

# La Salle College



Year 9  
2017

Curriculum  
Handbook

# INDEX

Code	Subject	
	Year 9 Curriculum	2
	<b>Part I – Compulsory Subjects</b>	<b>3</b>
REL	Religious Education	3
	Touching Hearts	4
CDT	iConnect	4
ENG	English	5
HE	Health Education	6
HASS	Humanities and Social Sciences	7
MAT	Mathematics	8
PES	Physical Education	10
SC	Science	11
	<b>Part II – Elective Subjects</b>	<b>13</b>
BST	Business Studies	14
CHC	Childcare and Development	14
CHN	Chinese	15
DAN	Dance	15
DRA	Drama	16
ELE	Electronics	16
FOD	Food and Nutrition	17
IFT	Information Technology	18
ITA	Italian	19
IMM	Mathematics - Inspiring Mathematical Minds	20
MET	Metalwork	20
MUS	Music Performance	21
	Music Studies	22
OUT	Outdoor Education	23
PHO	Photography	23
SPPE/FOT/NET	Physical Education – Specialised PE, Football & Netball	24
TGR	Technical Graphics	26
VAR	Visual Art	26
WWK	Woodwork	27
	2017 Year 11 Course Prerequisites	28

# YEAR 9 CURRICULUM

The Year 9 course comprises both Compulsory and Elective subjects. Details of these follow in the lists below as well as descriptions in the rest of this handbook.

## COMPULSORY SUBJECTS

**Religious Education**  
**Touching Hearts**  
**iConnect**  
**English**  
**Health Education**

**Humanities and Social Sciences**  
**Mathematics**  
**Physical Education**  
**Science**

All students must complete a course of study in each of the compulsory subjects. The placement of students into classes is based on their academic performance in Year 8 for English, Mathematics, Science and Humanities and Social Sciences.

Parents are notified of course allocation for Year 9, prior to the commencement of the academic year, by the Deputy Principal. In instances where there are changes made during the year parents will be notified by the relevant Learning Area Coordinator.

# PART I – COMPULSORY SUBJECTS

## RELIGIOUS EDUCATION (REL)

### **Overview**

The Religious Education Learning Area is organised into five outcomes, which define the key learning processes, understandings and values that all students should develop. Each outcome is mandated by the Archbishop of Western Australia as a key element in the religious knowledge and faith development of a Catholic school student.

The units of work are as follows:

### **Term One:**

#### **The Human Search for Truth**

The search for truth leads to God. Jesus sent the Holy Spirit to guide his followers and the Holy Spirit in turn guides us to answer the questions in our hearts. The Magisterium of the Church preserves Jesus' teachings, and the Holy Spirit guides the Pope and bishops. The Magisterium serves the Church by teaching, explaining and applying Jesus' teachings.

### **Term Two:**

#### **People Grow Stronger Spiritually**

People develop spiritually in many different ways and the beginnings of this are in childhood. Our spirituality makes spiritual relationships possible, and the Holy Spirit guides and strengthens baptised Christians. The Gospel of Mark teaches students that people who follow Jesus can draw upon the power of the Holy Spirit to live heroic Christian lives.

### **Term Three:**

#### **People Can Achieve Emotional Peace**

This unit of work allows students to discuss the principal emotions and how their experiences of emotions give rise to the question, 'How can I handle my emotions?' People need to respect their emotions and those of others. Students will also examine sin and how it breaks our relationship with God. Penance is a Sacrament of Healing that can restore our relationship with God and it helps us, as humans, to live the Christian life.

### **Term Four:**

#### **Christian Love and Sexuality**

Students prepare for adult life and relationships in this unit. The body is a means of communication with one another and students will learn to appreciate the gift of human sexuality. People develop a healthy sexuality as they strive to love like God and God empowers us to respect the dignity of the whole person, especially their sexuality.

### **Assessment**

Each student is expected to complete three formal tasks and an examination each semester..

### **Materials**

Refer to Booklist.

## **TOUCHING HEARTS**

### **Rationale**

The La Salle College Christian Service Learning programme is called Touching Hearts. The programme aims at instilling in students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

### **Requirements**

In Year 9, students are required to complete ten hours of community service. The main focus of their service continues to revolve around the family environment and the service students can provide at home to support their families. Service may also be carried out at school and in local parishes. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection focussing on how the service has made them feel.

