

# **MENTONE GIRLS' SECONDARY COLLEGE**



## **YEAR 9 CURRICULUM HANDBOOK 2009**

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Note: (C) means a compulsory study  
all other studies are elective studies

# INTRODUCTION

## **Our Goals**

The Middle School at Mentone Girls' Secondary College incorporates Years Nine and Ten. These years are crucial in the development of young people and the achievement of their potential through education. Research indicates that the habits and skills developed by young people in the Middle School years have a direct impact on their success at VCE.

It is during these years that students begin to explore possibilities for their future vocations, with questions about their directions and their capabilities. They also have the confidence and desire to engage in educational experiences to develop their individual interests and abilities.

Our goals are to help our students confidently develop their skills and abilities in an educational environment where they feel valued and have influence. While maintaining a strong framework in the key areas of learning, we provide students with increasing choice and control of their learning. This choice and control over their education will be evident in the curriculum, the special programs and in the co-curricular activities.

Students will gain the most from their schooling if they participate in all the College has to offer. Young people each have their own interests, abilities and aptitudes and we want to provide opportunity for everyone to contribute. The whole college will be richer if parents, teachers and students work as partners in reaching the key decisions made at this time.

The learning partnership between the student, the home and school is a key to any student achieving their potential in education. In this partnership communication is essential. Please read the newsletter that is published every second Thursday and contact the Middle School Office if we can be of assistance in any way. Listen to your daughter, question her assumptions, engage with her in a real dialogue as she begins to take control of key areas of her future

## **Our Curriculum**

### **A Balanced Curriculum**

VELS, the new curriculum framework introduced by the Victorian Government in its *Blueprint for Education* is built around three interconnected strands of learning - Physical, Personal and Social Learning; Discipline-based Learning; and Interdisciplinary Learning. The MGSC Middle School (Yrs 9 & 10) curriculum is designed to integrate these three strands and their associated domains, through both the student's compulsory and elective studies. The curriculum aims to enable students to access and build a deeper understanding of the connections between their learning and the world around them, as well as to explore how learning might be applied in the world.

### **The Elective Program**

The Elective Program enables students to pursue areas of interest to them in more depth and there are an increasing number of Elective units over the two years. Students will select up to four Elective units in Year 9, depending on their LOTE choice. In Year 10 students will select up to six Elective units, depending on their LOTE choice.

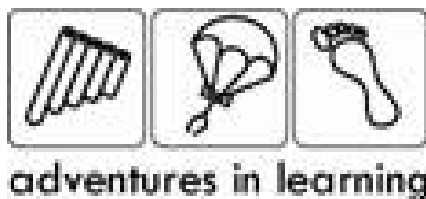
# INNOVATIVE LEARNING CENTRE

## The Year 9 Reflective Learning Centre

At Year 9 students work in a new specialised learning facility for most of their classes. The Reflective Learning Centre embraces innovative approaches to learning and teaching designed to establish a vibrant learning community. It is the “home” for all Year 9 students.

Unlike a traditional classroom, the learning centre is designed for employing a range of learning activities with students. There is a large open area as well as seminar and smaller spaces for quiet work and conferencing.

In this centre the girls will be encouraged to take measured risks and to challenge themselves through an adventurous program of authentic tasks. The girls will work cooperatively within a caring and respectful community and, through linking their knowledge and learning experiences, make positive meaning of their world. Students will explore different creative and artistic presentation formats that include the high level use of Information Communication Technologies. They will be encouraged to follow their interests and to develop their sense of identity through experimentation, reflection and evaluation. As well as developing important theoretical understanding, the students will work on tasks that involve the synthesis of knowledge from a range of subject areas.



### Expected Learning Outcomes for students:

- Facilitation of students collaborative work practices in order to build a stronger sense of belonging and connectedness to the school and wider community
- Engagement in negotiated rich tasks to inspire curiosity and a love of learning
- Development of the motivation to seek knowledge and understanding in a supportive environment that caters for different learning styles
- Investigation, exploration and problem solving of questions of interest to the students and presentation of their findings, using a range of different media and technology, to a range of different audiences.
- Preparation for dynamic futures through the development of life long skills in researching, investigating and problem solving.
- Development of independence, interdependence and the confidence to take (measured) risks and be innovative and creative in their approach to solving problems.
- Development of greater skills in the Program Achieve: Four Keys to Success (namely Organisation, Confidence, Persistence and Getting Along)

# **GUIDELINES for YEAR 9 COURSE SELECTION**

## **Core Studies**

Year 9 students are required to study several core or compulsory studies. These include two integrated subjects, Language and Society (LAS) and Modelling and Investigation (MAI), as well as Physical Education and Health and Materials Technology. Details of these studies can be found further ahead in this curriculum handbook and are denoted (C) for Core.

## **Electives**

Electives, as stated earlier, offer students their first opportunity for some choice.

