YEAR 9 COURSE GUIDE 2022

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NAZARETH COLLEGE

VISION STATEMENT

Nazareth College is a
Catholic Co-educational Regional Secondary College
Est. 1986

"And He returned to Nazareth, and became strong, filled with wisdom; and the favour of God was upon Him."

(Luke 2:40)

Nazareth College is a learning community centred on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition we foster a culture of faith, wisdom and knowledge.

CONTENTS

CURRICULUM

Year 9 at Nazareth College is a crucial year of learning for all students, as the foundations are developed for an effective and successful education in senior years.

The Laurel Program provides opportunities for high achieving students to excel and accelerate in their learning so that they may achieve beyond their expectations. Students may apply to be part of the program. Acceptance to the program will be determined by PAT tests, teacher recommendation and reporting data. Students who undertake Laurel English and Laurel Maths at Year 9 would have been in the Knowledge classes in Year 7 and 8.

Literacy and numeracy are two key elements for optimal learning outcomes for students, and the College provides strong programs in these key areas to ensure that each student reaches their maximum potential in all areas of study.

Students are exposed to a wide variety of subjects in Years 7 and 8 across all disciplinary strands within the Victorian Curriculum, in order to provide students with breadth of curriculum. Students complete studies in the core subjects of Religion, English, Mathematics, Science, Humanities, Languages and Physical Education. In Year 7 students choose the Language they wish to continue studying in Year 8 and beyond. Additionally, students study electives in the areas of Arts and Technology.

In Year 9, students are then able to start making informed decisions about subjects they wish to pursue in more depth. They study the same group of core subjects in addition to electives chosen by students from the Learning Areas of Languages, Technology, Arts and Literature.

Extensive educational research suggests that Year 9 can be a challenging period for students, where the many changes and developments during adolescence can influence their interest in learning. The staff at Nazareth College understand this challenge. In order to maximise each student's interest and commitment to learning, a specialised program is utilised at Year 9 level. Engaging students in their studies and providing encouragement and support is a key focus of the Year 9 teaching team. In addition to core subjects, students experience a range of 'real life' learning programs. The City Learning program is an innovative and challenging opportunity for students to combine conventional study within the Nazareth learning community with a range of tasks and activities conducted outside the College grounds. A series of educational excursions into the Melbourne CBD allows students to explore and experience the inner-city precinct, and a series of tasks completed independently of their teacher gives students greater responsibility and a sense of trust as they navigate the city and work cohesively in small teams to complete each task.

CURRICULUM

ASSESSMENT

Some Definitions

Assessment – is the term typically used to describe activities undertaken by a teacher to obtain information about the knowledge, skills and attitude of students in relation to the learning process. This includes assessment for, as and of learning.

Outcomes – all work must be completed, e.g. classwork, topic tests, essays, assignments, practical work, etc. so as to obtain expected levels of achievement, skills and understanding within the Victorian Curriculum.

Assessment Task – a task that is measured for a standard (Assessed as a percentile mark or UG if under 35%).

Testing – As part of the ongoing assessment that is conducted in these year levels, topic tests, short answer responses, multiple choice questions, practical assessment and aural/tests (Languages) all contribute to the assessment process. PAT (Progressive Achievement Test) testing provides pre-teaching assessment information. Year 9 students will also complete semester exams in selected subjects.

Reporting- is the communication of clear and comprehensive information regarding student progress and achievement on what has been assessed. Online feedback provided for Continuous Reporting on assessment tasks (accessible to parents via PAM) indicates what the student has achieved, ways to improve performance and overcome difficulties, as well as communicating observed behaviours and attitudes. A summary report of all assessed tasks and Victorian Curriculum standards achieved is produced at the end of each semester. These are then enhanced by Student Progress Meetings twice a year.

Submission of Work

Students are expected to submit work on the due date and penalties will be incurred for those who do not. Effective use should be made of the Student Organiser and students should organise themselves so that work is submitted on time.

Students submitting work on time will be rewarded with a prompt, full assessment, indicating a percentile mark or UG (under 35% on an attempted task assessable grades) or S (Satisfactory), N (Not Satisfactory).

If a student has a valid reason for not submitting work on the due date, he/she will need to negotiate an approved extension with their subject teacher before the due date. (The extension time would not normally be more than five (5) school days). Such work will be assessed with no penalty.

Late Submissions

Step 1

If the designated Assessment Task is not submitted by the due date, a Homework Recovery session will be issued and parents will be informed via PAM. A revised due date will be set by the teacher.

Late work, i.e. work submitted by the revised date will be corrected and marked as either (S) Satisfactory or (NS) Not Satisfactory. The student report will record NG Not Graded – work submitted past the due date.

Step 2

If a student does not submit an assessment task by the new due date, a NS – Not Submitted grade is entered and appropriate comments are recorded in the report.

Students will still be required to complete the task to a satisfactory standard at a time determined by the Head of House.

AUTHENTICATION OF WORK

Years 7 - 9 students must submit for assessment only work that is their own. This includes ALL assessment tasks including end of semester examinations. Any assistance received by the student in producing the work (where this is appropriate), must be acknowledged and be obvious to the reader.

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work.

The work will be assessed only if the teacher can attest that, to the best of his/her knowledge, all unacknowledged work is the student's own.

Teachers must satisfy themselves about the authenticity of any student work if that work:

- Is not typical of other work provided by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged material
- Has not been sighted and monitored by the teacher during its development

Teachers should not assess such work until sufficient evidence is available to show that the work is the student's own.

In cases where authenticity of work has been breached (including cheating on tests and examinations), the Subject Teacher has the power to:

- Reprimand a student **OR**
- Refuse to accept some of all of the work depending on the particular circumstances of the situation.

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9
RELIGIOUS EDUCATION	Religious Education #	Religious Education #	Religious Education #
ENGLISH	English #	English #	English # Literature *elective*
MATHEMATICS	Mathematics #	Mathematics #	Mathematics #
HEALTH AND PHYSICAL EDUCATION	Physical Education #	Physical Education #	Physical Education # *or* Year 9 Soccer Education # or Year 9 Basketball Education #
SCIENCE	Science #	Science #	Science # STEM *elective*
HUMANITIES	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*	Humanities # *Civics & Citizenship* *Economics* *Geography* *History*
LANGUAGES	Italian # *or* Japanese #	Italian # *or* Japanese #	Italian # *or* Japanese #
THE ARTS	Art * Music *	Visual Communication Drama * *or* Music *	Performing Arts Dance Drama Music Visual Arts Art Digital Art Media Visual Communication
TECHNOLOGY STUDIES	Information Technology * Textiles Technology *	Food Technology * Wood Technology *	Food Technology Information Technology Robotics Design & Technologies Textiles Technology Wood Technology
ELECTIVE SUBJECTS	N/A	N/A	CHOOSE 6 ELECTIVE UNITS (INCLUDING A LANGUAGE WHICH IS 2 UNITS) from: The Arts, Technology, Languages, Health & Physical Education and Literature. (Each elective is for the duration of one semester).

