

# Year 9

## Curriculum Handbook



DE LA SALLE  
COLLEGE - MALVERN

# Introduction

## Message from the Assistant Principal – Learning & Teaching

Reflected in the content of the following pages are the mission and values of Lasallian education, supporting a comprehensive education which attends to the needs of students with a range of abilities and talents.

The mandated curriculum in Victorian schools, the Victorian Curriculum, describes the essential entitlement of students from Foundation to Year 10. Adoption of this framework has led to the progressive review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting.

Similarly, the adoption and increasing assimilation of digital learning tools in recent years has had a profound impact on learning and teaching. Ubiquitous access to mobile technologies for teachers and students has enabled research, collaboration, communication and content creation in ways which have not been previously possible. Teachers have populated the College's electronic learning management system, OLLIE, with learning and teaching resources, enabling students to engage with learning tasks in a way which does not depend exclusively on the lock-step of traditional classroom teaching practices. Parents are also drawn into the progression of learning, having access to activities and results throughout the academic year.

Drawing from the Victorian Curriculum and the Archdiocese of Melbourne's Religious Education Curriculum frameworks in the compulsory years, and the VCE, VM and VET in the post-compulsory years, the 2025 Handbook describes arrangements for the learning and teaching program for years 7 to 12 at De La Salle College, for the coming academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study. When used well, the Handbook will act as a reference and companion text for the critical discussions between students, parents and teachers in deliberating about subject selections and future pathways.

*Rob Bonnici*

Assistant Principal – Learning & Teaching



## Mission

De La Salle College is a Catholic boys' College based on the teachings of Jesus Christ, in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning leadership and service.

## Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community, to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and the marginalised, and emphasises respect for all.

## Values

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment. We practice the five core principles as set forth by St John Baptist de La Salle:

1. Respect for all people:  
We honour and respect the dignity of all individuals.
2. Quality education:  
We engage in quality education together as Students and staff by thinking critically and striving for personal best.
3. Inclusive community:  
We celebrate diversity and welcome all members to our community.
4. Concern for the poor and social justice:  
We are in solidarity with the poor and advocate for those without a voice.
5. Faith in the presence of God:  
We believe in the living presence of God in our Students, in our community and in our world.

### A Statement on Australian Democratic Principles

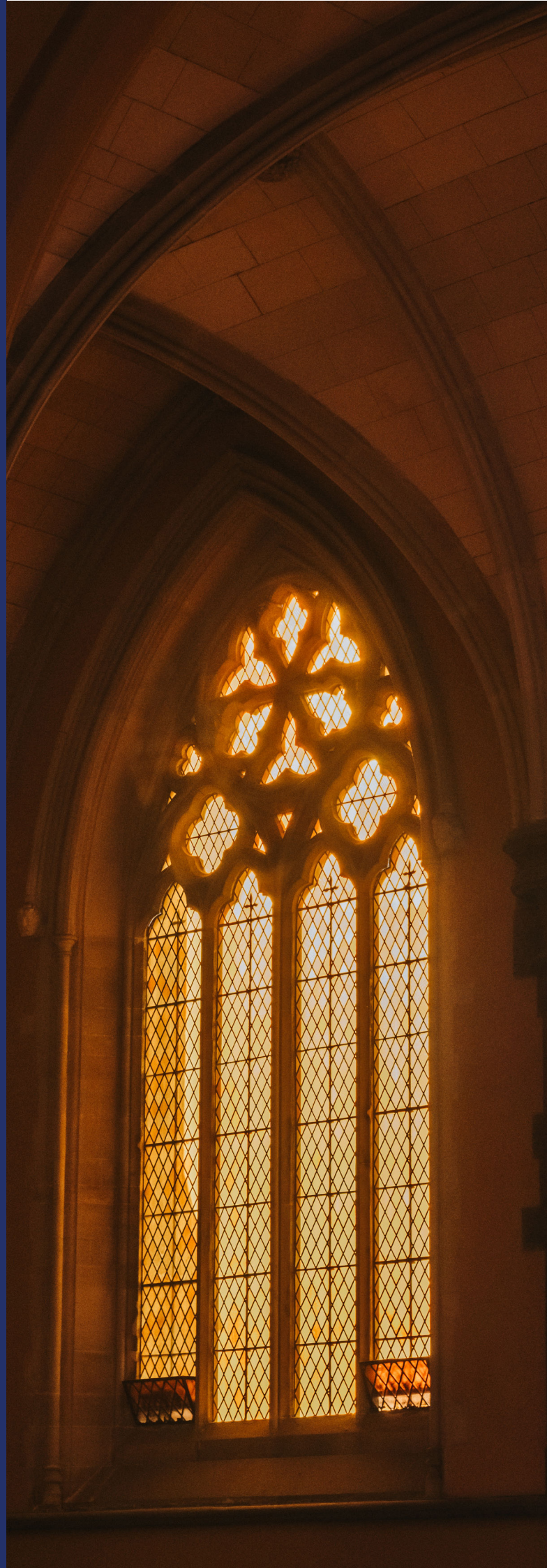
At De La Salle College we recognize that the school plays a vital role in advancing democratic ideals and principles. For democracy to continue to thrive, children must be taught democratic ideals and principles and to value its way of life. De La Salle College will explicitly and implicitly support and promote the principles of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Through our curriculum and extracurricular programs, De La Salle College will prepare our children to become citizens who will preserve and shape democracy in the future. Democratic values will be taught explicitly in the curriculum and implicitly in the child's experience of the school, from classroom practice, and from what is taught to how it is taught.