## **LOTE – LANGUAGES OTHER THAN ENGLISH**

We strongly encourage students to continue their language studies in French or Japanese into Year 9. These studies constitute two Elective choices in Year 9 (and two in Year 10). Students who successfully continue their language studies through Year 10 will be able to consider these languages as VCE studies.

## **The Arts**

All Arts studies are offered as Electives and students are required to select a minimum of one unit from The Arts in Year 9. To ensure a balance of subject choice across all Domain Areas there is a similar minimum requirement in Year 10 also.

## **Suggested Approach To Selecting Electives**

It is wise to keep an open mind about elective choice. Although it is the first opportunity for choice students must remember there are some guidelines to follow to ensure all options remain open when students reach VCE level.

- Read the handbook thoroughly.
- Remember the rules of Course Selection (see page 9)
- Complete the Practice Course Selection Sheet at the back of this handbook.
- Discuss your choices with Parents, Course Counsellors and peers.
- Complete and submit hard copy of Course Selection Sheet by due date.
- Complete online selection using the Web Preference Access Guide (enclosed), then print off and submit **WEB Receipt** by due date.

# **YEAR 9 ~ SPECIAL ACTIVITIES**

## **City Project - A Rich Task based on a fertile question**

Since 2004 all Year 9 students have completed a special project. This “Rich Task” is based on a ‘Fertile Question’ centred on the City of Melbourne. A Rich Task involves students and teachers in responding to a question for which there is no definite answer. E.g. How can the City of Melbourne be a ‘better’ place? It involves sophisticated thinking and research.

The task will draw on the domains areas of English, The Humanities, Science, Maths and the Arts. It allows students to explore an area of interest to themselves and respond in ways in which they have

expertise. They will present their findings in response to the question in an “expo” to adult members of the community who will evaluate their presentation. Therefore their work will need to be of the highest possible level in research, thinking and in presentation. As well, they will evaluate their own work in terms of organisation, persistence, teamwork (getting along), confidence, plus research, thinking and presentation skills.

The students will find solutions, provide alternatives, question the status quo, plan a program or recommend actions and present their work in radio or TV productions, web pages, newspapers, photographic essays, documentaries, stories, etc. This task is designed to promote confidence, provide choice, enhance thinking and presentation skills and provide authentic assessment of real tasks. As each student will work in a group and will be required to travel into the city on at least two occasions, it is strongly recommended that they purchase a Student Concession Card to reduce travelling costs throughout the year.

### **Melbourne Camp Experience**

In 2009 the city project will be enriched by the inclusion of a two night Melbourne CBD stay experience. Further details will be revealed later this year.

### **Instrumental Music**

Students participating in this program continue to attend a lesson each week timetabled on a rotating basis. Students work towards acquiring an appropriate level of technical competence on their chosen instrument. There is opportunity to join a number of large and small performing groups according to the student’s interest and standard. It is an expectation that students catch up, and in fact, keep up to-date with their class work in the subjects they miss whilst having their instrumental music lesson.

### **Leadership Opportunities**

Middle school students are given the opportunity to develop leadership skills in a number of areas. Elections are held for a number of positions including House sports captains, House Choral Captains, Form Captains, Domain Leaders and SRC positions. The students in their roles have an important part in the school and in Middle School decision-making by their participation in the Level Assemblies and various other events throughout the year.

### **Sport Education**

Students have the opportunity to participate in a wide range of College sports teams including cricket, football, hockey, netball, soccer, softball, badminton, squash, table tennis, tennis and volleyball. Regular inter-school sporting matches are played throughout the year. Many Middle School students also participate as assistant coaches and umpires for Junior School teams.

### **Peer Support**

At the end of the school year, approximately 35 Year 9 students are selected to be trained as peer support leaders to work with our new Year 7 students. Students need to nominate for this role, as it is very popular. In this role they develop improved communication skills, build self-confidence and facilitate open discussion among small groups of younger students. The value of this support to the Year 7 students cannot be overestimated. Sometimes the relationships built during this time, last for the remainder of the Year 7 student’s time at the College.

# Year 9 ~ CURRICULUM STRUCTURE

Year 9 is composed of compulsory (core) studies and optional (elective) studies. These studies cover all areas of the curriculum to provide students with a balance across the eight learning areas (Domains).

Below is a summary of the curriculum and the rules that apply for selecting elective studies.

The school operates on two semesters.

The structure involves:

**One cycle** which corresponds to 10 days (or two weeks)

Each **period** is of **75 minutes** duration.