 # CORE

*** 1 UNIT OF EACH AT THIS YEAR LEVEL**

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 10	YEAR 11 (VCE Units 1 & 2)	YEAR 12 (VCE Units 3 & 4)
RELIGIOUS EDUCATION #	Religious Education *or* Youth Ministry	VCE Religion & Society *or* Youth Ministry (CSYMI/ACU Youth Academy)	VCE Religion & Society *or* Religious Education *or* Youth Ministry (CSYMI/ACU Youth Academy)
ENGLISH #	*# One of:* English EAL English Literature Foundation English	*# One or more of:* VCE English VCE EAL English VCE Literature VCE English Language	*One or more of:* VCE English VCE EAL English VCE Literature VCE English Language
MATHEMATICS	*# One of:* Mathematics Advanced Mathematics Mathematics – Foundation	VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics VCE Foundation Mathematics	VCE Further Mathematics VCE Mathematical Methods VCE Specialist Mathematics
HEALTH AND PHYSICAL EDUCATION	*# One or more of:* Physical Education Sports Science Health Education Duke of Edinburgh	VCE Health & Human Development VCE Physical Education VCE Outdoor & Environmental Studies	VCE Health & Human Development VCE Physical Education
SCIENCE	*# One or more of:* Core Science Environmental Chemistry Life Within Us Mission to Mars	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology
LANGUAGES	Chinese (First Language) Italian – Language & Culture Italian – Prerequisite for VCE Italian Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)
HUMANITIES	*# One or more of:* Legal Studies & Economics Business Management & Accounting History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE 20th Century History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE History: Revolutions
THE VISUAL ARTS	Media Studio Art Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design
THE PERFORMING ARTS	Drama & Theatre Studies Dance Music	VCE Theatre Studies VET Dance II VET Music Certificate II	VCE Theatre Studies VET Dance III VET Music Certificate III
TECHNOLOGY STUDIES	Food Technology Information Technology Wood Technology – Build a Ukulele Design & Technologies Textiles Technology	VCE Food Studies VCE Applied Computing VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles	VCE Food Studies VCE Data Analytics VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles
ELECTIVE SUBJECTS	CHOOSE 8 ELECTIVE UNITS *(including 1 from each of Humanities, Health & PE and Science)*	CHOOSE 14 SEMESTER UNITS *(including 2 from English and RE)*	CHOOSE 12 SEMESTER UNITS *(including 2 from each of English and RE)*
VET in VCE Courses *These courses are all off-campus and are also available in VCAL and to select LEAP students who are certain of the career path they wish to trial and have demonstrated maturity, independence and a commitment to complete the year's VET study half a day a week.*		For a full listing of the wide range of VET courses available to Nazareth College students, please see the VET Subjects list in the VCE, VCAL and VET Course Guide 2022.	

 # CORE

LAUREL PROGRAM

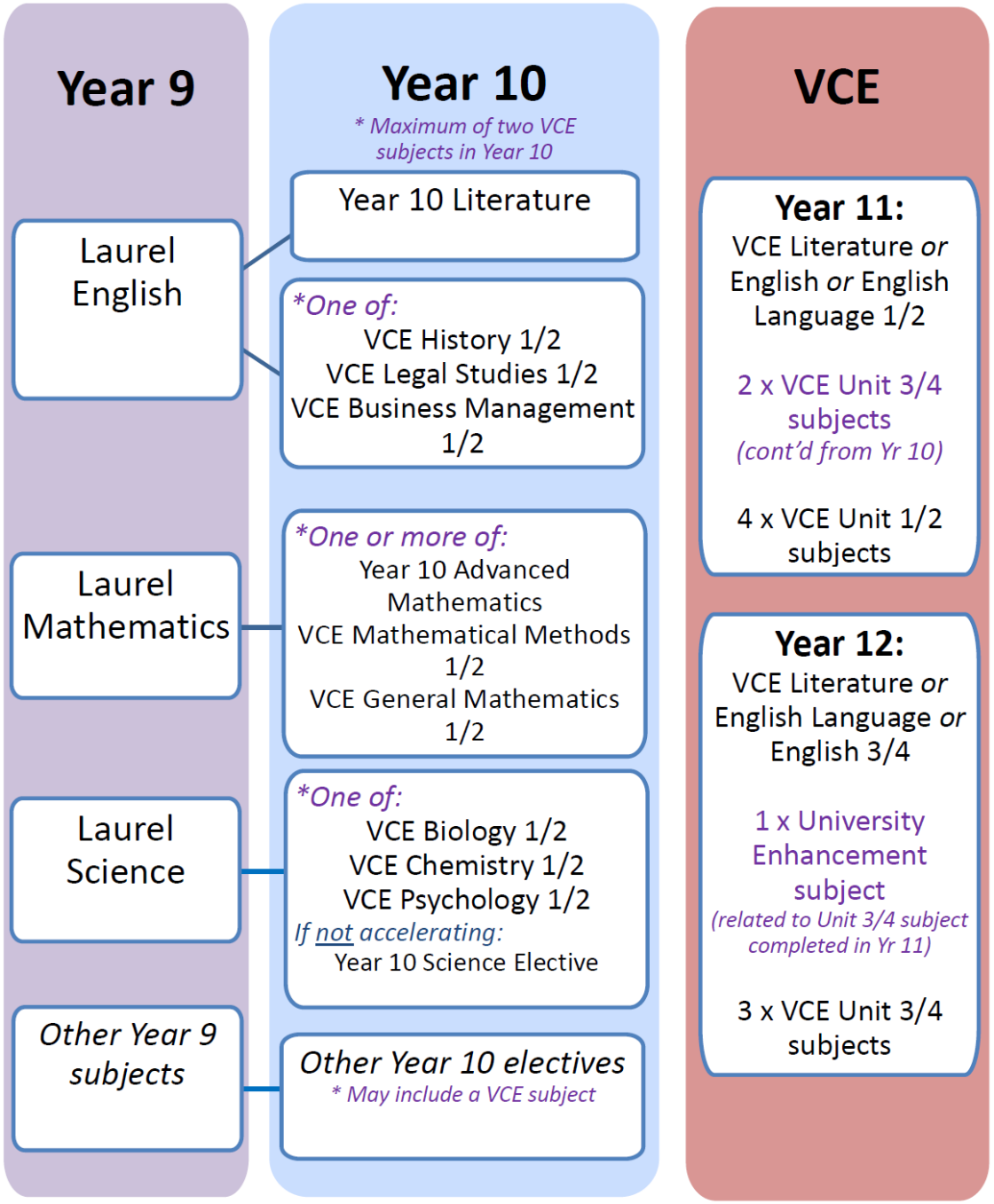
Nazareth College prides itself in catering to the needs of high achievers. Since 2015, we have delivered the Laurel program for high achievers. High achievers are identified by the use of NAPLAN, PAT and reporting data. Laurel high achievers in English and Maths are invited to be part of the Knowledge stream in our flexible Year 7 and 8 Program for differentiated learning. The Year 7 and 8 English and Maths program allows students to choose their own level of learning for units of work so that learning is personalized. Students who achieve good academic results are then offered the opportunity to participate in Year 9 Laurel English or Maths, and to accelerate in Year 10. High achievers in Science are invited to be a part of the separate Laurel Science class from Year 7 to 9. These classes undertake the Science curriculum at a faster pace, allowing for acceleration right through to VCE. Students also participate in STEM/ Science-based extracurricular activities.

Successful completion of all Year 9 Laurel Subjects may place students in a position to accelerate into one or two appropriate VCE Units 1 & 2 subjects in Year 10. The Laurel Program will enable completion of up to two VCE Units 3 & 4 subjects in Year 11, allowing students to undertake University Enhancement courses in Year 12 as both an early start to Tertiary Studies and additional ATAR boost. Continued good academic performance is necessary for students to remain in the Laurel Program. Acceleration in a VCE subject is reliant on students achieving high academic results across subject areas.