# Contents

|                                             |    |
|---------------------------------------------|----|
| Introduction .....                          | 1  |
| Curriculum Overview .....                   | 3  |
| GROW Program .....                          | 4  |
| Gifted and Talented Education Program ..... | 5  |
| Literacy Support Program .....              | 6  |
| Numeracy Support Program – Years 7-9 .....  | 6  |
| WISE Program .....                          | 7  |
| Project Based Learning .....                | 8  |
| Alliance .....                              | 9  |
| Commerce .....                              | 11 |
| Conversation .....                          | 12 |
| Discovery .....                             | 12 |
| Encounter .....                             | 13 |
| Experience .....                            | 14 |
| Ingenuity .....                             | 18 |
| Immersion .....                             | 21 |



# Curriculum Overview

## Year 9 Core Subjects

|                                                      |                                      |                                       |
|------------------------------------------------------|--------------------------------------|---------------------------------------|
| Encounter<br>(Religious Education)                   | Alliance<br>(English and Humanities) | Ingenuity<br>(Maths and Science)      |
| Discovery<br>(Health and Physical<br>Education/WISE) | Conversation<br>(Languages)          | Literacy Support<br>(Invitation only) |
| GROW                                                 |                                      |                                       |

## Elective Subjects (2 per semester)

|       |                  |                                  |                     |
|-------|------------------|----------------------------------|---------------------|
| Drama | Forensic Science | Imagery and Ink                  | Literature          |
| Media | Music            | Global Wallet                    | Statistics in Sport |
| STEM  | Visual Art       | Visual Communication<br>& Design | Food Technology     |

## Immersion or ACC Electives

|                                  |                      |                        |                               |
|----------------------------------|----------------------|------------------------|-------------------------------|
| Art and Design: Be the<br>Change | Crime and Punishment | Funny About That       | Live Music Industry<br>Skills |
| Real Life Robotics               | Robocode             | Style & Sustainability | ACC Representative<br>Sport   |



## Grow Program

De La Salle College recognises that as our students progress through the College, their social and emotional wellbeing is vital to their success and growth as capable and confident young people.

The GROW (Growing Responsibility for my Own Wellbeing) program is designed to equip students with the skills and knowledge to develop their own wellbeing across a number of areas. As a school community, De La Salle College embraces the opportunity to empower students to meet any challenges they may face, both inside and outside of the classroom.

### Aims

Through the use of the Resilience, Rights and Respectful Relationships curriculum material and the College's partnerships with external organisations, such as The Black Dog Institute, Elephant Ed, Man Cave, Braingrow and Headspace, the GROW Program aims to expose students to a range of real life situations within a supportive and caring environment so that they may develop into confident and resilient young men who are prepared for life's challenges.

GROW is:

- A wellbeing program that is targeted at each Year Level specifically.
- A program that utilizes the expertise and knowledge of De La Salle teachers.
- A program that is meaningful and engaging.
- A program that encompasses Positive Psychology and Respectful Relationships.
- A program that has been shaped by student input and voice.

More specifically, the program aims to:

- Create and celebrate a sense of connection, community and brotherhood amongst students, and staff.

- Promote and develop the qualities of resilience, openness, reflectiveness, growth mindset, positivity, and purpose.
- Assist students to recognise and express emotions appropriately.
- Allow students to acknowledge their personal qualities and achievements.
- Foster an understanding in students of themselves as learners, with the self discipline to work independently and show initiative.
- Help students to develop the skills to communicate effectively and work collaboratively, making decisions, and negotiating and resolving conflict.
- Create opportunities for students to be mentored by, and mentor, fellow students.
- Allow students to develop leadership skills.

### Topics

The Resilience, Rights and Respectful Relationships program embedded within GROW covers eight topics of Social and Emotional Learning across all levels of secondary education.

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity
8. Positive Gender Relations

## Year 9 Focus

- Building a positive culture and supportive community at Holy Eucharist
- Futures program
- Gender, respect, and safety
- Positive Masculinity

# Gifted and Talented Education Program

At De La Salle College, our specialised programs ensure our students are appropriately challenged and supported throughout their school years. Research has found that gifted students have an increased chance of disengagement and marginalisation if they aren't provided enriching learning environments. Therefore, the aim of this program is to cater for the diverse range of gifted and talented students at the college to further develop and support their abilities. We recognise that gifted and talented students have specific education needs and that it is imperative they are challenged, extended, and inspired in ways tailored to their individual needs. The GATE Program is designed to respect the dignity of each student, and celebrate the diversity of their gifts.

## Aims

To enhance the education of our gifted and talented students by:

- Developing structures that will allow the college to accurately assess the range and level of exceptional abilities in students
- Developing and running individualised pastoral and curricular support programs for students identified by the above mentioned assessment structures
- Offer internal and external avenues for students to showcase their abilities at local, national and international levels

## Description of the Program

A range of curricular, co-curricular and mentoring opportunities are available that are tailored to match the distinctive needs of the individual student. This allows the development of talents in specific domains while pursuing mainstream curricula in other subjects. The GATE Program encourages students to explore alternative ways of learning that may not occur in the mainstream classroom. It is individualized to ensure that the learning that occurs extends the students within the program in subjects they excel in and supports them to build confidence and capacity in others where required. It also provides high-achieving students to work in a group of like-minded peers on a series of exciting academic programs and challenges. The opportunities that may be offered include:

- Differentiated content, processes and/or tasks to challenge gifted and talented students
- STEM-based electives offering hands-on learning such as Robotics and Computer Programming
- Mentorship opportunities via the CSIRO Scientists in Schools Program
- Subject acceleration across specific key learning areas in Year 9, 10 and 11
- Diverse co-curricular options that provide further avenues for gifted and talented students to be challenged through music, drama, art, debating, immersion programs, lunch clubs, as well as sport.

