The Design Technology students complete a collaborative project with the Information Processing class to produce advertising and marketing materials for the promotion of computer games which the Information Processing teams have created. The students will also have the opportunity to design a 3D Puzzle toy which is then fabricated using laser cut components.

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

**TOPICS OF STUDY**

The following topics are included in this course:

- 3D Modelling
- CO2 Racer Engineering Folio
- CO2 Racer Design Folio
- Marketing and Graphic Design
- CO2 Racer Construction and Racing
- 3D Puzzle Toy Design Folio
- 3D Puzzle Toy Prototyping

**ASSESSMENT**

The assessment in this course reflects the hands on nature of the learning experiences that the students will be engaged in. Student achievement will be determined by practical tasks and tests, which assess their knowledge of the subject matter and their practical skills. They will also be assessed on the justification of their design choices and their ability to effectively communicate their solutions in appropriate formats.

Design in Action: Using our knowledge of simple aerodynamics to create the fastest CO2 powered racer.  

Race Day: Finally, we were able to test our designs against others to find out whose CO2 racer was the fastest.
“Creativity is intelligence having fun” — Albert Einstein

**Drama teaches students to THINK!**

‘Students who study Drama, where a lot of expression and movement is incorporated, ‘do far better on standardised tests than students without the experience of this art.' K. Loschert (National Education Association)

The core business of Drama Education in the twenty first century is to foster **creativity and innovation**.

Human resources are fast becoming the most valuable resource in this globalised world. In order to meet the challenges of the future, a contemporary **Drama education strives to develop creative leaders**.

As Richard Florida argues in The Rise of the Creative Class, **creativity is the driver of a thriving economy**.

Drama is an academic subject that provides the skills that will equip students to be thinkers and active learners.

In Drama, students use dramatic play and language to generate innovative, productive ideas; they use fine motor skills to present to others and they also understand other people’s perspectives.

Drama students are **AGILE LEARNERS** who are masters of information and communication; capable of reflection and making good choices. They are creative, flexible, motivated collaborators and team players; who use systems analysis thinking and experimenting to make decisions.

These are vital skills for life and future employment.

‘Imagination is more important that knowledge, for while knowledge points to all there is, imagination points to all there will be.’ Albert Einstein

The Drama course covers the following three dimensions, however, the **curriculum changes each year** in response to current plays and theatrical styles which are performed and showcased by professional theatre companies.

**FORMING**: Making, devising and creating drama – (improvisation, directing, scriptwriting, designing)

**PRESENTING**: Performing polished scripted and student devised drama.

**RESPONDING**: Evaluating and analysing live theatre performances.

Students can work in pairs and groups; but they will always be assessed individually against set criteria. There is a combination of oral and written assessment.

Drama produces students who have a love of learning, high self-esteem, body and mind congruity, an awareness of others and a community/world conscience.

**What more could you want?**
INFORMATION PROCESSING

This course offers Year 9 students an opportunity to use a variety of technology based tools in the solution of information management and information processing problems. The students will learn that the development of a solution to any problem involves several discrete steps. They will work independently on individual tasks and they will also use the Agile Framework to work together in teams to develop collaborative solutions.

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

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

TOPICS OF STUDY
The following topics are included in this course:
- Introduction to Object Oriented Programming
- Using Agile in Collaborative Tasks
- The Internet and HTML
- Web Graphics and Animation
- Website Design and Creation
- MySQL Databases
- Creating Dynamic Data Driven Web Pages

ASSESSMENT
The assessment in this course reflects the “hands on” nature of the learning experiences that the students will be engaged in. Student achievement will be determined by practical tasks, and tests which assess their knowledge of the subject matter and their ability to apply that knowledge in problem-solving situations. They will also be assessed on their ability to analyse problems, synthesise solutions and communicate their solutions effectively in appropriate formats.
Each day, Australians see the role that competing plays in the Australian psyche. Much effort goes into high level and elite sporting competition, such as the performance analysis from biomechanics, the support role of exercise physiologists, the dietary guidance of nutritionists and the vision and motivation provided by sport psychologists.

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

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

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

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

The topics to be studied are:

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

Assessment will be mainly short answer tests, investigations, research projects, assignments, oral reports/PowerPoint and may include practical demonstrations.
MULTIMEDIA STUDIES

Multimedia, put simply, is multiple forms of media integrated together. It represents the joining of text, pictures, video and sound into a single form. Digital programs alter and present text, audio, video, animation, interactive features and still images. Students learn to apply technology intelligently and to present content in an innovative manner.

Multimedia Studies in Year 9 allows students to develop the skills to present content and ideas using digital SLR cameras, video cameras and Adobe programs. They learn to be visually literate; to have an appreciation of what they see by developing skills related to analysis, interpretation and justification.

Multimedia is perfect for any student who may need to present content digitally. Multimedia professionals work in fields ranging from website design to game design, from video editing to special effects creation. In our digital world nearly all industries present information innovatively including the science, health, education, engineering, entertainment, business and defence sectors.