Please see the pathways diagram on the next page for recommended VCE Acceleration Subjects.

LAUREL PROGRAM

The diagram below shows the possible pathways for Year 9 Laurel students, conditional on successful completion of Year 9 Laurel courses.



CONTACTS FOR FURTHER INFORMATION

Should you have further questions about courses after reading this course guide, you may contact either your child's subject teachers or the relevant 2021 Learning Leader, as listed below.

Instructional Leaders

Applied Learning	Ms Caitlin Mackay Caitlin.Mackay@nazareth.vic.edu.au
English	Mr Mark O'Sullivan Mark.OSullivan@nazareth.vic.edu.au
Health & Physical Education	Ms Emily Morris Emily.Morris@nazareth.vic.edu.au
Humanities	Ms Donna Watts Donna.Watts@nazareth.vic.edu.au
Languages	Ms Joanna Marletta Joanna.Marletta@nazareth.vic.edu.au
Learning Enhancement	Ms Emma Wray Emma.Wray@nazareth.vic.edu.au
Mathematics	Ms Shelley Pendlebury Shelley.Pendlebury@nazareth.vic.edu.au
Performing Arts	Ms Amanda Mauceri Amanda.Mauceri@nazareth.vic.edu.au
Religious Education	Mr Peter Nathan Peter.Nathan@nazareth.vic.edu.au
Science	Ms Heather Murtagh Heather.Murtagh@nazareth.vic.edu.au
Visual Arts & Technology	Ms Christine Vaughan Christine.Vaughan@nazareth.vic.edu.au
Careers and Pathways Coordinator	Mrs Elena Flodstrom Elena.Flodstrom@nazareth.vic.edu.au

Heads of House

Mrs Deirdre Hughes Head of House Chisholm Deirdre.Hughes@nazareth.vic.edu.au	Mr Rodney Diaz Head of House Knox Rodney.Diaz@nazareth.vic.edu.au
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Ms Marjoleine Dekker Head of House McAuley Marjoleine.Dekker@nazareth.vic.edu.au	Mrs Barbara Murphy Head of House McCormack Barbara.Muprhy@nazareth.vic.edu.au

OVERVIEW OF STUDENT PROGRAMS

Students at Year 9 will undertake the following studies:

CORE SUBJECTS

These subjects are taken over two semesters:

- Religious Education
- English
- Mathematics
- Science
- Health & Physical Education *choice**
- Humanities

Health & Physical Education choice
All students study one of the following Health & Physical Education choices for the year

- Health & Physical Education
- Soccer Education
- Basketball Education

ELECTIVE SUBJECTS

(6 semester length units to be studied from the lists below)

In most cases, two subjects will be studied from Arts and two from Technology; however, students may choose to substitute one choice with either Literature **or** Community Action**:**

The Arts
- Art
- Dance
- Digital Art
- Drama
- Media
- Music
- Visual Communication

English
- Literature

Technology
- Food Technology
- Information Technology
- Textiles Technology
- Design &Technologies
- Wood Technology

Science, Technology & Mathematics
- STEM
- Robotics

Applied Learning
- Community Action

LANGUAGES comprise of two semester units

LANGUAGES
- Italian *Semester 1 and 2*
- Japanese *Semester 1 and 2*

Year 9 Soccer Education & Basketball Education involve a selection process.

Students who study STEM or Literature or Community Action will do one less elective in The Arts and Technology areas.

EXAMPLES OF STUDENT PROGRAMS

Year 9 Program including ONE LANGUAGE

Core Subjects (Semesters 1 & 2)

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

Elective Subjects

- The Arts
  Drama

  Music — 1 unit
- Technology — 1 unit
  Food Technology Studies

  Information Technology — 1 unit

  1 unit
- LANGUAGES
  Italian

  2 units

TOTAL - 6 Elective units

i.e. 3 in Semester 1
3 in Semester 2

Year 9 Program including ONE LANGUAGE

Core Subjects (Semesters 1 & 2)

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Soccer Education

Elective Subjects

- The Arts
  Dance

- Technology Textiles
  Technology — 1 unit

  Information Technology — 1 unit
- Science, Technology & Mathematics — 1 unit
  STEM

  1 unit
- LANGUAGES
  Japanese

  2 units

TOTAL - 6 Elective units

i.e. 3 in Semester 1
3 in Semester 2

ELECTIVE PROGRAM PLANNING SHEET

Place your **five** elective subject names in order of choice in the **CHOICE** boxes below *(this must include a Languages choice)*.

THE ARTS ● Arts ● Drama ● Media ● Music ● Visual Communication ● Digital Art	CHOICE (1)	CHOICE (2)	*RESERVE (3)*	*RESERVE (4)*
TECHNOLOGY ● Food Technology ● Design & Technologies ● Information Technology ● Textiles Technology ● Robotics ● Wood Technology	CHOICE (1)	CHOICE (2)	*RESERVE (3)*	*RESERVE (4)*
LANGUAGES ● Italian ● Japanese ● *Literacy Support*	CHOICE (1)			
SCIENCE, TECHNOLOGY & MATHEMATICS ● STEM* ● Robotics	CHOICE (1)			
ENGLISH ● Literature#	CHOICE (1)			
APPLIED LEARNING ● Community Action#	CHOICE (1)			

 # Students may not choose both Literature and Community Action
** # Choosing any of Robotics, Literature or Community Action will remove a choice from The Arts or Technology*

Please Note:

- Although only two choices within each Learning Area will be undertaken, students must nominate 3 preferences in The Arts and 3 in Technology, to allow for timetabling flexibility. A full listing of elective subjects is contained on page 4 of this booklet.

- If wishing to nominate the Literature or Community Action elective, students will be assisted in developing an elective program. They will do one less elective in the Arts and Technology areas

CORE SUBJECTS

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION

CORE SUBJECT – TWO SEMESTERS

Learning Focus

In Religious Education the five Catholic Education Melbourne strands are covered each year in Years 7-10. They are:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Sacrament, Prayer and Liturgy
- Morality and Justice

Victorian Curriculum Capability Standards are also incorporated into the units of work that the students study, recognising that Religious Education has the ability to be of benefit across all areas of the College's academic and faith life.

In Semester One, Year 9 students reflect on Jesus, the living Word of God and His significance in their lives. Students explore this through Units on The Ten Commandments and The Beatitudes, showing them the importance of prayer and action in the call to act like Jesus when making decisions, using the wisdom of these teachings as a basis for good moral choices. Students also study a unit on the significance of Mary, Mother of God, and her role in Catholic identity today and throughout history.

In Semester Two, students will be completing the first unit of the CYSMA Youth Ministry program, which will assist them in reflecting on their own personal faith, equipping them with ways to express and deepen it. The culmination of this is skills and the ability to minister to others through the planning and running of a short liturgy for our Year 7 students early in Term 4.

Students conclude with a unit on the History of the Catholic Church in Australia. Within this students study the effects of various waves of migration to Australia and the effects on the religious and social landscape of the nation.

Strands

- Knowledge and understanding
- Reasoning and responding
- Personal and communal engagement

Assessment

- Essays
- Oral presentations
- Short and extended responses
- Creative presentations, including a liturgy
- Tests
- Semester examinations

ENGLISH

ENGLISH

CORE SUBJECT – TWO SEMESTERS

Learning Focus

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English studies at Nazareth College in Year 9 include English or Laurel English. Literature is offered as an elective subject for one semester.