### **Outcomes**

At the conclusion of the programme students should be able to:

- Demonstrate an understanding of the Lasallian ethos to 'touch hearts', which reflects the Gospel value of 'a call to action'.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

### **Materials**

The *Touching Hearts* diary is available through the College.

## **iCONNECT (CDT)**

The Careers and Counselling teams at La Salle have joined forces to offer students an engaging and enjoyable learning experience and an opportunity to gain an understanding of themselves, their relationships and the world around them.

iConnect aims to offer students a multifaceted personal learning journey. There are three main areas addressed through the course delivery to students of Years 8 and 9:

1. Careers Coaching – students will complete the Coaching Young People for Success program, a complete life, career and performance coaching program.
2. Wellbeing, mental health, relationships & meditation.
3. Cyber safety.

Each year level will be provided with educational experiences that are relevant to the particular their age group. In Year 9, students will participate in the following programs; Coaching Young People for Success, Aussie Optimism, Keys for Life, Cyber-safety and Meditation and Social Awareness.

There will also be some emphasis placed on developing an Individual Pathway Plan and Career and Transitions Portfolio that will help them to achieve their goals for the future and how to apply for an Australian Tax File Number.

## ENGLISH (ENG)

The English course in Year 9 is essentially a common course for all students and is offered as Allegro English, English and English Focus. The programme and assessments are constructed to align with the Australian Curriculum.

Through the close study of various genres, students learn about the English language: how it works and how to use it effectively in a variety of forms and situations. A reading programme exists to encourage students to read a variety of texts, not only for enjoyment but also to support their studies. The Year 9 course aims to:

- (a) Build on and extend the student's ability to use and control the conventions of Standard Australian English.
- (b) Develop understanding about language and how to use it effectively through engagement with and study of a range of texts.
- (c) Encourage students to employ a range of processes and strategies to facilitate learning.
- (d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
- (e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
- (f) Develop a student's capacity to listen with purpose, understanding and critical awareness.
- (g) Encourage students to speak with purpose and effect in a range of contexts.
- (h) Explore how visual texts are created for a range of purposes and audiences.
- (i) Foster a love of reading.
- (j) Extend an understanding and use of Information Technology.

### **Allegro English**

This course is the most demanding course and provides students with a good grounding in analysis and reading practices. Entry to this course is by invitation; the criteria being results in diagnostic tests such as NAPLAN, and end of year results in Year 8.

### **English Focus**

Those students who are identified as requiring additional support in their English studies will be placed in a smaller English Focus class. These students may have some modified assessment requirements.

### **Assessment**

Students in Allegro English will follow a common assessment outline. The task details and approaches to them may vary between courses. Students are required to maintain their work in a portfolio. A number of tasks per year will be consensus marked by all English teachers of this year group. This process takes place to ensure equity and consistency. Students in English and Allegro will write common exams.

# HEALTH EDUCATION (HE)

## Course Outline

Year 9 Health Education is aimed at broadening students' understanding of a series of personal and societal issues including Safety, Fitness, Lifestyle Awareness, Growth and Development, Drugs and Life Skills. They are encouraged to reflect on these as they come to terms with their personal growth and socialisation.

Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts.

Students will:

- learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- develop, value and reflect upon their own and others' strengths to promote healthy, active living for all.

The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

## Assessment

Written assessments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the WA Curriculum Framework and Australian Curriculum.

## Materials

Refer to booklist

(On occasions students will be required to wear the full College Physical Education uniform)

# HUMANITIES AND SOCIAL SCIENCES (HASS)

This Learning Area enables students to understand how individuals and groups live together and interact with and within their environment. The Humanities and Social Sciences Learning Area is organised into four specialty areas/units which are term-based.

<b>Area of Study</b>	<b>Unit</b>
Geography	Biomes and Food Security / Interconnections
History	Progressive Ideas and Movements / World War I
Economics and Business	The Global Economy
Civics and Citizenship	Political and Court systems

Students are allocated into either an Allegro class or General class based on their final mark and examination results at the end of Year 8. At the end of the first semester all students will be reviewed and should movement between the courses be necessary, this shall occur; parents and students will be informed.

Allegro classes are assessed to a higher standard than the General class. In addition to this, the content taught may vary between the different units of work.