As well as preparation for external competitions such as:

- Tournament of Minds
- Da Vinci Decathlon
- AMT 3 week and 16 week Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition

And external support programs such as:

- The Victorian Association for Gifted and Talented Children Activities
- CSIRO Student Research Scheme

Through this program, De La Salle College aims to enable exceptionally able students in a community of faith and excellence to achieve their full potential with integrity and distinction.

## Identification and Eligibility

Giftedness is defined as the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains may be verbal/linguistic, mathematical/spatial, musical, kinaesthetic or creative. Talent is defined as the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

A comprehensive points based assessment criteria will be used to ascertain a student's eligibility for this program. Evidences such as Grade 5 Reports, Grade 5 NAPLAN, Grade 6 ALLWELL, Teacher, Student and Parent Questionnaires, Cognitive Assessments and Psychological profiles (when available) will be collected and assessed by a teacher panel to establish individualised support structures for students who have been identified as gifted in one or more learning domains.

## Reporting and Assessment

Student attendance in and completion of enrichment programs will be reported upon by the GATE Coordinator through a portfolio of evidence built by the students to reflect on their goals set for the academic year. This document will be forwarded to the parents and subject teachers in the following year.

# Literacy Support

The Literacy Support Program provides an opportunity for students to improve and enhance their literacy skills through participation in a targeted small group setting with Special Education/ Specialist English teachers.

## Aims

The Literacy Support Program aims to:

- Improve students' decoding and fluency skills
- Develop the students' individual levels of comprehension
- Develop the students' ability to write in the different genres
- Improve the students' punctuation and grammar skills

## Description of Program

- The Primary Literacy Support Program is an explicit and systematic reading intervention program for small groups of older low-progress readers. Groups consist of a maximum six students and sessions are timetabled over 8 periods per cycle.
- The Literacy Support Classes in Years 7 and 8 consist of 5 periods per fortnight and take the place of Language subjects. The program is one of intervention, focusing on strengthening the students' word knowledge and literacy skills.
- In Years 9 and 10, teachers focus on developing students' reading comprehension skills and written expression. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught. Structured paragraph planning and writing is also facilitated.

## Identification and Eligibility

- Incoming Year 5 and 7 students attend an assessment morning conducted by Academic Assessment Services. The data from their results is used, in conjunction with past NAPLAN results, school reports, and other information to determine those students who are experiencing difficulties in their literacy skills. Students who score within the Stanines 1 to 3 in the areas of Reading, Writing and/ or Spelling are considered for a position in the Literacy Support Groups.
- Learning progress of students in the program at Year 5 and 6 is monitored and, where appropriate, involvement in the Literacy Support Program is either continued or students are returned to the mainstream classroom.
- During the school year, teachers may refer students to the Education Support Team for testing with a view to entering the Literacy Support Program. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be considered for a position in the Literacy Support class, if one is available.
- Some students in the Year 8 Literacy Support Program may be identified for continued support into Year 9. These Students will be offered a position in the Literacy Support Program in Year 9.

## Reporting and Assessment

- Through observation, anecdotal evidence, work samples and formal testing, the students' progress is tracked, and improvements noted.
- Formal testing materials regularly used are: PAT-R Spelling, Vocabulary, Comprehension, Grammar and Punctuation.
- An assessment of learning outcomes is completed at the end of each semester and incorporated into each student's formal end of semester report. These are discussed at Parent/Teacher/Student interviews.

# Numeracy Support

## Description of Program

The Numeracy Support Program provides an opportunity for students to strengthen their numeracy skills in a targeted small group setting (maximum of 15 students) led by a mathematics teacher. In Years 7 and 8, students follow the standard Mathematics curriculum while revisiting key concepts from previous years as needed, with the goal of reintegrating them into mainstream classes where appropriate. In Year 9, the program diverges from the mainstream Mathematics curriculum and continues to focus on developing core numeracy skills.

## Identification and Eligibility

Students will initially be offered a place in the Numeracy Support Program based on the Academic Assessment Services tests conducted prior to starting De La Salle College at Year 7, or by teacher recommendation for Years 8 and 9 students. Progress will be carefully monitored throughout the year, ongoing enrolment in the program is reviewed at the conclusion of each term at Year 7, and at the end of each semester at Years 8 and 9. These reviews will be based on teacher judgement and performance in assessment tasks.

## Assessment

Students will complete assessment tasks similar to those in the mainstream Mathematics course while being adapted to match the level of the work covered in the Numeracy Support classes.

# WISE Program

The Year 9 WISE Program provides recognition for commitment, challenge and progressive improvement of self. The program is founded in research, suitably applied at Year 9 level for a unique and enriching experience with the intention of extending students in real world skills. The acronym WISE stands for: Wellness, Independence, Service and Expedition. The WISE Program is an exciting experiential initiative tailored to Year 9s, suitably embedded within Discovery.

## Aims

At the end of the course, students should achieve personal growth, a greater self-awareness and confidence to take on challenges in the four areas:

## Wellness

This component will involve a goal-orientated task that challenges students to complete a personal stock take of their health. Students will be asked to develop a Health and Wellness goal that is Specific, Measurable, Actionable, Realistic and Timely (SMART). Then, set about devising a plan of action to achieve a sustained improvement in their health. Students will chart improvement within a Wellness Log including reflections and validations of their progress to authenticate their work.