In Semester 1:

- Students respond to the novel The Outsiders by S. E. Hinton.
- Students complete a series of writing units creating narrative and persuasive texts.

In Semester 2:

- Students respond to a selection of persuasive pieces.
- Students respond to the novel Between Us.

Victorian Curriculum Strands

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature ● Literacy: expanding the repertoire of English usage.

Assessment

- Text response essays
- Writing pieces
- Oral presentations
- Digital presentations
- Examinations

ENGLISH

LAUREL ENGLISH

CORE SUBJECT – TWO SEMESTERS

Learning Focus

Nazareth College Laurel English not only extends students in regards to the English Curriculum, but also allows for a deeper exploration into some aspects of the Humanities Curriculum. This allows students to observe and understand the connections between a variety of multimodal texts and the broader societal concepts usually covered in the middle and senior Humanities classes.

In Semester 1:

- Students respond to the novel The Outsiders by S. E. Hinton.
- Students complete a series of writing units creating narrative and persuasive texts.
- Students study A Midsummer Night's Dream by Shakespeare.

In Semester 2:

- Students respond to a selection of poems.
- Students respond to the novel The Running Man by Michael Gerard Bauer.
- Students respond to the film Amazing Grace.

Victorian Curriculum Strands

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature ● Literacy: expanding the repertoire of English usage.

Assessment

- Text response essays
- Writing pieces
- Oral presentations
- Digital presentations
- Examinations

ENGLISH

LITERATURE

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Students who study Literature learn about themselves and the experiences of others through their study of, and response to texts. Students learn how to identify literary techniques and gain an appreciation of the context in which the texts were written and the views and values presented in them.

English studies at Nazareth College in Year 9 include English or Laurel English. Literature is offered as an elective subject for one semester

Students study:

- Picnic at Hanging Rock by Joan Lindsay.
- The film text of Picnic at Hanging Rock directed by Peter Weir.
- The novel Only the Heart by Brian Caswell and David Phu An Chiem
- A selection of poetry

Victorian Curriculum Strands

The English discipline is organized into three language modes:

- Reading and Viewing
- Writing
- Speaking and Listening

Three strands are interwoven through the language modes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature ● Literacy: expanding the repertoire of English usage.

Assessment

- Text response essays
- Writing pieces
- Assignments
- Oral presentations
- Digital presentations

ENGLISH

LITERACY SUPPORT

CORE SUBJECT – TWO SEMESTERS

N.B. This subject is by invitation only. Only students identified by the College as having significant Literacy Learning Support needs will be offered a place in this subject .

Learning Focus:

The Year 9 Literacy Support group has been developed for students who find some difficulty with writing and interpreting text. As an alternative to a Languages subject, the curriculum is designed to support understanding of text and also improve the students' ability to express their thoughts in writing.

Victorian Curriculum Strands:

The program has a focus on grammar, spelling, listening and writing skills to enhance the students' learning and self-expression.

Initially the program is English-based, but then progresses into other subjects like Science and Humanities in which the language-specific vocabulary may be confusing and complex.

The students are taught to decode the information in the text books and gain a better understanding of the course content being taught in these classrooms. This supports their learning in the subjects studied so they are able to achieve better outcomes across a range of curriculum areas.

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

CORE SUBJECT – TWO SEMESTERS

Students may only study one of
Health & Physical Education OR Soccer Education OR Basketball Education

Learning Focus

Health & Physical Education in Year 9 focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing environments.
Integral to Health and Physical Education, in practical lessons, is the acquisition of movement skills, concepts and strategies, which provide students with a foundation for lifelong physical activity participation and enhanced performance. Students develop proficiency in movement skills, physical activities and movement concepts – and acquire an understanding of the science behind how the body moves in theory lessons. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. In theory lessons, Health and Physical Education teacher's students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities. They examine diet for exercise, food models for good health, motor skills development and first aid and injury treatment. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity.

In Year 9, students develop their skills through the Sports of Basketball, Cricket, Lacrosse, Soccer, Touch Rugby and Netball. Students will engage in fitness testing, and undertake Semester pre, mid and post testing, as well as learn to develop and undertake tailored warm-ups to improve on one fitness component during each semester.

Practical
Semester One:
Topic 1: Fitness
Topic 2: Basketball
Topic 3: Cricket
Topic 4: Lacrosse

Semester Two:
Topic 1: Fitness
Topic 2: Soccer, Gaelic
Topic 3: Touch Rugby
Topic 4: Netball

Theory
Semester One:
Topic 1: Nutrition for Good Health, Chapter 11
Topic 2: Promoting Healthy Communities, Chapter 8

Theory
Semester Two:
Topic 1: Safety, First Aid and Sports Injury Management, Chapter 6
Topic 2: Participation, Teamwork and Fair Play, Chapter 2
Topic 3: Movements Concepts, Game Sense, Tactics and Strategies, Chapter 3

Victorian Curriculum Strands
The Health and Physical Education discipline is organised into two domains, each with their own strands:

- Personal, Social and Community Health
    - Being healthy, safe and active
    - Communicating and interacting for health and well being
    - Contributing to healthy and active communities
- Movement and Physical Activity
    - Moving the body
    - Understanding movement
    - Learning through movement

Assessment

- Fitness Testing
- Practical Core Skill Acquisition
- Practical Game Training Phase
- Assignment: Written report on fad diets and nutrition
- Written Test: Structured questions on national health priority areas and promoting healthy communities
- Assignment: Research presentation on first aid training and sports injury management
- Written test: Structures questions on participation, teamwork, fair play, movement concepts and tactics

HEALTH & PHYSICAL EDUCATION

YEAR 9 BASKETBALL EDUCATION

CORE SUBJECT – TWO SEMESTERS

Note: ***Students may only study one of Health & Physical Education OR Soccer Education OR Basketball Education***

There will be a selection trial held after selecting this subject to confirm the student's suitability for this subject. Preference will be given to students who are playing for a club and/or have taken part in the Year 7 and 8 Soccer School of Excellence Program. For successful applicants, this subject will replace year 9 Health & Physical Education

Learning Focus

Basketball Education aims to further build on the skills students have developed through the School of Excellence Program. With focus on Core Skills and Positional Awareness, students will develop their technique and ability to play in different positions within a formation. Students will engage in fitness testing and undertake Semester pre, mid and post testing, as well as learn to develop and undertake tailored warm-ups to improve on one fitness component during each semester.