## **Class organisation and student attitude**

Students are encouraged to have a positive attitude to their work, to the teacher and to their peer. Consequently they are assessed in the following areas:

- Files – towards the middle and end of each unit students may be asked to submit their file for assessment. A satisfactory standard of neatness and completion of all work needs to be displayed at all times.
- Oral Assessment – each student's oral contributions are assessed. This may include and is not limited to the student's participation in class discussions, debates, role-plays etc.

## **Assessments**

Throughout the units of work students will be required to complete one assignment and one topic test (one of each per term). The assignments will be varying in nature, from research tasks, written reports, oral presentations just to name a few. Examinations are held once a semester. Revision activities are produced for all tests and examinations and students are encouraged to attend the Homework Help classes when assessments are coming up.

## **Materials**

All students are required to have the following:

- File, text book, paper/note-book, display file (for assessments)
- Pens, pencils, ruler, eraser, coloured pencils, scissors, glue
- Any additional materials as instructed by their class teacher



# MATHEMATICS (MAT)

## Introduction

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop and increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organised around the interaction of three contents strands and four proficiency strands.

The content strands are ***Number and Algebra***, ***Measurement and Geometry***, and ***Statistics and Probability***. They describe what is to be taught and learnt.

The proficiency strands are ***Understanding***, ***Fluency***, ***Problem Solving***, and ***Reasoning***. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## Year 9 Achievement Standard

By the end of Year 9, students will develop skills to:

- solve problems involving simple interest
- interpret ratio and scale factors in similar figures.
- explain similarity of triangles
- recognise the connections between similarity and the trigonometric ratios
- compare techniques for collecting data in primary and secondary sources
- make sense of the position of the mean median in skewed, symmetric and bi-modal displays to describe and interpret data
- apply the index laws to numbers and express numbers in scientific notation
- expand binomial expressions
- find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment
- sketch linear and non-linear relations
- calculate areas of shapes and the volume and surface area of right prisms and cylinders
- use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes
- construct histograms and back-to-back stem-and-leaf plots.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items, as indicated above. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level.

**Students will be placed into Extension, General or Focus, based upon their results in Year 8.**

### **Extension**

Extension is the most demanding course and prepares students for the study of any of the upper school Mathematics courses. It provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data for students who wish to study Mathematics Specialist ATAR and/or Mathematical Methods in Year 11.

### **General**

This course is slower paced than Extension but still covers the rudiments of the higher pathway to offer sufficient preparation for Mathematics Applications and the possibility of Mathematics Methods for a limited number of students.

### **Focus Mathematics**

Those students who are identified as requiring additional support in their Mathematics studies will be placed in a smaller Focus Mathematics class.

### **Assessment**

Assessment will vary through the courses including a selection of projects, investigations, problem-solving activities, tests and examinations.

### **Materials**

Students should retain the scientific calculator purchased in Year 8.

# PHYSICAL EDUCATION (PES)

## Course Outline

Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for participation and enhanced performance in physical activity and as a means for optimising wellbeing, but also as a medium for learning across this curriculum area.

Students will:

- develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills
- develop and refine their communication, decision-making and self-management skills
- learn to manage risk and take responsibility for their own and others' safety  
build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups
- learn to appraise their own and others' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance
- understand the place and meaning of physical activity and sport in their own lives.

Students will participate in but is not limited to Athletics, Swimming, Tennis, Volleyball, Touch Rugby and Ultimate Frisbee. Students are encouraged to maximise their opportunities and participate in all the College offers in terms of co-curricular sport. This includes the following:

- Inter – House Swimming
- Inter – House Athletics
- Inter – House Cross Country
- ACC Inter-School Swimming, Cross Country, Athletics
- NEAS Inter–School sport
- SSWA (School Sport WA) competition

## Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

## Materials

The College Physical Education uniform, including tracksuit, the College hat (to be worn ALL year), College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes.

\*All items must be clearly labelled.

# SCIENCE (SCI)

## **Introduction**

The Science programme is a 'hands-on' course that has been designed to expose the students to a variety of Science disciplines and cater to the needs and abilities of all students. Students will continue with the Cognitive Acceleration Programme introduced in Year 8 to further their development of thinking skills.

