DE LA SALLE COLLEGE
MALVERN

YEAR 9 HANDBOOK
2013

HE’S LEARNING TO LIVE AND LEAD
De La Salle is proud to be able to offer our Year 9s an exciting mix of core and elective subjects as part of their Year 9 program. As our students move into the middle years of their education we believe that greater choice and control over subjects allows our students to exercise responsibility as well as allow for some freedom of choice in areas in which they are interested.

We ensure our students remain proficient in the core subjects of Religious Education, English, Science, Mathematics, PE/Health and History/Geography. Each of these subjects is run according to the standards as set by AUSVELS or VELS requirements. There will be some change to course content as Phase Two of the National Curriculum is trialed in 2013 and implemented in 2014. Our current courses in English, Science, Mathematics and History meet the requirements for Phase One implementation of the National Curriculum in 2013.

Our elective program at Year 9 caters for a wide range of choice and areas of interest. A list of subjects available for selection can be found overleaf. It is very important that students indicate the subjects they wish to choose via the preference system, it is highly likely that not all students will be able to be enrolled in their top four preferences so indicating choices from most to least desirable is a way to ensure we can take into account greatest areas of interest.

We strongly encourage students at Year 9 to continue with their study of a language. When students choose a language they are choosing two of the elective spots available to them as a language choice runs across an entire year. Any student wishing to continue their study in language at Year 10 must choose to study it as a Year 9 student.

Students who have been identified as requiring extra assistance with their literacy skills are enrolled in Literacy Support, this is done with the express permission of parents. Lit support runs for an entire year and replaces the History/Geography core at Year 9.

In 2012 students will complete their subject choices on-line. Information about how to complete this process is at the back of this handout. Students will be e-mailed their log in details as well as a link to the online subject selection portal via their De La Salle e-mail. Online subject selection opens on 10 August and closes 17 August. Students must print off their final subject selection, have it signed by parents and handed in to the front office by 17 August.

Sally Buick
Deputy Principal, Curriculum

John McAlroy
Head of Tiverton Campus
YEAR 9 2013 SUBJECT SELECTION

Students at De La Salle in Year 9 are enrolled in 6 core subjects.

These subjects are:

- Religious Education
- English
- Science
- Mathematics
- PE/Health
- Geography/History

Students may choose a language in Year 9. The following two languages are available to choose from:

- Italian
- French

Students who choose to study a language in Year 9 only need to choose two other electives as a language runs for the whole year. Students will not be permitted to move out of a language half way through the year.

Students at De La Salle in Year 9 choose four electives from the following:

- Media
- Photography
- Art
- Drama
- Technology
- Literature
- Music

Students enrolled in Literacy Support at Year 9 do it as an alternative to History/Geography.
Year 9 2013 Elective Units of Study

Students are strongly encouraged to access Course outlines via Moodle in order to gain a more in-depth understanding of what work is done for each elective unit.

Technology

In Year 9 Technology Materials, students learn the Design process that is used throughout all Technology subjects. They produce a folio of work that includes:

- Design and Investigation
- Production
- Analysing and Evaluating

Students are encouraged to access a wide range of tools and fixed machines in the workshop to produce their designs. Student’s models include: Tool box and a serving tray. Skills learnt: various hand tools as well as timber joints used to create the models. When completed students analyse what they have done.

Languages

French & Italian:
The emphasis in Year 9 continues to be on the development of the four language skills of listening, speaking, reading and writing through the use of Texts which will be chosen for their Multi Media use.

Students understand and use language within the world of teenage experience; - on topics related to events of general interest, at times drawn from other key learning areas and from the print and electronic media. More complex grammar continues to be introduced assisting students in their development of the language. Students also read a range of texts about the culture of the language studied and draw comparisons with our own Australian culture. Students talk and write in simple terms about themselves, their likes and dislikes, describe themselves, family, pets, food and drink, sport, and their daily routine. They interact with others by listening and responding to simple questions in the language.

Students work with an interactive CDROM, audio CDs that support the course and explore aspects of French life and language. Students also participate in a variety of creative technology-based activities using generic software and/or the Internet.
Drama

Year 9 Drama explores improvised role play and scripted performances. Students are introduced to the theatrical style of Slapstick and Comedy, exploring a range of characters and improvised scenarios in the style. Themes and ideas for monologue and ensemble performances are drawn from personal experiences and a variety of stimulus material. Students investigate theatrical and staging conventions, and are given the opportunity to respond to a variety of dramatic works in written and verbal forms. Students participate in a Performance for a selected audience.

Media

Area of Study 1: Narrative/ Film Study
This unit will introduce students to the study and analysis of film with a focus on the action genre. Students will learn about production elements (lighting, camera work, sound, editing and acting) as well as story elements (opening sequences, characters, setting, storylines, closing sequences) in filmmaking. The unit will consist of shorter activities based on our study of an action film and conclude with writing a detailed analysis of the film.