At Nazareth College our Basketball Education Program aims to foster, support and encourage the academic, sporting and life skills of students who display the ability (and those who have the desire) to participate in elite sporting competition. In Basketball Education, students will undertake movement and physical activity tailored to increase the students' knowledge, skills, tactics and game play in Basketball. Students will learn about basic physiology, anatomy and training principles. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. Students also refine personal and social skills in demonstrating leadership and teamwork.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. In theory lessons, Health and Physical Education teachers students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities. They examine diet for exercise, food models for good health, motor skills development and first aid and injury treatment. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

Practical:
Semester One:
Topic 1: Fitness
Topic 2: Skills Testing
Topic 3: Practical Core Skills: Develop and apply the core basketball skills of shooting, dribbling, passing and footwork

Semester Two:
Topic 1: Fitness
Topic 2: Skills Testing
Topic 3: Practical Core Skills: Develop and apply the core basketball skills of offensive rebounds and

team offence

Theory
Semester One:
Theory Units
Topic 1: Nutrition for Good Health, Chapter 11
Topic 2: Promoting Healthy Communities, Chapter 8

Semester Two:
Theory Units
Topic 1: Safety, First Aid and Sports Injury Management, Chapter 6
Topic 2: Participation, Teamwork and Fair Play, Chapter 2
Topic 3: Practical Core Skills: Develop and apply the core basketball skills of offence, game sense, tactics and defense

Victorian Curriculum Strands

- Personal, Social and Community Health
- Being healthy, safe and active
- Communicating and interacting for health and well being
- Contributing to healthy and active communities

- Movement and Physical Activity
- Core Skill Acquisition: The students work in small groups (< 5), concentrating on improvement of individual skills, e.g. shooting, dribbling, passing, and footwork.
- Game Skill Training: Through the themes of Offence, Defence and Tactics students will develop an awareness of the main moments in a game.
- Squad Skill Training: Core group working together on fundamental movement principles, team philosophy, skills and game simulation.
- Fitness training and conditioning: Learn the specific fitness components related to basketball and about the human body and its physiological functions and how training affects an individual's performance.

Assessment

- Fitness Testing
- Practical Core Skill Acquisition
- Practical Game Skill Training
- Assignment: Witten report on fad diets and nutrition
- Written Test: Structured questions on national health priority areas and promoting healthy communities
- Assignment: Research presentation on first aid training and sports injury management
- Written test: Structures questions on participation, teamwork, fair play, movement concepts and tactics

HEALTH & PHYSICAL EDUCATION

YEAR 9 SOCCER EDUCATION

CORE SUBJECT – TWO SEMESTERS

Note: ***Students may only study one of Health & Physical Education OR Soccer Education OR Basketball Education***

There will be a selection trial held after selecting this subject to confirm the student's suitability for this subject. Preference will be given to students who are playing for a club and/or have taken part in the Year 7 and 8 Soccer School of Excellence Program. For successful applications, this subject will replace year 9 Health & Physical Education

Learning Focus

Soccer Education aims for further build on the skills students have developed through the School of Excellence Program. With a focus on Core Skills and Positional Awareness, students will develop their technique and ability to play in different positions within a formation. Students will engage in fitness testing, and undertake Semester pre, mid and post testing, as well as learn to develop and undertake tailored warm-ups to improve on one fitness component during each semester.

At Nazareth College our Soccer Education Program aims to develop a deeper knowledge and passion of the game by developing the student's awareness of Core Skill Acquisition and the Game Training Phase. Students will learn through training, the themes of first touch, running with the ball, striking the ball and one vs one, ball possession, ball possession opponent and transitioning with the aim of increasing the student's knowledge, skills, tactics and game play. Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures. Students also refine personal and social skills in demonstrating leadership and teamwork.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. In theory lessons, Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities. They examine diet for exercise, food models for good health, motor skills development and first aid and injury treatment. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

Practical:
Semester One:
Core skills are broken down I four areas, First Touch, Running with the Ball, Striking the Ball and 1v1. Throughout the semester, each practical lesson has a focus on one of these areas and will include a structured lesson that aims to develop this skill. Students will be assessed on these areas through their ability to apply the skill in games and through Skill Testing

Semester Two:
Using the 4-3-3 formation, students will look at the different positions through attacking, defending and midfield plays in each of their lessons. Students will then be assessed on each of these areas as well as Game Sense

Futsal Program:
Futsal is a form of Soccer that is playing indoors and has proven to be a great way for players to develop their skills such as First Touch and 1 v 1. During Year 9, students will take part in several sessions that focus on these skills. This program will be run by Futbal First

Theory:
Semester One:
Theory Units
Topic 1: Nutrition For Good Health, Chapter 11
Topic 2: Promoting Healthy Communities, Chapter 8

Semester Two:
Theory Units
Topic 1: Safety, First Aid and Sports Injury Management, Chapter 6
Topic 2: Participation. Teamwork and Fair Play Chapter 2
Topic 3: Movements Concepts, Game Sense, Tactics and Strategies, Chapter 3

Victorian Curriculum Strands

Personal, Social and Community Health

- Being healthy, safe and active
- Communicating and interacting for health and well being
- Contributing to healthy and active communities

Movement and Physical Activity

- Core Skill Acquisition: Develop the skills of 1 v 1, running with the ball, striking and first touch.
- Game Training Phase: Through the themes of Ball Possession, Ball Possession Opponent and Transitioning students will develop an awareness of the main moments in a game.
- Fitness training and conditioning: Learn the specific fitness components related to soccer and about the human body and its physiological functions and how training affects an individual'sperformance.

Assessment

- Fitness Testing
- Practical Core Skill Acquisition
- Practical Game Training Phase
- Assignment: Written report on fad diets and nutrition
- Written Test: Structures questions on national health priority areas and promoting healthy communities
- Assignment: Research presentation on first aid and sports injury management
- Written Test: Structured questions on participation, teamwork, fair play, movement concepts and tactics

THE HUMANITIES

THE HUMANITIES

CORE SUBJECT – TWO SEMESTERS

Learning Focus

In Term One, students study Economics and Business. For the Economics and Business area of study, students study the strategies businesses use to gain a competitive knowledge in the market. This study culminates in the **Business Expo** evening, where students work in groups to produce their own business including marketing, product development and other such strategies.

In Term Two and Term Three students study History from the Industrial Revolution to World War I. In their studies of World War I, students focus particularly on Australia's development in a global war.

In Term Four, the students study Geography. They examine Biomes, with particular reference to the food supply and sustainability for an ever increasing world population.

Victorian Curriculum Strands

The Humanities discipline is organised into three domains:

- The Humanities – History
- The Humanities – Geography
- The Humanities – Economics and Business

Assessment

A range of assessment methods will be used, which could include:

- Research Assignments
- Analytical exercises
- Short answer responses
- Oral presentations
- Business Expo night
- Essay
- Tests
- Semester Examinations

LANGUAGES

ITALIAN

ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus

This course focuses on the students' ability to use Italian to communicate in both written and oral forms, in order to consolidate prior knowledge of the language whilst gradually extending their skills. Students exchange information, ask questions, and provide opinions using both formal and informal modes of communication. Students listen to and read information in order to respond effectively within written and oral tasks. An appreciation of the Italian language and culture through consolidated understanding of both grammatical concepts and cultural traditions is the overall focus of this course.

Victorian Curriculum Strands

- Communicating

  Students will be able to:
  - Ask and respond to questions in Italian
  - Expand upon their understanding of Italian verbs both regular and irregular
  - Consolidate and extend their understanding of the grammar of Italian
  - Talk about transport, travel, and holidays
  - Ask for and give directions
  - Ask permission, use imperatives, and express wishes through modal verbs
  - Discuss possession

- Understanding

  Students will learn about and develop an appreciation for:
  - The geography and features of Italian cities
  - The similarities and differences between Italian and English grammar
  - The similarities and differences between Italian and Australian cultures

  Fformal and informal modes of address and their cultural significance

Assessment

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural tasks
- Reading tasks
- Research tasks
- Cultural tasks
- Semester One Examination

LANGUAGES

JAPANESE

ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus

This course focuses on the students' ability to use Japanese to communicate in both written and oral forms in such a way as to consolidate previously learnt knowledge of the language, whilst gradually extending their skills and understanding of "Katakana" and selected "Kanji". An emphasis on the use of Japanese to communicate in common 'daily' situations is a main element of this course. Students listen, read and respond in a basic manner in written and oral tasks. An appreciation of the Japanese language and culture, both modern and traditional, is the overall focus of this course.