	<b>Semester One</b>	<b>No. of periods per cycle</b>	<b>Semester Two</b>	<b>No. of periods per cycle</b>
<b>Subjects Taught In Form Group</b>	LAS - (English & Humanities)	11	LAS - (English & Humanities)	11
	MAI - (Maths & Science)	10	MAI - (Maths & Science)	10
	Physical Education	2	Physical Education	2
	Health	5	Material Technology	5
<b>Subjects Taught In Mixed (Blocked) Groups</b>	<b>Pref 1</b> Arts Elective	5	<b>Pref 2</b> Elective	5
	<b>Pref 3</b> Elective or LOTE	5	<b>Pref 4</b> Elective or LOTE	5
	<b>Total periods per cycle</b>	<b>38</b>	<b>Total periods per cycle</b>	<b>38</b>

Within the mixed elective classes (**Preferences 1, 2, 3 & 4**) semester units are offered from across all Domain / Curriculum areas.

### Rules for selecting these classes:

1. Students must take a minimum of one unit from the Arts.
2. If students take two units from LOTE, Rule 1 still applies.

During the Course Selection Process each student will have a Course Counsellor (one of their subject teachers) who they can approach for advice regarding the selection of elective studies.

The 2008 Year 9 students will be required to attend a Course Information Session in the Lecture Theatre to receive their Curriculum Handbooks and information relating to this selection process.

**The Course Selection Process for submitting elective preferences (both hard copy and web receipt to their Course Counsellor) concludes on Friday 29<sup>th</sup> August, 2008**

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# THE ARTS

There are no compulsory studies in this learning area. All studies are electives.

However as stated in Rule 1 above: at least 1 unit must be selected from The Arts at Year 9

The Arts include the strands of Art, Drama and Music.

## **Electives offered in The Arts**

<b>Strand</b>	<b>Code</b>	<b>Name Of Unit</b>
Music	MU	Music
Art	PT	Painting and Drawing
	CE	Ceramics
	AE	The Art Experience
	ME	Media
	GR	Graphic Design
Drama	IM	Drama Improvisation
	SR	Drama Script and Performance

Students in Year 9 learning an instrument must take at least one unit of music. However, Music is open to anyone regardless of previous vocal or instrumental experience.

## **Music**

**Year 9  
Code: MU**

This course is designed so that students work at their own level with new material presented to suit the students' needs and interests.

### **Content**

This general Music Unit is designed to provide the musical 'tools' students will need to further their musical studies, whether they be practical or coming purely from personal interest.

- **Practical** – Solo, small and large group work will be catered for, with students taking on leadership roles in turn. Music played will depend on the interests and capabilities of the group. Performances will be formal and informal. A performance program will be negotiated at the start of the Unit.
- **Aural** – The basics of melody, harmony and rhythm recognition will be covered. Computer technology will be used to assist in this.
- **Music Styles** – Through listening to live or recorded performances students will learn the basic characteristics of various musical styles and what influences them.
- **Theory** – The basics of theory will be covered to allow students to compose and arrange music, as well as appreciate it from a position of knowledge.
- **Arranging/Composing** – With the use of music technology, students will compose, arrange and improvise music in the styles covered in the course working towards a folio of their works.

Students will attend and perform at musical events in and out of school

# THE ARTS

## Painting & Drawing

**Year 9  
Code: PT**

### **Aim**

During this unit students will develop practical drawing and painting skills while exploring the use and applications of a broad range of materials and technologies. Students will be encouraged to experiment with the application of media and considering their artwork in the context of understanding art traditional and contemporary art styles.

### **Content**

Students will work on a series of projects that will extend their practical skills in painting and drawing. They will learn about the appropriate use of a range of materials used to make two dimensional artworks, investigating past and present artists as a source of exploration and inspiration.

Through regular class discussions, students will learn to analyse and interpret art works through sharing their opinions in oral and written format.

### **Assessment**

A folio of practical work, visual diary, research assignments, class notes and class discussions.

## Ceramics

**Year 9  
Code: CE**

### **Aim**

The focus of this unit is on the development of creative design skills and on interpreting these using a variety of hand building, decorative colouring and glazing techniques.

### **Content**

The course will focus on the principles of creative design and the extension of practical skills. Students will use basic coil and slab hand building methods and decorative, glazing and firing techniques. They will produce a number of colourful, well built and imaginative artworks.

### **Assessment Tasks**

A folio of practical work, a workbook detailing working methods and design ideas, a research assignment, class notes and class discussions.

# THE ARTS

## The Art Experience

**Year 9  
Code: AE**

### Aim

This elective aims to complement the Year 9 Reflective Learning Program as a direct response to the thematic units being undertaken. Offering a range of different media and interaction through the Arts, the Art Experience is a means of ‘drawing’ connections both in and out of school and enhancing relevance in the overall curriculum, with a focus on ‘living to learn’

### Content

- The Art Experience will offer a fusion of traditional art forms (painting, drawing, printmaking, sculpture and ceramics) with contemporary modes (digital media – video, photography, sound)
- Art teachers and students work collaboratively with ‘Reflective Learning Team’ exchanging ideas, encouraging exploration and investigation through art and the diversity of media available.
- Professional Contemporary Artists to be incorporated in the elective to facilitate installation based projects (one artist per semester).
- This course will draw on inspiration from other subject areas, implementing a cross-curricular focus in collaboration with teachers and students.