The Science Department places students who are top performers, based on final Year 8 Science results, into the Extension class. This class, although covering similar content and assessments of Year 9 Science, teaches more in-depth concepts and is designed to challenge the brighter minds. These classes are an advantage to students who wish to study ATAR Science Courses in Year 11 and 12, and as such, more is expected from each student in regards to class work and assessment results. Students who miss out on placement into Extension at the beginning of the year may still have the opportunity to move should they achieve consistently high results in their General class. Students who find that Extension is too difficult can also move to the General class.

## **Natural and Processed Materials**

Our modern world is highly dependent upon chemicals, foods, medicine, plastics, fertilisers, fossil fuels, salts - the list is endless. This topic examines a variety of chemicals, both natural and processed, their properties and their applications.

## **Life and Living**

Photosynthesis and respiration are living processes, which recycle important gases in our environment. The sun provides the energy for this cycle to continue. During this topic, students will investigate cells, cellular processes, energy and nutrient cycles, animal behaviour patterns and plant responses to a variety of stimuli.

## **Energy and Change**

Humanity's dependence on electricity is indisputable. This topic covers the fundamental importance of this type of energy, honing in on circuits, using electromagnetic principles and understanding electron flow. The behaviour and properties of light, the electromagnetic spectrum, bending light using lenses and prisms, the colours of white light, the perception of light by the eye, velocity, acceleration, resistance, Newton's Law and the concept of force are all included in this investigation of our physical world.

## **Earth and Beyond**

Our Earth is only a very small part of the Universe to which we belong. Students will examine the Earth's crust with an emphasis on the various types of rocks and minerals found there. Space exploration, natural and artificial satellites and space stations will allow students to look beyond the Earth into the vastness around them.

### **Cognitive Acceleration**

This is a two-year programme developed at King's College, London designed to enhance student's thinking skills needed for achievement at higher levels. This course has had significant success in improving the overall scholastic performance of students. It:

- Promotes development of abstract thinking through initial concrete problems.
- Involves group work – but everyone is accountable.
- Is taught in a science context but is not just about science.
- Teaches students to think about how they problem solve.

### **Assessment**

Tests, library research topics, laboratory reports, practical tests, comprehension of scientific articles and organisation of file and attitude.

### **Materials**

Refer to Booklist

## PART II – ELECTIVE SUBJECTS

<b>Business Studies</b>	<b>Music Performance</b>
<b>Chinese (Mandarin)</b>	<b>Music Studies</b>
<b>Childcare and Development</b>	<b>Outdoor Education</b>
<b>Dance</b>	<b>Photography</b>
<b>Drama</b>	<b>Specialised PE – Football/Netball/</b>
<b>Electronics</b>	<b>Physical Education</b>
<b>Food and Nutrition</b>	<b>Technical Graphics</b>
<b>Information Technology</b>	<b>Visual Art</b>
<b>Italian</b>	<b>Woodwork</b>
<b>Mathematics - Inspiring Mathematical Minds</b>	
<b>Metalwork</b>	

All students will study three of the above electives

La Salle College offers Year 9 students an extensive range of Elective Subjects to choose from. These are listed above and a description of each subject can be found in the following pages. **Students will select their electives on an online portal called Subject Selection Online (SSO). Logins and passwords will be posted home.** Each student is to indicate their selection in order of preference choosing five electives including two alternatives, should one of their preferences not be available. Every effort will be made to place students in their first three preferences, however this is not always possible if:

- two of the selections are timetabled at the same time
- a subject is over-subscribed
- a subject is not timetabled due to low student numbers

Students will be notified of their electives during Term 4.

## **BUSINESS STUDIES (BST)**

### **Business Studies**

As financial literacy is such an important life skill, students will begin the year looking at the topic of Personal Finance. Students will learn about employment, banking, taxation, budgeting and investment. The dangers of credit will also be addressed using mobile phone contracts as a case study. The next topic covered will be Consumer Rights which will help give students the knowledge to protect themselves in the market place. Students will learn when they can receive a refund and how to avoid scams.

In the second semester students will begin preparations for running their own school based business venture. Students will learn the steps involved in establishing a business, how to market a product and how to keep track of finances. Different forms of advertising will be analysed and students will develop an advertising campaign. Students will also have the opportunity to research a famous entrepreneur and find out what made them a success.

### **Assessment**

Assignment work and topic tests.

### **Materials**

No special requirements

## **CHILDCARE AND DEVELOPMENT (CHC)**

### **Course Outline**

This course focuses on the development of children within our society, including the role of babysitter and families. This course involves practical elements, guest speakers and demonstrations as well as the theory work. Topics covered include the influence of society on individual development, needs of babies and young children and the importance of play,

### **Assessment**

Assessment includes both practical and written tasks including making a babysitting kit and a baby book.