## Independence

A 5-week intensive course carried out in Term 1 (Tuesday Immersion Periods 5/6). Throughout Independence students will complete a series of short rotational classes learning life-skills that are relevant to a 14-year-old living in the 21st century.

## Service

The Service component of the WISE Award encourages students to put into action the Catholic charism and encapsulates the mission to 'walk along God's path'. Voluntary service is a most noteworthy learning experience. As such community service will exist within the WISE structure outside timetabled school hours. Students will be challenged to think creatively about how they might be able to make a difference within the community.

## Expedition

Students will be challenged via a 3-night wilderness expedition that will see students canoe along a section of The Murray River. This paddle will be suitably challenging and look to foster cooperation, teamwork and resilience. Students will camp and cook for themselves. The WISE award will have one expedition where all students will take a similar path down the river in smaller groups. Year 9s are challenged to look at their endurance, adaptability and mindset.

## Learning Structure

### Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

### Interpersonal Development

- Building social relationships
- Working in teams
- Devise, implement and refine strategies demonstrating leadership and collaboration skills

### Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition





## *Project Based Learning*

At the conclusion of Semester One examinations, the Year 9 program does not immediately move into Semester 2 classes to end Term 2. Instead, it provides students the opportunity to explore their passions and interests during Project-Based Learning (PBL) week. The De La Salle Year 9 program prides itself on offering this form of learning, which is heavily student-centred and allows students to have control and choice over what and how they learn, particularly through this initiative.

During PBL week, students will form small groups and select an area of interest, while also looking to solve a problem, answer an inquiry question, or invent something new. Throughout the week, students will work continuously with no formal classes, but they will be supervised, guided, and supported by the Year 9 staff in the construction of their projects. The week culminates in the students sharing their projects and achievements with the wider staff and parent community at the PBL exhibition. Here, students can explain the construction and evolution of their projects, providing context to their learning.



# Alliance:

## English and Humanities

### Description of the Program

Alliance combines traditional English, Geography and History. Students interpret, create, evaluate and discuss a wide range of literary texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, and text transformations. Responses are developed in relation to geographical concepts such as food security and sustainable tourism as well as analysing perspectives around the Industrial Revolution, colonisation of Australia and World War One. Students consider both local and international contexts in their exploration of key ideas around interconnections of human environments and events. A focus on students developing their own interpretations of Nationalism and Legacy is maintained through class activities and project-based learning, allowing for an individualised program where areas of the course content can be further investigated through student and teacher negotiation.

### Learning Standards

#### Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

#### Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

#### Speaking and Listening

- Listen for ways texts position an audience.
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

### Geographic Concepts and Skills Place, Space and Interconnection

Students will:

- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

### Geographic Knowledge Biomes and Food Security

Students will investigate:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.
- Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time.
- Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

### Geographies of Inter-Connection

Students will investigate:

- Perceptions people have of place, and how this influences their connections to different places.
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places.
- Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

### Historical Skills and Concepts

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750–1918.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

## Historical Knowledge

- The Industrial Revolution
- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia.
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people.
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution.
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.

## Australia and Asia - Making a Nation

- Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples.
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates.
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values.

## Australia at War (1914 – 1918) World War One

- Causes of World War I, the reasons why men enlisted to go to war and how women contributed in the war effort.
- Significant places where Australians fought and explore their perspectives and experiences in these places.
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to Britain, USA and Asia.

## Assessment

- Creative Writing
- Autobiographical reflections
- Analytical text response essays
- SPICISS Mapping Task
- Sustainability Activities
- Source Analysis
- Essays
- Semester Examinations

## Pathways

- Year 10 English/Literature
- Year 10 History –World War Two
- Year 10 History – the Modern World and Australia
- Civics and Citizenship -Making and Breaking the Law
- Year 10 Geography – World Challenges

# Literature

## Description of the Program

At Year 9, Literature is offered to students interested in taking a 'deep dive' into texts, both classic and contemporary. By completing close study of different genres, students develop their understanding of the way in which authors use characters, themes, symbols and setting to construct a text. Through their analyses, students explore and express informed personal responses to the material studied. Students build on their ability to recognise and respond to a variety of language features that authors employ, taking increasing responsibility for their own learning. They build upon inferential, analytical, evaluative and creative thinking skills.

## Learning Standards

### Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

### Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

### Speaking and Listening

- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

# Commerce

## Global Wallet

### Description of Program

Global Wallet involves the study of key topics such as consumer rights and responsibilities, financial literacy, risk management, and ethical behaviour. Students also explore how the Australian economy functions, how economic performance is measured, and the impact of globalisation and trade. This subject develops critical thinking, informed decision-making, and responsible participation in the economy.

### Learning Standards

Students will:

#### Investigating

- develop and modify questions suitable for investigation of contemporary economic, business, work or financial issues
- locate, select, organise and analyse relevant information and data from a range of sources

#### Interpreting and analysing data and information

- evaluate and use data and information to address economic, business, work or financial issues through recognition of trends and cause-and-effect relationships
- draw logical conclusions based on data and information from verified sources

#### Evaluating, concluding, and decision making

- develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria
- evaluate sources of data and information to determine authenticity and validity

#### Communicating

- explain and present arguments about economics and business concepts and issues using subject-specific terminology, with reference to sources

### Knowledge and Understanding

#### Consumer Literacy

Students identify the legal and ethical rights and responsibilities of individual consumers and businesses in terms of products and services. They explain different types of financial scams and how to avoid these.

Students will investigate:

- Legal and ethical rights and responsibilities of Australian consumers and businesses.
- Strategies to become a smart consumer, including dealing with financial scams.