Victorian Curriculum Strands

Communicating

Students will be able to:

- Invite someone to do something and responding
- Describe the rooms and features of a house
- Talk about school
- Tell the time
- Describe the weather
- Describe someone's physical appearance and personality
- Count to a million
- Discuss clothing within a shop setting – size, price, colour

Understanding

Students will learn about and develop an appreciation for:

- Typical Japanese house and the Japanese way of life
- The similarities and differences between Japanese and English grammar
- The similarities and differences between Japanese and Australian cultures

Assessment

- Oral tasks
- Written tasks
- Aural tasks
- Viewing and Reading tasks
- Semester Examination
- Cultural Assignment

MATHEMATICS

MATHEMATICS

CORE SUBJECT – TWO SEMESTERS

Learning Focus

Mathematics pervades all aspects of our lives – at home, as citizens and in the workplace. Mathematics studies the patterns between numbers, in space, in science, in computers and in imagination.

Mathematics helps students to acquire the skills and knowledge to deal confidently and competently with daily life – for employment, further study and interest. The learning of Mathematics is supported by the use of technology. The Mathematics curriculum aims to ensure that students develop useful mathematical and numeracy skills for everyday life, and are able to see connections and apply mathematical concepts, skills and processes to pose and solve problems.

Victorian Curriculum Strands

- Number and Algebra:
  - Rational numbers
  - Percentages
  - Linear functions
  - Factorisation
  - Expansions

- Measurement and Geometry:
  - Area and volume
  - Pythagoras' theorem
    - Trigonometry
  - Angles
  - Triangles

- Statistics and Probability:
  - Probability
  - Tree diagrams
  - Box plots
  - Stem-and-leaf plots

Assessment

- Test or Application task for each unit of work
- End of Semester Examination

MATHEMATICS

LAUREL MATHEMATICS

CORE SUBJECT – TWO SEMESTERS

Learning Focus

Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics helps students to acquire the skills and knowledge to deal confidently and competently with daily life – for employment, further study and interest. The learning of Mathematics is supported by the use of technology. The Mathematics curriculum aims to ensure that students develop useful mathematical and numeracy skills for everyday life, and are able to see connections and apply mathematical concepts, skills and processes to pose and solve problems.

Year 9 Laurel Mathematics allows students to pursue studies of areas of mathematics beyond the Year 9 curriculum. Students use the CAS calculator to explore number patterns and transformations to graphs.

At the end of Year 9 Laurel Mathematics, students have an option to study a VCE Mathematics.

Victorian Curriculum Strands

- Number and Algebra:
  - Rational numbers
    Percentages
  - Linear functions
  - Factorisation
  - Expansions

- Measurement and Geometry:
  - Area and volume
  - Pythagoras' theorem
  - Trigonometry
  - Angles
  - Triangles

- Statistics and Probability:
  - Probability
  - Tree diagrams
  - Box plots
  - Stem-and-leaf plots

Assessment

- Test or Application task for each unit of work ●
  End of Semester Examination.

SCIENCE

SCIENCE

CORE SUBJECT – TWO SEMESTERS

Learning Focus

Year 9 Science entails a study of units in Biological, Chemical, Physical and Earth sciences.
Students consider the operation of a number of systems. They explore ways in which the human body as a number of interrelated systems responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students are introduced to the structure of the atom as a system of protons, electrons and neutrons, and how different atoms, ions and isotopes display different characteristics. They learn that matter can be rearranged through chemical change and are introduced to the concept of the conservation of matter. Students learn about continental movement through the study of plate tectonics and how a simple electrical circuit works; as well as how magnets can be used in the generation of electricity.

Victorian Curriculum Strands at Level 9:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

- **Science has a human endeavour**
  - Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.
  - Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.
  - The values and needs of contemporary society can influence the focus of scientific research.
- **Biological Sciences**
  - Multicellular organisms rely on coordinated and interdependent internalsystems to respond to changes to their environment.
  - An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses.
- **Chemical Sciences**
  - All matter is made of atoms which are composed of protons, neutrons and electrons; Natural radioactivity arises from the decay of nuclei in atoms.
  - The atomic structure and properties of elements are used to organise them in the periodic table.
  - Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- **Physical Sciences**
  - Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current.
  - The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors.
- **Earth & Space Sciences**
  - The theory of plate tectonics explains global patterns of geological activityand continental movement.

SCIENCE

Science Inquiry Skills
Science inquiry involved identifying and posing questions planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings.

- **Questioning and predicting**
  - ○ Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables.
- **Planning and conducting**
  - ○ Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types.
  - ○ Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability.
- **Recording and processing**
  - ○ Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data.
- **Analysing and evaluating**
  - ○ Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence.
  - ○ Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data.
- **Communicating**
  - ○ Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

Assessment:

A range of assessment methods will be used, which may include:

- Practical and Research investigations.
- Topic Tests.
- Semester examinations.

SCIENCE

LAUREL SCIENCE

CORE SUBJECT – TWO SEMESTERS

Learning Focus

In Year 9 Laurel Science, students will develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions by using scientific methods. Students will complete an individual Research Project as part of the Science Talent Search and will participate in the International Competition and Assessment for Schools (CAS) and other competitions as nominated by the teacher.

In Semester 1, students will investigate the role of DNA and genes in cell division and genetic inheritance and use this knowledge to explore natural selection and evolution. Students will investigate the interdependencies between biotic and abiotic components of ecosystems and how the flow of energy and cycling of matter shape these systems. They will explore The Greenhouse Effect and how human activity contributes to the global phenomenon of climate change.

In Semester 2, students will study the similarities in the chemical behaviour of elements and their compounds and how this is represented in the way the periodic table has been constructed. They will use atomic symbols and balanced chemical equations to summarize chemical reactions, including neutralization and combustion reactions and will investigate how different factors influence the rate of reactions. Students will analyze the relationships between distance, speed, acceleration, mass and force to predict and explain motion and use the concepts of voltage and current to explain the operation of electric circuits.

Victorian Curriculum Strands:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

- **Science has a human endeavour**
  - Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.
  - Advances in scientific understanding often rely on development in technology and technological advances are often linked to scientific discoveries
  - The values and needs of contemporary society can influence the focus of scientific research
- **Biological Sciences**
  - The transmission of heritable characteristics from one generation to the next involves DNA and genes
  - The theory of evolution by natural selection explains the diversity of living things and is supportedby a range of scientific evidence
  - Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

SCIENCE

- **Chemical Sciences**
  - Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
  - Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer
  - The atomic structure and properties of elements are used to organise them in the Periodic Table
  - Different types of chemical reactions are used to produce a range of products and can occur at different rates.
- **Earth & Space Sciences**
  - Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and Atmosphere
- **Physical Sciences**
  - Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
  - Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by concepts of voltage and current.
  - The motion of objects can be described and predicted using the laws of physics.

Science Inquiry Skills

Science inquiry involved identifying and posing questions planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings.