### **Materials**

Most materials for practical work are supplied, but students are required to provide all materials for the babysitting kit.

## CHINESE (CHN)

### CHINESE (MANDARIN) (CHN)

#### Course Outline

The Year 9 Chinese programme is a continuation of the Year 8 Chinese. By the end of Year 9, students have developed use of voice, tone-syllables and understanding of the function of Pinyin. They will be able to better understand the key features of the Chinese writing system and its differences to the English writing system. Students will be able to apply appropriate conventions and knowledge of stroke sequences and component form and function and how words are formed to learning and using the character system. They will have a more advanced understanding of the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents. Students will use print and online dictionaries to increase their access to Chinese text and to develop their own personal vocabularies.

#### Assessments

Oral and writing tests  
Major project per semester

#### Materials

Textbook  
Google Translate app

## DANCE (DAN)

#### Course Outline

In Year 9, Dance students are given more opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent. They extend their technical dance skills and build on their awareness of the body, and how it is used in specific dance styles. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

#### Assessment

Primarily practical tasks with a folio component. Some attention is given to Arts forces and appropriate Arts language.

#### Materials

Appropriate Dance Attire  
2 Project books A4  
Glue stick  
Coloured pencils



## DRAMA (DRA)

### Course Outline

In Year 9, Drama students are given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts using selected drama forms and styles. Student work is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

### Assessment

Primarily practical tasks with a folio component. Some attention is given to Arts forces and appropriate Arts language.

### Materials

3 Project books A4

Script: *Two Weeks With The Queen*

Coloured pencils

Glue stick

This course includes a levy, as students are required to view live performances, as part of their assessments out of school hours.

## ELECTRONICS (ELE)

### Course Outline

Electronics provides students with the opportunity to:

- Develop an interest in electronics.
- Appreciate how electronics has become part of our daily lives.
- Learn the basic theory associated with the operation of simple electronics components.
- Gain skills and confidence in the construction of simple electronic projects.
- Learn how to read electronic circuit diagrams.
- Provide a basis for continuation of electronics as a hobby or career.
- Understand simple explanations of the function of some electronic goods.
- Understand the need for and the techniques involved in care and maintenance of electronic equipment.

Students will be required to complete a theory component along with three common practical projects. On completion of the practical components students will be expected to purchase projects of their own choice.

### Assessments

Tests, practical work, library research, book work and attitude.

### Materials

Refer to Booklist

# FOOD AND NUTRITION (FOD)

## **Course Outline**

### **You Are What You Eat**

The Technology and Enterprise Learning area relates to the processes of applying knowledge, skills and resources to satisfy human needs and wants extending capabilities and realising opportunities

Within the T & E learning area 'You Are What You Eat' focuses on providing student's with the skills to make healthy food choices and how these are influenced by food preparation techniques. Students will examine how the establishment of sound nutritional patterns has a direct influence on the maintenance of health for life. Students will explore factors relating to nutrition and health. Students use and demonstrate the technology process as it applies to food and nutrition.

### **Food and Culture**

The Technology and Enterprise Learning area relates to the processes of applying knowledge, skills and resources to satisfy human needs and wants extending capabilities and realising opportunities.

Within the Technology and Enterprise Learning Area 'Food and Culture' focuses on developing the student's knowledge and understanding the multicultural nature of Australian foods and how our food choices and consumption have been influenced by many other international cultures. Students will be given the opportunity to investigate and prepare food products from a variety of different cultures from around the world. Students will have the opportunity to develop technology and enterprise skills as they apply to food and nutrition.

### **Assessment**

Design brief assignments, practical work, workbook and tests.

### **Materials**

Food container (e.g. takeaway container)

Display folder

# INFORMATION TECHNOLOGY (IFT)

## **Course Outline**

This course aims to build on students' understanding of computers, expand their design thinking and digital skills when using specialised software. Students learn about the role of basic computer components and software in a networked system, and ways to manipulate, store and transmit data. Students study multimedia creation through the topics of graphic design, digital manipulation, video editing and website development. Students apply their knowledge and design thinking when designing and creating a magazine cover, video advertisement and an entertainment themed interactive website. Students learn computer game design and programming concepts to enable them to design, implement and test a platformer game.