- Financial planning, including budgeting and achieving personal financial objectives.
- Managing consumer and financial risks and rewards, including financial scams, smart investment strategies and insurance, considering both legal and ethical implications.

The Economy & Australia's participation within it  
Students explain the interdependence of the different sectors of the economy, identify and analyse the economic indicators used to measure economic performance, and assess the implications of Australia's participation in the global economy via international trade.

Students will investigate:

- The basic economic problem of scarcity and how it necessitates economic decision-making based on costs and benefits, incentives and opportunity cost.
- Economic indicators as a measurement of economic performance and their influence on economic decision-making.
- The changing patterns of Australia's international trade and costs and benefits of globalisation.

### Assessment

Assessment may include, but is not limited to:

- Inquiry
- Structured Questions
- Case studies

### Pathways

- Year 10 Economics & Business: Prices, Markets and Finance.

## Conversation: French and Italian

### Description of the Program

Students continue with the language they studied in Year 8 (French or Italian). They further develop their competency in the language by working on speaking, listening, reading and writing skills. Students deepen their understanding of their chosen language through the study of various topics aligned with the themes set for each term: Identity (Term 1), Stewardship (Term 2), Futures (Term 3) and Legacy (Term 4). Students gain an appreciation of Italian/French culture through various means such as print and electronic media. In developing their communication skills, students are able to demonstrate comprehension of written and spoken material and communicate ideas through conversation and writing. The ability to use a second language and move between cultures is crucial in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

### Learning Standards

#### Communicating

#### Socialising, Informing, Creating, Translating, Reflecting

Students continue to extend their knowledge, skills and behaviours relevant to the specific language. Their vocabulary and grammar usage expands as they investigate different forms of communication. Students begin to experiment with intonation and supporting gestures used to convey emotions or create emphasis in texts, and they learn to construct extended texts by using more complex language structures.

#### Understanding

#### Systems of language, Language variation and change, Role of language and culture

Students demonstrate understanding of cultural influences on the way people behave and use language, through accurate and context-sensitive language use. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between language and culture and begin to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

### Assessment

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French
- End of Semester Examinations

## Discovery: Health, Physical Education, WISE

### Description of the Program

Discovery encompasses Health and Physical Education, Personal Development and WISE. Discovery focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

The Discovery curriculum provides students with the avenue to strengthen their sense of self and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health. The curriculum is student-centred and allows students to use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health. The Discovery curriculum is set across four themes - consistent across the entire Year 9 Curriculum.

### Learning Standards

#### Health Knowledge and Promotion

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

#### Movement and Physical Activity

Students explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They work collaboratively to design and apply solutions to movement challenges.

### Assessment

#### Semester 1

- Striking and Fielding Skills
- Invasion Games Skills
- WISE Report
- WISE Expedition Reflection

#### Semester 2

- Drug Education Analysis
- Net/Wall Skills
- Target Games
- WISE Service Reflection
- WISE Immersion Life Skills



## Encounter: Religion

### Description of the Program

Students investigate the ideas of identity, stewardship, futures, and legacies through a Catholic lens. They examine their lives by exploring scripture themes and ideas such as sustainability, masculinity, the writings of the Pope, the history of the Church in Australia and changes to the Catholic Church over time. Catholic traditions are explored in depth and connections to other religions are also made.

### Learning Standards

Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.

### Reasoning and responding

Focuses on the development of ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.

### Personal and communal engagement

Focuses on the nurturing of the spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

### Assessment

- Unit assignments and class work.
- A mid-year and an end-of-year examination.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

# Experience: Art

## Description of the Program

The Year 9 Art program provides students with the opportunity to explore a central theme. Students will investigate a variety of techniques and materials and will be given instruction in the production of two and three dimensional work. Students will study the work of other artists to gain insight into how and why art works are made. They study Art Elements and Principles while communicating ideas and feelings through their analysis and response to artworks. Students are encouraged to explore personal ideas and opinions using a range of materials and approaches.

## Learning Standards

### Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

### Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

### Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

### Respond and Interpret

Students analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

## Assessment

- Printmaking
- Sculpture
- Art Appreciation

## Pathways

- Year 10 Art
- Year 10 Photography
- Year 10 Visual Communication Design
- Year 10 Architecture

# Drama

## Description of the Program

Students learn about the performance styles of expressionism and forum theatre. They work individually and collaboratively to research, brainstorm, improvise, script, edit, rehearse, and refine solo and group performances using conventions of both styles. Students learn how to manipulate a range of dramatic elements to engage the audience and communicate meaning. They also continue to refine their ability to use a range of expressive vocal and movement skills to convey both physical and psychological aspects of their characters. Students continue to learn about the relationship between actors and the audience in different performance styles and this can be manipulated. Students document their process of creating their own performances and critically evaluate their own performance work.

## Learning Standards

### Explore and Express Ideas

Students use their skills to communicate both physical and psychological aspects of their characters. They improvise with a range of different dramatic elements in order to build drama, explore layers of meaning, and shape their drama.

### Drama Practices

Students manipulate performance style conventions and dramatic action to engage their audience. They refine the expressive capacity of their voice and movement to communicate ideas and the dramatic action.

### Present and Perform Drama

Students perform devised and scripted drama to build an appropriate actor-audience relationship, making deliberate artistic choices to communicate meaning.

### Respond and Interpret

Students evaluate how elements of drama have been used in their own and others' performances to convey different meanings and create specific effects. They analyse features and purposes of performances from different contexts.