- **Questioning and predicting**
  - Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables
- **Planning and conducting**
  - Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types
  - Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability
- **Recording and processing**
  - Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data
- **Analysing and evaluating**
  - Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence
  - Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data
- **Communicating**
  - Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

SCIENCE

Assessment:

A range of assessment methods will be used, which may include:

- Tests on the areas of study
- Practical Investigation Reports and Laboratory Skills
- Science Inquiry Skills
- Research and Application Tasks – research and presentation of information
- Semester Examinations

ELECTIVE SUBJECTS

APPLIED LEARNING

COMMUNITY ACTION

ONE SEMESTER

Learning Focus

This unit aims to develop student's skills in working with and leading others by contributing to the successful completion of a group project. Organisation, planning, negotiation and problem solving are also taught through a range of hands on projects carried out predominantly on the College premises.

Learning Outcomes

- Students develop the ability to work collaboratively as part of a team and get along amicably with others
- Approaching and evaluating a project (e.g. establishing a garden bed) in a systematic and considered way to ensure all aspects of the project runs smoothly
- Specific knowledge, e.g. Why particular plants are more suitable in certain parts of a garden rather than others
- Learn skills, practical and interpersonal that will assist in their working lives and life more generally
- Students understand the safety implications of project work and complete a risk assessment for each activity

Assessment

Applied learning (learning through and by practical means) underpins all the tasks students are assessed on in this subject. Assessment is competency based using the following criteria:

- Enthusiastic participation in the various projects undertaken
- Meaningful contributions and a positive attitude to these projects
- Working collaboratively as part of a team
- Demonstrate skills and knowledge have been learned and continue to develop (by building on knowledge and skills already acquired)
- Demonstrate safe working practices and appropriate use of tools, ICT and equipment

VISUAL ARTS

ART

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

This course introduces students to a variety of mediums that are aimed at improving the students making and creating skills. They are offered a range of creative, making mediums including drawing, painting, photography, sculpture and printmaking and given an opportunity to produce a number of visual outcomes.
Students create and respond to visual art works, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

Victorian Curriculum Strands

- **Explore and Express Ideas**
    - Exploring, imagining, experimenting, and expressing ideas, concepts, themes, values,beliefs, observations and experiences in artworks that students view and make.
- **Visual Arts Practices**
    - Developing understanding and skills by exploring, selecting, applying, and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.
- **Present and Perform**
    - Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.
- **Respond and Interpret**
    - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

Assessment

A range of assessment procedures is used, including:

- Folio – notes, generation of ideas, making trials and experiments
- Major artwork/s
- Written Responding and Interpretation tasks.

VISUAL ARTS

MEDIA

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Media plays an enormous role in our lives today. Students observe, use and produce media on a daily basis and as such need to develop a critical eye and technical skills to enhance their understanding of media and consumption of it. In Media students will develop an understanding of how concepts of audience can shape the planning of a media product. The course is also intended to give the students a basic understanding of the photographic and video processes in order to communicate effectively in media products. Students will experiment with visual and technical codes in accordance with a selected genre in the production of media products.

Victorian Curriculum Strands

- **Explore and Represent Ideas**
  - Exploring and experimenting with ideas and representations using images, sound and text. Manipulating media structure, elements and concepts with intent to represent and communicate ideas.
- **Media Arts Practices**
  - Developing and refining understanding, skills, techniques, technologies and processes.
- **Present and Perform**
  - Planning, producing, presenting and distributing media artworks to audiences. Considering the relationship between artist intentions, audience interpretation and engagement
- **Respond and Interpret**
  - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in media artworks. Examining media artworks in historical, cultural, institutional and social contexts.

Assessment

- Planning and production of a variety of photographic and video tasks.
- Analysis and interpretation of media products such as TV shows, films, games, photographs

VISUAL ARTS

VISUAL COMMUNICATION

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

In level 9 students learn the importance of visual communication design in past and contemporary society and how to apply this knowledge in their own visual communications. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications. They will continue to work from a brief that will convey information to an audience for a specific purpose. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to their learning. Students will develop their skills in both two and three-dimensional manual, freehand drawing. They will experiment with the aesthetic application of the elements and principles of design using a range of materials and media and build on their skills in the use of digital programs in the creation of their final presentations.

Victorian Curriculum Strands

- **Explore and Represent Ideas**
    - Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience
    - Generate, develop and refine visual communication presentations in response to the brief

- **Visual Communication Design Practices**
    - Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design

- **Present and Perform**
    - Work from a brief that identifies a specific audience and needs, and present visual communications that meet the brief

- **Respond and Interpret**
    - Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
    - Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

Assessment

A range of assessment procedures is used, including:

- Practical design activities
- Annotated design folio

VISUAL ARTS

DIGITAL ART

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The impact of digital technology has transformed the world of visual arts. New art forms such as digital illustration and painting, digital photography and installations have become recognized artistic practices. In Digital Art, students will discover and study the techniques and dynamics involved in the production of various forms of Digital Art. Through hands on projects, students will experiment with digital illustration the manipulation of photography, digital painting and the creation of expressive artworks using editing software. The course is also intended to give students a basic awareness of career opportunities on offer within the field of digital arts.

Victorian Curriculum Strands:

- **Explore and Express Ideas**

Exploring, imagining, experimenting, and expressing ideas, concepts, themes, values, beliefs, observations and experiences in digital artworks that students view and make.

- **Visual Practices**

Developing understanding and skills by exploring, selecting, applying, and manipulating digital techniques, technologies and processes. Conceptualising, planning and designing digital artworks

- **Present and Perform**

Planning, producing and presenting digital artworks to audiences. Considering the relationship between artist intentions, audience interpretations and engagement

- **Respond and Interpret**

Analysing, evaluating, interpreting and reflecting upon meaning, beliefs and values in digital artworks. Examining digital artworks in historical and cultural contexts

Assessment: A range of assessment procedures are used including:

- Planning and production of a variety of digital art tasks
- Analysis and interpretations of digital artworks

PERFORMING ARTS

DANCE

ELECTIVE SUBJECT – ONE SEMESTER

Students selecting this unit will be required to participate in College events such as Open Day or Nazareth Showcase as part of the course requirements

Learning Focus

Students selecting this unit will be taken through the elements of Safe Dance practices. They will work towards developing dance technique while learning expressive skills as well. Students will also be developing ideas for dance works through structured improvisation. They will partake in discussions, using the appropriate language, about the physical and expressive skills, body actions and elements of movements within a given dance piece.

Victorian Curriculum Strands

- **Explore and Express Ideas**
    - Students will explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities.

- **Dance Practices**
    - Students will practice and refine technical and expressive skills to develop proficiency in genre and style-specific techniques.

- **Present and Perform**
    - Students will perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent.

- **Respond and Interpret**
    - Students will evaluate their own choreography and performance, and that of others, to inform and refine future work.

Assessment

- Participating in practical classes
- Written responses – reflecting and evaluating on performances
- Performance of a choreographed piece
- Research assignment

PERFORMING ARTS

DRAMA

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Students selecting this unit will study units on Commedia Dell'Arte and Improvisation. They will devise and develop a variety of performances throughout the semester in pairs or groups. They will work towards developing their acting technique especially in the areas of voice, movement and characterisation. Students will partake in a variety of practical workshops and analyse different dramatic techniques and styles of drama.

Students will be exposed to the range of skills involved in practical stagecraft such as acting, costume design, lighting, multimedia, properties, promotion/publicity, set design, sound and stage management.

Victorian Curriculum Strands

- **Explore and Express Ideas**
    - Students will improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape devised and scripted drama. They will learn to manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

- **Drama Practices**
    - Students will practice and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces.

- **Present and Perform**
    - Students will perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.

- **Respond and Interpret**
    - Students will evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect.