## **Assessment**

Four major tasks  
Examinations

## **Materials**

8GB USB Thumb drive

## ITALIAN (ITA)

*The Australian Curriculum: Languages* is designed to enable all students to engage in learning a language in addition to English. The design of the *Australian Curriculum: Languages* recognises the features that languages share as well as the distinctiveness of specific languages.

### **Rationale**

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The study of languages builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt. Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

### **Course Outline**

This course is a consolidation and extension of what the students have learnt in Year 8. The emphasis in Year 9 continues to focus on giving the students confidence in their ability to independently communicate in Italian, through a variety of activities which incorporate listening, speaking, reading, viewing and writing skills. This course will encourage the students to communicate in Italian in real and practical situations and further develop an appreciation and understanding of the Italian culture.

### **Assessment**

Continuous assessment of the students' ability to use the Italian language in various situations, incorporating listening, speaking, reading, viewing and writing tasks. Aspects of the Italian culture will also be assessed. Students are required to maintain all their assessments in a Portfolio.

### **Materials**

Refer to Booklist

## MATHEMATICS - INSPIRING MATHEMATICAL MINDS (IMM)

### Course Outline

This course is designed for all mathematics students who show a keen interest, or aptitude for mathematics. The course will cover topics not normally encountered in standard mathematics classes. Students will be exposed to more sophisticated problem solving strategies, take part in group investigations and projects, use computers as an aid to exploring patterns and relationships, and learn advanced techniques with calculators.

All the resources are designed to develop subject knowledge, problem-solving and mathematical thinking skills. These will inspire in students a lifelong love of learning and help each student to reach his or her fullest Mathematical potential. Mathematical reasoning will be developed by teaching students to analyse problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

Students will be invited to apply their skills on the various mathematics competitions that are conducted during the year.

Several excursions are organised throughout the year as a component of this course.

### Assessment

Formal testing, project work, library research and presentations will all contribute to the assessment schedule.

### Materials:

Calculator

File

Computer storage device (thumb drive)

## METALWORK (MET)

### Course Outline

Metalwork will cater for students wishing to develop skills in the areas of welding, sheet metalwork and lathe work. Some projects will also incorporate student design skills similar to those skills used in upper school.

### Assessment

Practical projects, skill exercises and design briefs.

### Materials

Textbook

Safety glasses

Apron

# MUSIC PERFORMANCE

## **Prerequisites**

This course is designed for students who learn an instrument and wish to focus primarily on their development of their practical skills within the College Band Programme.

As performance is a major component of this course the student must be receiving tuition on a musical instrument. Students are also required to perform with at least one of the College Ensembles as designated by the Director of Music.

Year 8 Music (Band) is not a compulsory prerequisite; however, it would be beneficial. Students wishing to gain entrance to the course without prior enrolment will need to meet the following requirements:

- Grade 1-2 AMEB performance (or equivalent)
- An interview and audition will be required with the Director of Music

## **Course Outline**

Through preparation for performance and class work, each student will be expected to develop extended performance skills and general music knowledge.

The main focus is the participation in an ensemble and the development of the skills for music performance with numerous research tasks on a variety of topics. Each student will be required to prepare for and perform both solo works and concert band repertoire.

This course is not designed for students intending on studying the Music courses of study in Year 11 and 12.

## **Assessment**

Assessment will predominantly be based upon performance, theory skills and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance. The assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Students will also be exposed to theory, aural and research knowledge and skills at a less complex level than the Music Studies course.

## **Materials**

Instrument  
Instrumental/Vocal Tuition  
Practice Journal

## **Manuscript Paper**

2 Project Books A4  
2B Pencils  
Eraser  
Black fine liner

NB: Year 9 Music is a prerequisite for later entry into the College Concert Band.

# MUSIC STUDIES

## **Prerequisites**

This course is designed for students who learn an instrument and are wishing to develop both their practical skills within the College Band Programme and their theoretical knowledge of music in preparation for upper school Music courses of study.

As performance is a major component of this course the student must be receiving tuition on a musical instrument. Students are also required to perform with at least one of the College Ensembles as designated by the Director of Music.