## Assessment

- Performance Journal
- Expressive Solo Performance
- Melodrama Ensemble Performance
- Performance Analysis
- Written Exam

## Pathways

- Year 10 Drama

## Description of the Program

Year 9 Media provides an introduction to the world of the mass media. It offers an entry into understanding and analysing the ways that the media communicates, as well as the various purposes of the communications. It involves the study of a variety of media texts and opportunities to develop some production skills.

Students will examine the world of advertising, including the techniques of persuasion used by advertisers. In addition, there is a focus on the television 'Sitcom', including analysis of character archetypes and other conventions within the genre. Students will produce an audio recording for a radio advertisement, as well as produce a music video.

There will be practical work undertaken in small groups, from developing ideas to production tasks, which promote an inquiry approach to learning and an encouragement of creativity.

## Learning Standards

### Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs.

### Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

## Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

## Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

## Assessment

- Media production planning (for a radio advertisement and a music video).
- Media production (short audio advertisement and music video).
- Text analysis (written response to a situation comedy text, advertising analysis).

## Pathways

- Year 10 Media



# Music

## Description of the Program

Year 9 students explore musical genres and learn how to manipulate articulation and tone colour to differentiate performing in one genre as opposed to another. Through analysing recordings, they explore how composers use melody, harmony, rhythm and structure when creating music. Students use music software to visually manipulate and aurally combine the elements of music. They learn to follow a composition brief to deliver an original electronic music composition to specification for a client. Students develop the skill of working in an ensemble and gain practical experience of structuring and leading rehearsals whilst improving their collaborative musical skills. During theory work, they explore notation, chord structures, scales and rhythms to assist in reading music and in notating their creative ideas.

Students undertaking this course should:

- Be learning how to play an instrument and/or sing
- Have their own instrument or access to one for the duration of the course

## Learning Standards

- Explore and express ideas: students compose and arrange music using aural awareness and technical skills
- Music practices: students create, practice and rehearse compositions, developing technical skills on their instruments
- Present and perform: students perform compositions as part of the class ensemble
- Respond and interpret: students analyse recordings from other composers to inform oral responses and their own musical interpretations.

## Assessment

- Musicianship
- Duet Performance
- Listening Assignment
- FL Studio Ringtone Composition

## Pathways

- Year 10 Music Performance

# Visual Communication & Design

## Description of the Program

Visual Communication Design practices involve students investigating, making, analysing and evaluating how the designer generates, develops and presents their intended ideas. The students' own visual communications are informed by the research into the practice of designers from different historical periods and cultures.

Students develop an understanding of visualisation and communication by using drawing conventions. They communicate and present concepts and ideas using a range of materials, media, methods and technologies in two-dimensional (2D) and three-dimensional (3D) formats.

## Learning Standards

### Explore and Express 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.

### 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

Develop 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, including presentations by Aboriginal and Torres Strait Islander peoples

## Assessment

- Folios of visual communications
- Elements and principles of design

## Pathways

- Year 10 Architecture
- Year 10 Art
- Year 10 Visual Communication & Design

# Imagery and Ink

## Description

Imagery and Ink is an elective that will engage and challenge students who are interested in telling stories as well as improving their drawing and illustration skills. Students will apply and manipulate the short story format to create an interpretation of an existing story.

Through research and practical instruction students will explore a variety of illustrative techniques, materials and processes to create original images. Students are encouraged to develop their own style of illustration.

Students will explore the illustrations of a selected artist from different historical periods and cultures to inform and inspire the development of their own unique style.

## Learning Standards

Text structure and organisation

Students will explore the ways that text structures and language features can be adapted and altered according to purpose.

## Language for expressing and developing ideas

Students will analyse how vocabulary choices contribute to style, mood and tone.

## Creating

Students will generate, develop, resolve and refine design ideas, concepts and solutions in a range of contexts for specific audiences.

## Developing Practices

Students will experiment with visual language, methods, media and materials to generate and develop design ideas and concepts and refine visual communication designs across fields of design practice.

## Presenting

Students critique and evaluate the presentation of design ideas, concepts and solutions to present their own visual communication designs.

## Respond and Interpret

Students investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaning. Including Aboriginal and Torres Strait Islander Peoples.

Students deliver structured spoken texts for purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements.

## Assessment

- A completed short story
- A folio of developmental drawing/illustrations
- An oral presentation on a selected Illustrator
- A printed illustrated story

## Pathways

- Year 10 Architecture
- Year 10 Art
- Year 10 Visual Communication & Design
- Year 10 Acts of the Imagination
- Year 10 Media Studies

# *Ingenuity: Mathematics and Science*

## **Description of the Program**

Ingenuity encompasses the areas of Mathematics and Science. It provides students with an avenue in strengthening their knowledge, skills, understanding and application of mathematical and scientific concepts. Students engage in Inquiry Based Learning with the aim to increase their capacity to plan, apply and reflect on their learning as well as make meaningful connections of the content taught. Students will apply content related strategies, skill building, questioning, reasoning, problem-solving, and collaboration to complete project work. Students utilise online learning systems called MathSpace and STILE for this subject. The curriculum will be summatively assessed at the end of each semester with an examination.