Assessment

- Drama journal – reflecting and evaluating performances Costume Designs and Set Design.
- Commedia Dell'Arte Group Performance.
- Monologue (Solo Performance).
- Written reflection on Group and Solo performance.

PERFORMING ARTS

MUSIC PERFORMANCE

ELECTIVE SUBJECT – ONE SEMESTER

Students electing to study this subject are required to have their own instrument for practice at home. It is also recommended that students take private lessons on their instrument and participate in the college co-curricular music ensemble program.

Learning Focus

Students studying this unit will develop their skills on different instruments in the context of solo and/or ensemble performance and learn how to use different instrumental colours and textures to explore variations in sound and silence. They focus on listening skills and imagination to develop ideas in response to stimuli such as music they have listened to, observations, feelings, experiences, and research. Students further extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles and genres in greater depth.

Victorian Curriculum Strands

- **Explore and express Ideas**
    - Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
- **Music practice**
    - Create, practice and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
- **Present and perform**
    - Perform music applying techniques and expression to interpret the composer's use of the elements of music and compositional devices
- **Respond and interpret**
    - Evaluate a range of performances and compositions to inform and refine their own music making

Assessment

- Performance and Stagecraft
- Listening and Analysis
- Composition
- Music theory Test

SCIENCE, TECHNOLOGY & MATHEMATICS

ROBOTICS

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Students will look at how robots have evolved and what robots are currently being developed and how these might be useful to society. Student will begin programming a VEX IQ robot using block code to give them an understanding of how to control a robot and move on to using sensors to allow the VEX IQ robot to perform a task autonomously. Students then may choose to build a robot from the lego EV3 kit or VEX EDR kit or construct a robot from scratch using Arduino circuits and sensors to control their robot.

Students may choose to enter their robot in one of the many robot competitions available to schools in Victoria including Robocup junior, First Lego League or VEX robotics.

Victorian Curriculum Strands at Level 9:

Design and Technologies

- **Engineering principles and systems**
  - Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- **Materials and technologies specialisations**
  - Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- **Investigating**
  - Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- **Generating**
  - Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- **Producing**
  - Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- **Evaluating**
  - Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- **Planning and managing**
  - Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

Assessment:

Students are assessed on their ability to work on a team, public speaking and problem solving skills. The assessment task will be assessed on the following areas:

- Robot performance, i.e. how well the robot performs on the table - best of 3 rounds. This is an objective measure and everyone sees the scores as the competition progresses.
- Robot Design - this is well the team have designed the robot mechanically and software wise. This is a subjectively judged measure.
- Project - Students undertake a research project based on the theme for the year.

TECHNOLOGY STUDIES

INFORMATION TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The Digital Technologies curriculum aims to ensure that students can:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
  Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

Victorian Curriculum Strands

The curriculum foci for Year 9 Information Technology are established by the VCAA in their Digital Technologies Curriculum. The relevant standards for Year 9 and assessed in this unit are as follows:

- **Digital Systems**
  - Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- **Data and Information**
  - Analyse simple compression of data and how content data are separated from presentation
  - Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements
  - Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
  - Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities
- **Creating Digital Solutions**
  - Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
  - Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language
  - Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation

Assessment

Students are assessed and reported on via a variety of classwork activities, analytical tasks, research projects and practical work including: classwork, homework, assessment tasks and tests.

TECHNOLOGY STUDIES

FOOD TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Food Technology at this year level aims to provide students with more advanced knowledge and skills necessary to use a range of materials, equipment and processes to produce food products. The unit contributes to student awareness and understanding of health-related issues and their link to food. Students will develop Research Skills, increase their knowledge of International foods and factors which influence adolescent food choice.

Victorian Curriculum Strands

- ***Creating Designed Solutions***

Investigating and Generating:

- Students work through the design process
- Design brief
- Research
- Make critical decisions about materials
- Identify a range of criteria for evaluation
- Production plan

Production:

- Students safely, efficiently and hygienically produce food products using a range of techniques, equipment, tools and ingredients, taking into consideration quality and aesthetic factors

- Evaluating:
  - Students critically analyse and evaluate design ideas processes, against criteria for success recognising the need for sustainability.
- Planning and Managing
  - Students will develop plans to manage projects taking into consideration time, cost, risk and production processes

Assessment

- Production – use of equipment and utensils to produce selected food products
- Research assignments – International foods and Focus on Food cooking at home assignment
- Design Brief - design own healthy fast food

TECHNOLOGY STUDIES

WOOD TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technologies at this year level aims to promote understanding of the technology process, working with design briefs, investigating function and aesthetics, developing he capacity to model, assemble and disassemble work and developing evaluation criteria.

Victorian Curriculum Strands

- ***Creating Designed Solutions*** ○

  Investigating and Generating:
  - Students work through the design process
  - Design brief
  - Research
  - Generate designs and justify preferred options
  - Make critical decisions about materials
  - Identify a range of criteria for evaluation
  - Production plan

  Producing:
  - Students safely, responsibly and using protective clothing, when necessary, produce a range of products from a variety of materials (plastic, wood, metal)

  Evaluating:
  - Students evaluate design ideas and productions

  Planning and Managing
  - Students use processes to coordinate production of designed solutions

Assessment

A range of assessment methods will be used including:

- Practical tasks
- Written Tasks
- Research assignment
- Design folio task

TECHNOLOGY STUDIES

TEXTILES TECHNOLOGY

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design, Creativity and Technology at this year level aims to promote understanding of the technology process, working with design briefs, investigating function and aesthetics, developing the capacity to model, assemble and disassemble products, communicating ideas, considering risk assessment, documenting work and developing evaluation criteria.

Victorian Curriculum Strands

- ***Creating Designed Solutions*** ○

Investigating andGenerating:

- Students work through the design process
- Design briefs
- Research
- Generate designs and justify preferred options
- Make critical decisions about materials – including sustainability considerations
- Identify a range of criteria for evaluation

Producing:

- Students safely, responsibly and using protective clothing, when necessary,produce:
- Felting and hand/machine embroidery
- Hoodie - garment

Evaluating:

- Students use evaluation criteria and critical analysis to make appropriate suggestions for changes to their products that would lead to an improved outcome.

Planning and Managing

- Students use processes to coordinate production of designed solutions

Assessment

- Practical tasks
- Folio tasks
- Research assignments – History of Fashion, choosing an era

TECHNOLOGY STUDIES

DESIGN & TECHNOLOGIES

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technologies prepares students to navigate the increasingly complex and technological world in front of them.

This project-based learning curriculum offers students a broad range of educational experiences, readily transferable to home, life, leisure activities, the wider community, and to work.

In class, students plan and manage projects from conception to realisation. This involves applying design thinking to investigate ideas, generating and refining ideas, plan and manage, produce and evaluate designed solutions.

Students are provided with practical opportunities to be users, designers and producers of new technologies.

Previous students have developed a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Victorian Curriculum Strands:

Creating Designed Solutions is organised by five sub-strands:

Investigating – students critique, explore and investigate needs and opportunities

Generating – students develop and communicate ideas, make choices, weigh up options, and consider alternatives.

Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.

Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions.

Planning and managing – Working individually and collaboratively, students learn to plan and manage time, along with other resources, to effectively create designed solutions.

Assessment:

- Production - Students produce a product from plans
- Collaborative Design & Engineering - Students work in teams and use engineering principles to build a model bridge to hold as much weight as possible.
- Design Task - Students choose a design problem, use creative and critical thinking techniques to find solutions, then create the solution