Year 8 Music (Band) is not a compulsory prerequisite; however, it would be beneficial. Students wishing to gain entrance to the course without prior enrolment will need to meet the following requirements:

- Grade 1-2 AMEB performance
- Grade 1 AMEB theory
- An interview and audition will be required with the Director of Music

## **Course Outline**

Through preparation for performance and class work, each student will be expected to develop knowledge and skills involved in listening to, reading, writing and creating music.

The main focus will be to develop the required skills in preparation for Year 11 and 12 Music courses of study. Students will receive one practical lesson (Band) per week and one theory/appreciation class. A variety of music styles and contexts will be covered. Each student will be required to prepare for and perform both solo works and concert band repertoire.

## **Assessment**

The assessment will be based on performance, composition, theory, aural and research tasks. The practical assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Theory and aural tasks will be presented in a variety of formats. The composition assessment includes contribution in class, completion of worksheet and the final composition.

## **Materials**

Instrument  
Instrumental/Vocal Tuition  
Master Your Theory Grade Two – Dulcie Holland  
Practice Journal  
Manuscript Paper  
2 Project Books A4  
2 2B Pencils  
Eraser  
Black Fine Liner

NB: Year 9 Music is a prerequisite for later entry into the College Concert Band

## OUTDOOR EDUCATION (OUT)

### Course Outline

This option allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. The activities are designed to be challenging and are structured to extend the individual. The activities covered in Year 9 include:

- Triathlon
  - Team building activities (initiative games)
  - Cycling (track and road)
  - Camping (map reading; compass work; cooking; backpacking) and environmental awareness
  - Snorkelling
  - Archery
  - First Aid
- Students *must* be able to **demonstrate sound swimming skills**

### Assessment

Students will be assessed on the Health and Physical Education Learning Area Outcomes.

### Materials

All gear and equipment is supplied. Students are responsible for their own change of clothes which is (unless otherwise stated) their physical education uniform. There is a fee to cover facility hire of **approximately \$200** and another fee for the camp and excursion (**\$200**).

**Approximate course costs: \$400.**

## PHOTOGRAPHY (PHO)

### Course Outline

This course introduces students to the principles, techniques and materials used in Photography. The course has a high practical content as well as a design focus. Students are provided with the opportunity to use basic digital photographic equipment to take photographs and to develop photographic skills and techniques.

### Assessment

Project task work, tests and assignments

### Materials

A4 40-page Display folio



# PHYSICAL EDUCATION – SPECIALISED PROGRAMMES FOOTBALL or NETBALL or PHYSICAL EDUCATION (SPPE/FOT/NET)

## SPECIALISED AUSTRALIAN RULES FOOTBALL

### Course Outline

This course aims to build on, and run alongside the Year 9 PE programme as a specialised Football elective. This course is designed to extend students who have a genuine interest in the game and prepare students adequately for possible selection of Football specialist in Year 10. Students will focus on many aspects of the game including history, skills, rules, strategies and tactics as well as nutrition, injury prevention and the importance of warm ups and cool downs. Specific attention is given to the development of a student's hand-eye coordination, movement patterns, physical fitness, teamwork and interpersonal skills in relation to football.

### Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

### Materials

The College Physical Education uniform, including tracksuit, the College hat, College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes/boots. Mouth guards are recommended. A football jumper should also be worn.

\*All items must be clearly labelled.

## OR

## SPECIALISED NETBALL

### Course Outline

This course aims to build on, and run alongside the Year 9 PE programme as a specialised Netball elective. This course is designed to extend students who have a genuine interest in the game. Students will focus on many aspects of the game including history, skills, rules, strategies and tactics as well as nutrition, injury prevention and the importance of warm ups and cool downs. Specific attention is given to the development of a student's hand-eye coordination, movement patterns, physical fitness, teamwork and interpersonal skills in relation to netball.

### Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education in the Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

## **Materials**

The College Physical Education Uniform, including tracksuit, the College hat and College sports bag. It is expected that **all** students will wear appropriate sandshoes, designed for running and movement (skate shoes, volleys and basketball shoes are **not** appropriate.) No student should use brand named sports bags for carrying clothing.

## **OR**

# **SPECIALISED PHYSICAL EDUCATION**

## **Course Outline**

In this unit students will work collaboratively to explore, examine, experience and understand team sport. Sport Education in Physical Education Program (SEPEP) has developed as a model designed to appeal to all facets of student's abilities and experience relevant to the process of learning, not just the physical.