## **Learning Standards**

### **Semester One:**

- Solve problems using ratio and scale factors in similar figures
- Investigate Pythagoras' Theorem and its application to solving problems involving right angled triangles
- Apply Trigonometry to solve right-angled triangle problems
- Sketch linear graphs and solve linear equations
- Apply index laws to numerical expressions with integer indices
- Choose appropriate units of measurement for area and volume and convert from one unit to another
- Calculate the surface areas and volumes of figures
- Define a variable and identify the independent and dependent variable
- Use, perform and explain the steps involved in a scientific method/investigation
- Understand that ecosystems consist of communities of interdependent organisms and abiotic components of the environment, and that matter and energy flow through these systems
- Deduce conclusions from evidence provided and data collected
- Understand how to construct series and parallel circuits
- Identify the different components of an electrical circuit
- Explain the relationship between current and voltage in reference to Ohm's Law
- Express how magnets are used in the generation of electricity
- Explain both magnetic fields and magnetic forces
- Understand how to make an electromagnet

### **Semester Two:**

- Solve problems using ratio and scale factors
- Investigate reports of surveys estimating population means and medians
- Expand and simplify algebraic expressions
- Identify complementary events and the sum of probabilities to solve the problems
- Compare, describe and interpret data displays
- List all outcomes for two-step chance experiments and determine event probability
- Comprehend that multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Understand that the theory of plate tectonics explains global patterns of geological activity and continental movement
- Explore different types of chemical reactions that are used to produce a range of products and that can occur at different rates, along with the comprehension that chemical reactions may be represented by balanced chemical equations

## **Assessment**

### **Semester 1**

- Theory and Practical Assessments
- Ingenuity Examination

### **Semester 2**

- Theory and Practical Assessments
- Ingenuity Examination

# Numeracy Support

## Description of the Program

The Year 9 Numeracy Support Program provides assistance to students in both Foundational Numeracy and Extended Numeracy. The program aims to enhance the abilities of students who require additional support or seek to enrich their numeracy skills. At times, students participate in tutorials separate from the larger class, based on needs determined by the Numeracy Support teacher. This teacher collaborates with the Year 9 Ingenuity teachers to effectively support students of varied ability levels.

In class, students have numerous opportunities to discuss their work, teach each other, and take on leadership roles. They utilise an online program called MathSpace to consolidate their understanding and application of numeracy concepts both in the classroom and at home.

The Year 9 Numeracy Support Program also allows students to apply their learning to authentic mathematical problems through Inquiry and Problem-Based Learning. Students regularly investigate meaningful problems in small groups, enabling them to make connections and develop solutions with structured support from the teacher. By working on outcomes designed for Inquiry-Based Curriculum and MathSpace, students aim to master a wide range of skills and knowledge from the Victorian Curriculum's six strands: Number, Algebra, Measurement, Space, Statistics and Probability, tailored to their level of understanding and entry point to the subject.

## Assessment

Formative assessments are regularly gathered from students during small group sessions with the Numeracy Support teacher, who then provides feedback to the Ingenuity teacher regarding student progress within various numeracy units and topics. Students will complete all related assessments concurrently with the Year 9 Ingenuity Program. Additional assessments may be given in the Extended Program where necessary.

# STEM

## Description of the Program

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a rapidly changing world. This subject addresses several key learning areas and involves students in an engineering, design, science and mathematics related classroom activity.

## Learning Standards

### Science – Inquiry-based approach that includes;

- Science understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

### Technology – ICT, CNC machinery that includes;

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

### Engineering – That includes;

- Principles and systems

### Mathematics – Logical reasoning, problem solving skills that includes:

- Geometric reasoning
- Measurements and geometry
- Statistics and probability
- Data representation and interpretation
- Linear and nonlinear relationships

## Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

## Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

# Forensic Science

## Description of the Program

In Forensic Science, students will use the Scientific Method to approach a crime scene investigation in a systematic and objective manner. They will gather evidence, analyse it, and draw conclusions based on their findings. This process involves careful observation, documentation, collection, preservation, and analysis of various types of evidence such as fingerprints, DNA samples, fibres, bloodstains, and more.

Students will also learn about different forensic techniques, such as fingerprint analysis, ballistics, toxicology, and forensic chemistry. They will gain practical experience in using specialised equipment and technologies commonly employed in forensic investigations. To enhance their understanding, audiovisual inputs such as videos and case studies can be beneficial. These resources provide real-life examples of crime scenes and investigations, illustrating the application of forensic techniques and the real world challenges faced by forensic scientists.

## Learning Standards

By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives.

Students are also able to develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

## Assessment

- Forensic Methods Topic Test
- Crime Scene Investigation Booklet

## Pathways

- Year 10 Biology
- Year 10 Chemistry
- Year 10 Physics
- Year 10 Psychology

# Statistics in Sports

## Description of the Program

In this Year 9 mathematics course, we will delve into the exciting world of statistics and probability, with a specific focus on their applications in the context of sports. From analysing player performance to predicting outcomes, this course will provide a comprehensive understanding of how data and mathematical models can be utilized to gain insights into the world of sports.

Throughout the course, we will explore fundamental statistical concepts, such as measures of central tendency, variation, and probability, and examine their relevance in the sporting domain. Students will engage in hands-on activities, data analysis projects, and problem-solving exercises, allowing them to apply their knowledge in a practical manner. We will also introduce the concept of algorithms and how they can be employed to determine essential statistical measures, including the median, in a set of numbers. Explore how data analysis and algorithms can enhance our understanding and enjoyment of sports.

## Learning Standards

- Understand the fundamental concepts of statistics and probability.
- Apply statistical techniques to analyse and interpret sports data.
- Investigate and explore the role of probability in making predictions and decisions in sports.
- Develop critical thinking skills in evaluating and interpreting statistical information related to sports.
- Enhance data literacy skills by utilising appropriate statistical tools and software.
- Algorithms for Determining the Median: Students will learn about algorithms and how they can be used to find the median of a set of numbers efficiently.

## Assessment

- Homework assignments and problem-solving exercises
- Quizzes and in-class tests
- Group projects and presentations
- Data analysis projects using statistical software

# Technology Food Technology

## Description of Program

Students use design and technologies knowledge and understanding, processes and production skills, and apply design thinking – critical, creative and speculative thinking – to analyse and then produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, the study of Food Studies has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises.