### Method

- Public Art Project – school grounds/ local community/landscape
- Building Community Partnerships – Businesses and local organizations
- Students invited to produce artwork for local community Art competitions/prizes
- Building Australian Indigenous Cultural connections
- Environmental Issues – source contemporary artists working with environmental themes (eg: Fiona Hall – installation based work)
- Students exhibit work at the end of semester this could take the form of an event that the students are responsible for (eg: a market day with stalls and exhibits that reflect the units of work undertaken throughout the semester) – to be negotiated by students
- Cerberus Cluster exchange (to be investigated)

### Assessment

Practical work including developmental works, proposals, collaborative projects, written presentation, class discussions.

# THE ARTS

## Media

**Year 9  
Code: ME**

### Aim

Students will develop creative and technical skills to produce work in media. They will develop reflective analysis and appreciation of media and society. They will develop and awareness of relationships between media and technology and develop individual and group problem solving skills. They will develop reflective analysis and appreciation of media and society.

### Content

This course will focus on two traditional forms of Media, photography and video production. Students will work collaboratively to create music video clips, using professional standard video cameras and equipment to film and edit their constructions. Students will work individually to create a photographic folio using a chemical process that involves the students working in the darkroom. Students will develop their understanding of film analysis and appreciation by analyzing a collection of films.

### Assessment

Practical and written work as stated above.

## Graphic Design

**Year 9  
Code: GR**

### Aim

The aim of this unit is to introduce students to graphic design and to explore the role of designers in our community. Students undertake work that simulates real life design problems.

### Content

For each work task the students will undertake a series of key steps called the Design Process. They develop skills in drawing, designing and computer design applications. Industry standard software such as Illustrator and Photoshop are used regularly throughout the semester. They are encouraged to work in teams and individually to solve design problems. Topics at this level include Food Package design, Interior design, Designing greeting cards and Architectural drawing. All students need to have an A3 sketchbook.

### Assessment

The students will be assessed on written and developmental work as well as the final presentations produced to solve each design problem. Visual documenting through process and idea development will also be assessed.

# THE ARTS

## **Drama Improvisation**

**Year 9  
Code: IM**

### **Aim**

This unit concentrates on developing skills in improvisation. It focuses upon characterisations and helping students to gain confidence in a variety of skills as a performer.

### **Content**

Students will explore the skills required in planned and spontaneous improvisation. Topics covered will include Clowning, Mime, Theatre Sports Games, Creative Movement and Commedia Dell Arte. Students will use various stimuli (Art, Music and Literature) to extend role playing skills. There will be some emphasis on Theatre History and Acting Theories especially in the written assignment.

### **Special Conditions**

A public presentation is possible if the class group is dedicated and committed enough. Time out of class is required/compulsory.

### **Assessment**

Students will be expected to complete a drama folio and an assignment. A performance analysis may also be required. Students will participate in all classroom activities.

## **Drama Script & Performance**

**Year 9  
Code: SR**

### **Aim**

Students will be encouraged to develop an understanding of the techniques involved in realising a script from written word to performance. Students will also learn the skills of direction, blocking and performance.

### **Content**

Students will study many different types of scripts and performance styles. They will use various stimuli (art, music, literature and current events) to develop their own performance pieces. Students will be expected to develop and maintain a character in performance. They will develop a range of strategies to assist in the creation of character from set text.

### **Special Conditions**

The scale and quality of a performance will depend on the dedication and conscientiousness of the class group. Time out of class is required / compulsory.

### **Assessment**

Students will be expected to maintain a folio, complete an assignment and write a performance analysis. They are also expected to participate in all class activities.

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# ENGLISH

Core Language and Society is compulsory at Year 9.

It is an integrated unit incorporating aspects of the disciplines of English and The Humanities.

## Compulsory Studies

<b>Strand</b>	<b>Code</b>	<b>Name Of Unit</b>
English / The Humanities	LAS9	Core Language and Society (LAS) Year 9

# ENGLISH

## Core Language and Society

**Year 9**  
**Code: LAS9**

**This is a compulsory study.**

### **Aim**

This course aims to encourage students' enjoyment of texts and development writing skills. Students will explore a range of issues. They will develop listening and oral skills. They will develop an understanding of modern Australian history and the ways people interact with each other and their environment. Students will examine where Australia's society, politics and culture has developed within our environment and investigate historical events and how this knowledge can guide us.