Area of Study 2: Advertising
In the advertising unit, students will analyse a range of advertisements to develop an understanding of advertising techniques. Students will consider the role of advertising in their own lives and how the construction of advertising affects the target audience. Students will use their knowledge of advertising techniques to develop their own concept for an advertising campaign, which they will pitch to the class. In the practical component of the subject, students will work in groups to create a short television advertisement, using the digital video cameras and their Netbooks to edit the final product.

Photography

Students in this unit of work learn about a number of ways in which to create pieces of art through the use of the camera. Students work through design principals as well as elements of design, learning about the aesthetic elements of photography and ways in which to manipulate photography in order to create a unique folio. The work of Annie Leibovitz is studied and analysed and students engage in creating their own environmental portraits.
ART

In Year 9 Art students look at a variety of different techniques in order to understand the design principals of the creation of works of art. They both analyse and utilise a variety of different mediums in order to understand the varying elements of art. Students work through these different techniques to create an original piece of art.

LITERATURE

Literature is an elective that involves the close examination of narratives and the way in which authors construct texts. Students develop an understanding of important literary terms through a study of extracts by a range of authors including Dickens, Haddon and Winton. Students also examine a complete novel so this elective should only be selected if you have a keen interest in reading.

MUSIC

Year 9 students explore and investigate methods of songwriting and composition. Students analyse lyrics and explore rhyme, rhythm, themes and form. Students work collaboratively in groups creating their own compositions to be performed for the class. During theory work, they explore key signatures, chord structure and rhythm associated with songwriting. Students develop the skill of working in an ensemble and gain practical experience of structuring rehearsals and improving their skills as a musician.
THE SELECTION PROCESS
**ONLINE SUBJECT SELECTION INSTRUCTIONS**

Web Preferences is a web application that allows students to enter their subject preferences on-line. This Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:
- An Internet connection.
- A web browser – Microsoft Internet Explorer 5.5 or higher, or Netscape Navigator or higher, or Apple Safari 1.2 or higher.
- Access to a printer.

**Step One – Accessing Web Preferences**
To use Web Preferences you must open your web browser and open the following internet site.


**Step Two – Logging into Web Preferences**
You will be required to enter an access code and password to log in to this website. These details are case sensitive and match your current school network login details. Students will receive login codes from Homeroom teachers if required.
Step Three – Selecting Preferences
To use or change your preferences press the “Add Preferences” button located near the top left corner of the page and the “Preference Selection” page will appear. Follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, press the “Submit Preferences” button.

If a subject you wish to choose is not listed in a drop down box it means that you have not met the subject prerequisite. In this case you will be unable to select this study unless you download and follow the Subject Appeals Form process(available on our college website).

Step Four – Validating Preferences
The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the “Submit Preferences” button which will open a page titled “Preference Receipt”.

Step Five – Finishing Up
You can print your “Preference Receipt” page by pressing the “Print Receipt” button. Sign the printed receipt and return it to your Homeroom teacher. Continue by pressing the “Finish” button, which will return you to the home page. If you want to change your preferences, repeat the process by processing the “Add Preferences” button, otherwise exit by pressing the “Log Out” button.
SUBJECT SELECTION APPEALS FORM

The College has published details concerning the usual selection requirements needed to gain access to certain subjects. In extraordinary circumstances involving: a serious health or family-related issue; bereavement; or other exceptional circumstance, these requirements may be waived. If exceptional circumstances meant it was not reasonably possible to meet the subject selection requirement, students may apply to choose the subject by completing this Subject Selection Appeal Form.

Please note:

- The onus is on the student to provide compelling evidence to support his Appeal
- All Appeals will be seriously considered by the Academic Progress Panel
- The Academic Progress Panel reserves the right to request additional evidence
- The completed Form is to be handed to the Year Level Coordinator by FRIDAY 17, AUGUST.
- The Principal’s eventual decision regarding access to particular subjects will be final.

TO BE COMPLETED BY THE STUDENT WITH THEIR PARENT(S)

Student Name __________________________   Homeroom Teacher ________________   H.Room ___________

I wish to appeal my exclusion from [insert subject name(s)]

for the following reasons:

Reason(s)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

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How did the above reason(s) impact? Clearly outline how the different reasons disadvantaged your studies.

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Supporting documentation
Documentation must be provided to have the best chance of a successful appeal. Collect documentation of the reasons you have identified, preferably with a description of how they affected your studies (eg. doctor/counselor letter.) If you cannot get supporting documentation from a doctor/counselor, ask a parent/guardian to write a detailed supporting statement. Attach any supporting documentation to this Form.

Solutions
For each reason you have identified, find a realistic solution or set of strategies that will allow you to perform to the required level in the future. You must be able to demonstrate that you can overcome the problems you have identified.

Reasons Solutions
1. ______________________________________________________________________________________________
2. ______________________________________________________________________________________________
3. ______________________________________________________________________________________________
4. ______________________________________________________________________________________________

Additional Comments (optional)
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
____________________________________________________________________________________

Student Declaration
I certify that the information I have supplied is complete and correct.

Student Signature: _______________________________ Date: __________________________

Parent/Guardian Signature: __________________________ Date: ______________________________

OFFICE USE ONLY
Decision of Academic Progress Panel:

Signature: _______________________________
Date of Decision: __________________________