Students specifically focus on ethical considerations including sustainability and worldviews, considering legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical, creative and speculative thinking, and enterprise skills, with increasing confidence, independence and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for ethical considerations, including sustainability.

## Assessment

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

## Pathways

- Year 10 Food Technology

# Immersion Crime and Punishment

## Description of Program

Crime and Punishment aims to inform students about the origins of our Criminal Justice System, by exploring the history of crime, Criminology and the administration of Criminal Justice. The course will look at theories of crime causation; definitions and classifications of crime; and popular and legal responses to crime in society. The course will also allow for in-depth critical analyses of officially recorded levels and patterns of crime and contrasts these against popular (media driven) perceptions of crime and crime rates.

## Learning Standards

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) Australian democracy. Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.
- Examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

By the end of the course, students will have developed a broad range of skills, including:

- Researching and planning the role of a stakeholder in the Criminal Justice System (Skills executed through roleplay/dramatisation)
- Collaboration/ Communication
- Interviewing
- Critical analysis of a range of historical and contemporary texts
- Statistical analysis of a range of data sources

## Assessment

- Courtroom Re-enactment
- Classwork

## *Funny About That*

### **Description of Program**

Using workshops, exercises and hands on techniques, we will explore the world of comedy and skit and stand-up performance. Students will investigate prominent performers from one of these areas and will apply the skills from their investigation to creating their own skit or stand-up performance.

Students will draw on their creative, planning, organisation, and teamwork skills when creating and performing. They will develop confidence in coming up with creative ideas and performing in front of others.

### **Course Aims:**

- Investigate skit and stand-up comedy performers and performances.
- Understand aspects of comedy including relatability, timing, and narrative.
- Develop skit and stand-up performance skills.

### **Learning Standards**

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English

### **Assessment**

- Performance contribution and participation (competent or not-yet competent)
- Skill demonstration (level of achievement)

## *Live Music Industry Skills*

### **Description of Program**

In this course, students acquire the key skills and knowledge that prepare them for work in live sound contexts, such as music concerts, theatre productions and other contexts in which live public address systems are utilised for communicative purposes. Students will develop a broad understanding of and hands on familiarity with the key elements in live sound signal flow (microphones, mixers, amplifiers, speakers), OHS in live sound, techniques of cable rolling, microphone stand adjustment and PA system implementation for a concert. Students will develop their aural acuity in identifying, establishing and maintaining a balanced live mix, and in solving common live audio problems. This course caters for students interested in multiple areas of the performing arts, including music and drama, and does not require practical instrumental skills.

### **Learning Standards**

- Music practices: Create live sound audio pathways
- Present and perform: students mix a live band
- Respond and interpret: students respond to and analyse prerecorded mixes.
- Assessment
- A range of practical tasks assessing competency of understanding and practical skills in application
- Digital mix and live sound mixing activities



# Real Life Robotics

## Description of Program

Students will be given a challenge to be solved by designing, building, testing and re-designing an electro- mechanical device. The learning will focus on team-based challenges with three students per group that involve solving a problem initially using readily available materials then adding automation by using a micro-controller which requires coding and mechatronics. The focus is on critical thinking and problem-solving within a team. Part of the course will be devoted to coding and how microcontrollers work.

### Course Aims:

- To develop critical thinking and problem-solving skills.
- To work cooperatively within a team.
- To explore mechatronics through team-based challenges.
- To learn how to create simple microcontroller code to solve problems.
- To brainstorm ideas and evaluate solution alternatives.

## Learning Standards

- Information & Communications Technology
- Systems Technology
- Thinking Processes
- Science
- Mathematics

## Assessment

- Team-based challenges
- Individual evaluation

# RoboCode

## Description of Program

RoboCode is a project-oriented Immersion subject that introduces Robotics and Coding. Students work in teams to design, program and run a robot for a rescue simulation exercise. It aims to cultivate and develop key skills such as resource management, problem solving and logical reasoning. This subject will encourage students to take an interest in scientific and technological fields through a hands on robotics challenge.

This Immersion subject aims to cater for Students who seek to cultivate an interest in scientific and technological fields of robotics and coding. It will allow Students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. RoboCode will help students to expand their social, intellectual and problem solving skills, helping them to develop into creative and independent adults. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Looking beyond academic achievement, this subject aims to teach Students:

1. The pursuit of excellence knows no boundaries
2. Talent is often 'Perseverance' in disguise

## Learning Standards

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English

## Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.

# Style and Sustainability

## Description of Program

Style and Sustainability offers a unique opportunity for students to design a variety of wearable fashion items using advanced 3D printing and laser cutting technologies. These projects require students to design and create bespoke accessories such as watch bands, necklaces, bracelets, earrings, and storage boxes. The students designs are crafted from a selection of recycled materials including leather, stainless steel, acrylic, wood, and recycled plastics.

### Course Aims

- To use the design process to create wearable fashion items for yourself or others.
- Develop an historical understanding of body adornments and their use in spiritual, ritual and courting rituals throughout history.
- Develop an appreciation of the fashion industry's use of famous/fashionable people to sell their products.
- Design and produce a watchband that can be used with the Apple Watch that can either be 3D printed or cut out of leather, wood or recycled plastics.
- Design and produce a necklace, bracelet or earrings that can be for yourself or gifted to a friend or family member. This will utilize offcut acrylic, wood or plastic from the STEM classes.

## Learning Standards

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English
- Textiles
- Sustainability

## Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.