### **Content**

- Oral and written expression in a variety of forms and situations
- Text study: novels, poetry, plays, media texts, films
- Grammar, spelling and punctuation
- Comprehension
- Wide reading
- The relationship of Australia's recent history to the rest of the world
- The growth of Melbourne as a city
- A study of natural systems such as rivers and coasts, with an emphasis on The Yarra River
- The impact of immigration on Australia.

### **Assessment**

Satisfactory completion of a range of tasks including class work, interpretation of maps and documents, research assignments and field investigation reports, responses to texts, writing folio, issue response and oral communication.

# HEALTH & PHYSICAL EDUCATION

This learning area covers Health, Physical Education and Outdoor Education.

Core Physical Education Practical is compulsory at Year 9.

In addition it is compulsory for students of Year 9 to study Health Education for one semester.

## Compulsory Studies

Strand	Code	Name Of Unit
Health	HE	Core Health Education Year 9
Physical Education	PE9	Core Physical Education Practical Yr 9

## Elective Units

Strand	Code	Name Of Unit
Physical Education	FI	Fitness & First Aid
	OE	Introduction to Outdoor Education

# HEALTH & PHYSICAL EDUCATION

## Core Physical Education

**Year 9  
Code: PE9**

**This unit is a compulsory study.**

### **Aim**

Students will continue to develop their individual skills, but a greater emphasis is placed on team game tactics and umpiring.

### **Content**

Students will cover a variety of units from the following: Fitness, bike education, aquatic and minor games, athletics pentathlon, aerobics, badminton, netball, basketball, volleyball, touch football, korfbal, soft lacrosse, carpet bowls, golf, Frisbee, archery, thunder hockey, soccer and weight training.

### **Assessment**

Participation; preparation for class; skill level; fitness level; knowledge of game rules.

## Core Health

**Year 9  
Code: HE9**

**This unit is a compulsory study.**

### **Aim**

This unit aims to promote students' understanding of their personal health and their ability to relate to others; to develop self-esteem and effective communication and decision-making skills. Emphasis is placed on making informed choices with regards to relationships, sexuality and personal safety, drugs and harm minimisation.

### **Content**

Drug Education – with a focus on illegal drugs commonly used by young people. Developing good decision making skills through a harm minimization approach.

‘Rethinking Drinking’ – Understanding alcohol as a drug. How it affects your health. Develop strategies to cope with alcohol in every day life.

Sexuality – Decision making, STIs, contraception, reproduction.

### **Assessment**

Topic tests, research assignments, presentations, work sheets and article reviews.

# HEALTH & PHYSICAL EDUCATION

## **Fitness And First Aid**

**Year 9  
Code: FI**

### **Aim**

Students will develop an increased awareness of fitness on a personal level. They will develop an understanding of how to improve fitness and of training requirements to achieve these changes. They will develop a basic understanding of First Aid and injury prevention.

### **Content**

- Basic CPR, including a resuscitation award. Prevention & treatment of common sports injuries.
- Fitness – Study of benefits, measurement and components of physical fitness.
- Principles of training and training methods.
- Triathlon – Training and participation.

### **Practical Component**

Participation in fitness related activities in preparation for a triathlon, visiting a Fitness centre, strapping, bandaging, CPR and Sports massage.

### **Assessment**

Participation in a triathlon, attendance, topic tests, laboratory reports, sports injury assignment.

## **Introduction to Outdoor Education**

**Year 9  
Code: OE**

### **Aim**

This unit aims to develop awareness of our natural environments and encourage participation in adventure activities focussing on the importance of teamwork and co-operation. Students will develop their knowledge of equipment, basic skill acquisition and address the relevant issues of safety and first aid.

### **Content**

- Bushwalking and camping skills
  - Orienteering/map reading skills
  - First Aid for the outdoors
  - Water-based activities including windsurfing, kayaking, sailing and surfing
  - Land based activities including rock-climbing, abseiling and mountain bike riding in National Parks
- Participation in practical trips requires that students miss a significant number of other classes. All students must consult their teachers and make a commitment to complete all work from classes missed through attending these practical trips.

### **Assessment**

- Based on attendance and active participation in practical sessions
- Receiving a satisfactory grade in theoretical work

**Cost - ~\$300.00**



## **LOTE – Languages other than English**

Students are encouraged to continue with their chosen language in Year 9 as part of their elective studies. (It is usual when students choose French or Japanese that this choice be a **year long** commitment; thus students should choose both semester 1 **and** semester 2 studies.)

### **Elective Units**

<b>Strand</b>	<b>Code</b>	<b>Unit Name</b>
LOTE	FR1	Year 9 French Semester 1
	FR2	Year 9 French Semester 2
	JA1	Year 9 Japanese Semester 1
	JA2	Year 9 Japanese Semester 2

# LOTE – Languages other than English

## French

**Year 9**  
**Code: FR1 & FR2**

### Aim

Students will develop communicative skills in listening, speaking, reading and writing. This unit will encourage students to develop an interest in French culture and society.