TOPICS OF STUDY
Multimedia Studies is predominantly student-centred. Students work within areas such as digital photography, photo-editing, graphic design, stop-motion animation, video production and web page design. Units typically focus on:
- Magazine cover layouts and designs
- Business packages and Logo designs
- Short films
- Stop-motion animations

ASSESSMENT
Students are assessed on each product that they produce throughout the year. These products are assessed using the criteria:
- Constructing (the design of the product)
- Producing (the making of the product)
- Responding (the evaluation of digital products or justification of choices in their work)

Students develop a digital and physical folio of their work as they progress through the course. Work is displayed in the Shared Space Gallery and/or College Art Show.
Elective Music at Ormiston College is a vibrant, holistic, relevant and cutting edge subject which is at the forefront of music education and is a key component of a complete education. The students will engage in a diverse range of learning experiences from across a variety of musical styles, exploring both the music of the current culture and music of other cultures. At the heart of each unit are the elements of music, which form the building blocks of all music. Music technology and Information Communication Technology (in the Music curriculum) are integrated into each unit of work. Students who study Music are equipped with the academic, practical and social skills needed to be lifelong learners, and experience multiple forms of literacy and numeracy and higher order thinking skills which complement and enrich those developed in other subjects.

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

TOPICS OF STUDY MAY INCLUDE:
Blues and Jazz  Music of the Theatre
History of Rock  Music in the Media
Ethnomusicology  Introduction to Music Technology
Songwriting

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

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

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

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

**TOPICS OF STUDY**

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

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

**ASSESSMENT**

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

**IMPORTANT CONSIDERATIONS**

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

Visual Art is creative problem solving. Visual literacy and higher order creative thinking skills are developed by working through the creative process to make artworks about real world ideas and situations. The creative process involves researching and investigating ideas, generating visual responses and solutions, and creating artworks that utilise visual communication. Students construct support for their aesthetic decisions and evaluate their success. Artists from other cultural and historical contexts, that link to the topics we study, are investigated and analysed. Student work is displayed in the College’s Shared Space Gallery.

TOPICS OF STUDY MAY INCLUDE:

<table>
<thead>
<tr>
<th>Digital photography</th>
<th>Printmaking</th>
<th>Installation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia studies</td>
<td>Animation</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Painting</td>
<td>Printmaking</td>
<td>Drawing/ figure drawing</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Curatorial Studies (Gallery display)</td>
<td></td>
</tr>
</tbody>
</table>

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

Excursions to galleries and visits from practising artists are included in the program to enrich the students’ art experience.

In Australia, employment in the Arts has doubled since 2006. As the world becomes more global, creative decision making and problem solving are increasingly essential and valued skills.

More than ever before we communicate with images on computers, smartphones and other portable electronic devices. Almost all businesses have an online presence, with internet advertising increasing by the day. We are connected to the internet for long periods, seeking information, socialising, playing, shopping, watching videos and engaging in other forms of online entertainment. Demand for people who can communicate with images is increasing. This includes web designers, app designers, software designers, graphic designers, digital illustrators, multimedia artists, video producers, online publishers, animation artists and game designers. Creative digital careers are undergoing unprecedented growth.

Visual art also provides the processes and skills for careers in architecture, interior design, fashion design, industrial design, photography, marketing, advertising, graphic design, stage and set design, gallery and museum work (curating, directing and writing) to name a few.

Visual Arts students are exposed to a wide range of higher order Core Curriculum Elements which are tested during Year 12 Queensland Core Skills Testing.
Students entering Year 9, 2018 from Year 8 Ormiston College must have this form completed and returned to the Student Reception by Friday 15 September 2017.

SURNAME: Smith

FULL GIVEN NAME: Millicent

2017 YEAR 8 FORM CLASS: 8.3

OR NEW STUDENT FROM: 

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

2. Each student in Year 9 will study THREE Electives (Minor Studies). Each student is to indicate Elective preference by numbering the squares from 1 to 12, with 1 being the first preference. The Administration will endeavour to fulfil students’ first three preferences, but considerations of maximum and minimum class size are very likely to mean students’ other preferences could be used, particularly down to Preference 5. Thus, students should think carefully about their order of preference. Students should also understand the implications of the fact that there will be only one 1 class in each of Music, Information Processing, Lifestyle Health, Multimedia Studies and may be only one class in Science, Technology, Engineering and Mathematics (STEM).

10 BUSINESS AND COMMERCE
8 DESIGN TECHNOLOGY
2 DRAMA
4 GERMAN
1 INFORMATION PROCESSING
6 JAPANESE
5 LIFESTYLE HEALTH
3 LITERACY
2 MULTIMEDIA STUDIES
7 MUSIC
9 STEM
1 VISUAL ART

PARENT’S SIGNATURE: B. Smith

DATE: 9 September 2017