SEPEP seeks to change the typical pattern of classroom interaction, procedures and principles and to redefine the roles of teachers and students. As the ones who are in the class to learn, students should be asking questions and determining the problems of knowledge that must be solved in order to study a topic in a way that makes sense to them. The aim is to maximise students' opportunities to learn by allowing them to ask questions, to obtain information relevant to these questions and to interpret this information in light of their experiences.

This model of instruction emphasises learner investment in the active search for information about sport (and life) relevant issues such as skills, rules, game strategies and social dynamics by collective action with peers, followed by interpretation of the information in such a way that eventually it can become knowledge for the students. Sports may include – Floorball, Touch rugby, Badminton, Volleyball, Basketball.

## **Assessment**

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

## **Materials**

The College Physical Education uniform, including tracksuit, the College hat, College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes.

\*All items must be clearly labelled.

## TECHNICAL GRAPHICS (TGR)

### Course Outline

This course provides students with an opportunity to develop both freehand sketching and computer aided drafting skills and techniques and apply them to pictorial, orthogonal and geometrical drawing. The Technical Graphics room is fully equipped with Computer Assisted Drafting (CAD) machines and focuses on the use of AUTOCAD software, which is used throughout many industries. Students will also learn colour rendering techniques and include these in a formalised approach when developing design and drawing styles.

### Assessment

Class work and folio drawings.

### Materials

A4 40 page Display folio  
HB and 2H Pencils  
Eraser

## VISUAL ART (VAR)

### Course Outline

In Year 9, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work.

Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

### Assessment

Primarily practical tasks with a folio component. Some attention is given to Arts history and appropriate Arts language.

### Materials

Art materials will be supplied and charged as part of the Visual Arts resource fee.

# WOODWORK (WWK)

## **Course Outline**

Students participating in this course will be given the opportunity to develop new and interesting woodworking skills. Refinement of skills in the areas of marking out, sawing, chiselling, planing, drilling and woodturning will occur in Year 9. Students will be instructed in the safe operation of power tools and they will complete a number of very interesting projects using a variety of timbers.

## **Assessment**

Practical projects, skill exercises and design briefs.

## **Materials**

Textbook

Safety glasses

Apron

# 2017 YEAR 11 COURSE PREREQUISITES

COURSE	GENERAL/ ATAR	PREREQUISITES
Religion & Life	ATAR General	English Extension/Literature – Grade C English – 60% No prerequisites
Accounting & Finance	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Applied Information Technology	General	No prerequisites
Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Business Management & Enterprise	General	No prerequisites
Career and Enterprise	General	No prerequisites
Chemistry	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Children Family and Community	General	No prerequisites
Dance	ATAR General	English - 60% Year 10 Dance Dance experience required
Design - Photography	General	No prerequisites
Design - Technical Graphics	General	No prerequisites
Drama	ATAR General	English - 60% Year 10 Drama No prerequisites
Earth & Environmental Science	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Economics	ATAR	English – Grade C **Economics – Grade C English Extension/Literature – 60%
English	ATAR General	English – 60% No prerequisites
Food Science & Technology	General	No prerequisites
Geography	ATAR	English – Grade C **Geography – Grade C
Health Studies	ATAR	English Extension/Literature – Grade C English – 60% Science – Grade C ** Health – Grade C
History - Modern	ATAR	English Extension/Literature – Grade C or English – 60% **History – Grade C
Human Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Integrated Science	General	No prerequisites
Italian: Second Language	ATAR	Italian - Grade C
Literature	ATAR	English Extension/Literature – 60% or English - 65%
Materials Design and Technology – Wood	General	No prerequisites
Mathematics Essential	General	No prerequisites
Mathematics Applications	ATAR	Mathematics – Grade B
Mathematics Methods	ATAR	Mathematics Extension – Grade B
Mathematics Specialist (Must do Methods)	ATAR	Mathematics Extension – Grade B
Music	General	No prerequisites
Physical Education	ATAR General	** Physical Education Studies – Grade B Science – Grade B No prerequisites
Physics	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Psychology	ATAR	English Extension/Literature – Grade C or English – 60% Science – Grade C
Visual Art	ATAR	Year 10 Visual Art
VET Certificates	VET	No prerequisites

\*\* If this course has not been studied in Year 10, please consult relevant Learning Area Coordinator.  
**These prerequisites provide a guide for entry to Year 11 courses**