### Content

Continuing with the *Tapis Volant* text and workbook, the course offers a lively and realistic approach to studying the language. Through a wide variety of activities the four macro-skills develop to enable communication on topics of self, family, school, daily life, holidays, etc. Learning about French culture is an integral part of the course.

### Prerequisite

Years 7 and 8 French.

### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, script tests, workbook and assignments.

## Japanese

**Year 9**  
**Code: JA1 & JA2**

### Aim

Students will develop communicative skills in listening, speaking, reading and writing. This unit will encourage students to develop an interest in Japanese culture and society.

### Content

Continuing with the *Mirai* text and workbook, the course offers a lively and realistic approach to studying the language. Through a wide variety of activities the four macro-skills develop to enable communication on topics of self, family, school, daily life, holidays, etc. Learning about Japanese culture is an integral part of the course.

### Prerequisite

Years 7 and 8 Japanese.

### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, script tests, workbook and assignments.

# MATHEMATICS and SCIENCE

**Core Modelling and Investigation (MAI) is a compulsory study at Year 9**

It is a study incorporating and linking aspects of the disciplines of Mathematics and Science.

## **Compulsory Studies**

<b>Strand</b>	<b>Code</b>	<b>Name Of Unit</b>
Mathematics / Science	MAI9	Core Modelling and Investigation(MAI) Year 9

# MATHEMATICS and SCIENCE

## Core Modelling and Investigation

**Year 9  
Code: MAI9**

### Aim

Aims for essential learning in this modelling and investigation course are for students to:

- Demonstrate useful mathematical and numeracy and scientific skills for successful general employment and functioning in society.
- Solve practical problems with mathematics and science, especially industry, work-based problems and technological understanding
- Develop specialist knowledge in mathematics and science that provides for further study in the discipline
- Provide student centred learning opportunities that link mathematics and science
- Students will use technology, including Computer Algebra System (CAS) calculators and ePortfolios, to support the learning of mathematics and science.

### Dimensions

#### In Mathematics

- **Number** – the set of real numbers as the collection that contains natural, integer, rational and irrational numbers.
- **Space** – represent space enclosed in two and three dimensional shapes using lines, curves, polygons and circles in perspective, and isometric drawings, nets and computer generated images; identify and use parallel, perpendicular and angle properties of straight lines and properties of circles.
- **Measurement, Chance and Data** – estimate and measure characteristics of length, area, volume, capacity, angle, time, temperature, probability and constant rate of change; use of Pythagoras' Theorem and trigonometric ratios; use appropriate summary statistics.
- **Structure** – linear, quadratic and exponential functions by table, rule and graph; solve simultaneous linear equations in two variables algebraically, numerically and graphically.
- **Working Mathematically** – choose and develop mathematical models and procedures and investigate assumptions and constraints; investigate situations and solve problems set in a wide range of practical, theoretical and historical contexts; use of calculators, spreadsheets and/or computer algebra system to manipulate and represent data; select and use technology to develop mathematical ideas and carry out computations to support analysis in mathematical inquiry.

#### In Science

- Science knowledge and understanding – Knowledge and understanding of symbols and equations, energy changes in chemical, physical, biological and earth science contexts, the linking of chemical physical, biological and earth sciences to solve problems,
- Science at work – The experimental design considering appropriate safety procedures, reporting of experiments using appropriate language and symbols to the context, identification of experimental errors, relevant conclusions

#### Assessment

Student knowledge and understanding will be assessed through classroom tests, individual and group projects, regular homework, practical reports and problem solving activities, rich tasks and theme based assignments. There will also be an exam at the end of each semester.

# The HUMANITIES

Core Language and Society is compulsory at Year 9.

It is an integrated study incorporating aspects of the disciplines of English and The Humanities.

In the Humanities:

Students examine how people events have impacted on society over time. They also consider how people have interacted with their physical environment.

The knowledge, skills and values students acquire in this study enables them to participate as confident, responsible and active citizens in a democratic society.

The Humanities comprises the strands of History, Geography and Economy and Society.

## Compulsory

Strand	Code	Name of Unit
English / The Humanities	LAS9	Core Language and Society Year 9

See further details about LAS in ENGLISH section on page 16.

In addition there are two electives from the Humanities offered at Year 9.

## Elective Units

Strand	Code	Name of Unit
Geography	CO	Conservation & Environment
Economy & Society	LW	Law Matters

# The HUMANITIES

## Conservation & Environment

**Year 9  
Code: CO**

### **Aim**

This elective study involves consideration of people and environment relationships and the formulation of policies to achieve ecologically sustainable development.

### **Content**

The course includes studies in endangered species including an examination of strategies employed to ensure their survival; environmental hazards; renewable resources and National Parks and wilderness.

### **Assessment**

Satisfactory completion of a range of tasks including class work, drawing and interpretation of maps, oral presentations, research assignments, topic tests and field investigation.

## Law Matters

**Year 9  
Code: LW**

### **Aim**

Students will be encouraged to develop an understanding of laws in society that are relevant to them, teenage rights and responsibilities in society and how laws are made.

### **Content**

This subject will examine the origin of Australia's legal system and how Australian laws are made. Students will investigate where our law comes from, how laws are made, and crimes in society. Students will also analyse a proposed or recent change in the law and explain the legal processes to implement change in the law. Students will also participate in a mock courtroom trial.

### **Assessment**

Assessment will be based on a number of activities such as:

- Participation in mock trial
- Newspaper folio
- Negotiated task

# TECHNOLOGY

This learning area covers:

- Information Technology (computer studies)
- Materials (textiles, food and wood)
- Systems (mechanics & electronics),

All students complete one compulsory unit of technology (Materials Technology) in Year 9.

## Compulsory Studies

<b>Strand</b>	<b>Code</b>	<b>Name of Unit</b>
Materials & Systems	MT9	Materials Technology

## Elective Units

<b>Strand</b>	<b>Code</b>	<b>Name of Unit</b>
Information Technology	CM	Creative Applications in Macromedia
Materials	IF	International Foods
	DT	Design in Fashion
	MJ	Metals and Jewellery

# TECHNOLOGY

## Core Materials Technology

Year 9

Code: MT9

**This is a compulsory unit**

### Aim

Students will develop and extend their knowledge of design and construction techniques when working with timber, acrylic and also creating electronic devices.

### Content

Students will

- design and construct their projects using machine and hand techniques in wood, acrylic and electronics.
- investigate the use of different materials in industry.
- maintain production progress reports and evaluate their projects.

### Assessment

Investigative assignment, design drawings, production of wooden, acrylic and electronic models, evaluation of effectiveness of the product.

## Creative Applications of Macromedia

Year 9  
Code: CM

### Aim

This unit aims to provide students with a sound understanding of the skills and principals behind Macromedia Flash.

### Content

Macromedia Flash is an industry standard program used to create animations and different web site applications. Students will learn how to create object motion, manipulate and change shapes, and make interactive navigation tools. Students will also create basic programming scripts that tell the program how to run. Students will complete a series of folio pieces that demonstrate the different skills and then use them to create a solution to a problem through a long-term project.

### Assessment:

Folio work, tests and Macromedia Flash project piece

# TECHNOLOGY

## International Foods And Culture

**Year 9  
Code: IF**

### **Aim**

Students study foods and social aspects of a wide range of international cultures and the impact this has on Australian foods. Productions are developed from the countries studied.

### **Content**

Productions involve the preparation and service of multi-cultural foods from within Australia and around the world. Nutritional assessments of cultural foods are undertaken.

### **Assessment**

Productions, evaluation worksheets, cultural investigation and decision making exercises.

### **Special Conditions**

Students develop teamwork and organisational skills.  
There is a fee of \$90 to cover production costs.

## Design In Fashion

**Year 9  
Code: DT**

### **Aim**

This unit centres around the fashion industry, designers and the history of clothes. Students will be able to use their design skills in making a garment for themselves.

### **Content**

- Construction techniques – skills development.
- Use of a commercial pattern to produce a simple garment – skirt.
- Producing a second article/garment using further construction techniques.
- Folio development incorporating the technology design process.
- Research Assignment – Australian / World renowned designer.

### **Special Conditions**

Students will be required to provide the following items to complete the course:

- Suitable writing materials to complete folio and projects/reports.
- Fabric, commercial pattern, pins, needles for garment construction Please note this may cost approximately \$50 - \$80.

# TECHNOLOGY

## Metals and Jewellery

**Year 9**  
**Code: MJ**

### **Aim**

This unit concentrates on developing practical skills in three-dimensional jewellery making. To give the students the experience in the exciting field of jewellery, including idea research, generation, development and refinement.

### **Content**

Students will work on a number of exercises that will extend their practical skills in jewellery making. They will develop skills in technical drawings and designing.

Students have the opportunity to develop their skills in areas such as;

- silver soldering
- resin
- mould making
- vacuum forming
- acrylic
- wood
- ring setting work
- chain making
- jewellery with found objects
- laser cutting

### **Assessment**

The students will be assessed on investigation and design development, as well as their final production work. A folio will be assessed for the generation, development of and evaluation. A research assignment will be looking at contemporary and traditional jewellery design.

# CHOOSING YOUR ELECTIVE UNITS

Now you have read the booklet carefully, this sheet may provide a picture of your preferred unit choices. The shaded boxes are those where you make choices.

- Decide whether you want to complete two units of LOTE in Year 9.
- Carefully complete the Course Selection sheet at the back of this handbook.

The College makes every effort to provide students with their preferred unit choices. However, this may not always be possible due to timetable constraints and the number of students wishing to undertake each unit.

### Rules for selecting these classes:

1. Students must take a minimum of one unit from the Arts.
2. If students take two units from LOTE, Rule 1 still applies.

	<b>Semester One</b>	<b>No. of periods per cycle</b>	<b>Semester Two</b>	<b>No. of periods per cycle</b>
<b>Subjects Taught In Form Group</b>	LAS ~(English & The Humanities)	11	LAS ~(English & The Humanities)	11
	MAI ~ (Maths & Science)	10	MAI ~ (Maths & Science)	10
	Physical Education	2	Physical Education	2
	Health	5	Materials Technology	5
<b>Subjects Taught In Mixed (Blocked) Groups</b>	Pref 1 Arts Elective	5	Pref 2 Elective	5
	Pref 3 Elective or LOTE	5	Pref 4 Elective or LOTE	5
	<b>Total periods per cycle</b>	<b>38</b>	<b>Total periods per cycle</b>	<b>38</b>

PS. one cycle corresponds to 10 days (or two weeks)

The College makes every effort to provide students with their preferred unit choices. However, this may not always be possible and some electives will not run due to timetable constraints, availability of staff and the number of students wishing to undertake each unit.

Students can obtain a Yr 9 Course Selection Sheet for 2009 from the Middle School Office

# Summary of 2009 Core & Elective Offerings

## Year 9

The ARTS	
MU	Music Performance & Technology
PT	Painting and Drawing
CE	Ceramics
AE	The Art Experience
ME	Media
GR	Graphic Design
IM	Drama Improvisation
SR	Drama Script and Performance
ENGLISH	
LAS9	Core Language & Society Yr 9
HEALTH & PE	
PE9	Core Phys. Ed Practical Yr 9
HE9	Core Health Education Yr 9
FI	Fitness & First Aid
OE	Introduction to Outdoor Edn.

LOTE	
FR1	French Semester 1
FR2	French Semester 2
JA1	Japanese Semester 1
JA2	Japanese Semester 2
MATHEMATICS	
MAI9	Core Modelling & Investigation Yr 9
SCIENCE	
MAI9	Core Modelling & Investigation Yr 9
The HUMANITIES	
LAS9	Core Language & Society Yr 9
CO	Conservation & Environment
LW	Law Matters
TECHNOLOGY	
MT9	Materials Technology
CM	Creative Applns in Macromedia
IF	International Foods
DT	Design in Fashion
MJ	Metals and Jewellery



## Summary of Core & Elective Offerings at Year 10 for 2009

The list below is included to give students an idea of the sort of electives that are typically offered in Year 10. You will notice that some electives are offered in both Year 9 and 10. Please remember whilst electives may be offered, they do not necessarily run; it depends on student interest and staffing availability. Please ask Middle School Staff if you have any questions about this list.

The ARTS	
PT	Painting From Reality to Abstract
DW	Drawing / Mixed Media
CE	Ceramics
ME	Media
MD	Multi-Media
GR	Graphic Design
MU	Music Performance & Technology
SG	Drama Stagecraft
SR	Drama Script and Performance
ENGLISH	
EN10	<b>Core</b> English Yr 10
PW	Professional Writing
LT	Literature
FA	Film Appreciation
HEALTH & PE	
PE10	<b>Core</b> Phys. Ed Practical Yr 10
AN	Anatomy & Physiology of Exercise
SP	Sports Psychology and Coaching
HH	<b>Health &amp; Human Development 1&amp;2</b>
OS	<b>Outdoor Environmental Studies 1 &amp; 2</b>
LOTE	
FR101	French Semester 1
FR102	French Semester 2
JA101	Japanese Semester 1
JA102	Japanese Semester 2
SCIENCE	
SC10	<b>Core</b> Science Yr 10
BL	<b>Biology Unit 1 &amp; Unit 2</b>

MATHEMATICS	
MA10	<b>Core</b> Mathematics Yr 10
FM1	Foundation Mathematics Unit 1 & Unit 2
MX	Mathematics: Explore and Extend
The HUMANITIES	
HU10	<b>Core</b> Humanities Yr 10
PA	Practical Accounting
RA	Racism in History
BM	<b>Business Management Unit 1 &amp; Unit 2</b>
TECHNOLOGY	
DM	Wood Design
OU	OurSpace
FL	Food for Life
TX	Textile Magic
DT	Design in Fashion
CC	Café Catering
VET STUDIES	
VET CP	<b>Clothing Production</b>
VET CS	<b>Community Services</b>
VET CR	<b>Community Recreation</b>
VET EQ	<b>Equine Studies</b>
VET HE	<b>Health Services</b>
VET HS	<b>Hospitality (Operations)</b>
VET IM	<b>Multimedia</b>
VET TE	<b>Tourism Events</b>
VET TR	<b>Tourism Retail</b>