



**St Leonard's College**

An education for life.

# Year 9 Course Guide 2019







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# Introduction

**Welcome to year 9 in 2019. This Course Guide provides details of the subjects available in 2019 and will be a useful reference in selecting your course of study for year 9.**

This Course Guide provides information about the courses offered in year 9 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

## Curriculum structure

Years 9 and 10 can be seen as a two-year sequence. In years 7 and 8 all students are engaged in a common core curriculum with limited choice, providing a strong foundation for future studies. At years 11 and 12, students have a very broad range of choice to cater for their individual talents, needs and future directions. It is in years 9 to 10 that students are introduced to some choice to allow them to pursue areas of interest or areas in which they have a particular talent. Whilst there is some choice, there is still the foundation of a common core of subjects.

Of the areas of discipline-based learning, students study English, Mathematics, History, Geography, Science, LOTE, Health and Physical Education, and Sport within their core. Elective subjects are drawn

from the areas of the arts, health, English and history. Students should have a balance of areas of study within their choice of elective units. This ensures a breadth of education and the greatest range of choice for subjects at years 11 and 12. Students will be expected to complete a formal examination in their elective subjects, as well as their core subjects, with the exceptions of Health and Physical Education, and Head, Heart and Soul.

In year 10, the elective program expands to include a greater range of humanities and arts subjects, as well as incorporating Sports Science and access to a range of VCE units. Languages also become elective subjects in year 10. More information regarding the details of the year 10 program can be obtained from the Director of Learning Operations, Robyn Marshall: [robyn.marshall@stleonards.vic.edu.au](mailto:robyn.marshall@stleonards.vic.edu.au)

Years 9 and 10 provide a foundation for students to make an informed choice about their subjects in years 11 and 12 and their choice of program: the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE).

The IBDP is a two-year program in which students take six subjects over the two years. These subjects must include a modern language, a science, and a humanities subject, along with mathematics and English.

In the VCE program, students choose 22 semester-length units over a two-year period, and each unit is assessed using a variety of assessment tasks. Many of the year 9 and year 10 elective units provide a foundation for later VCE units and students should bear this in mind when planning courses.

A summary of the VCE and IBDP subjects offered at St Leonard’s College is given at the back of this booklet. If you require information at this stage about courses available in years 11 and 12, please contact the Director of Learning Operations or view the course guides on the St Leonard’s College website.

Subject	Equivalent 80 minute sessions per fortnight
English	6
Mathematics	6
Science	6
Geography/History	5
Languages Other Than English	5
Health and Physical Education	2
Sport and Sport Skills	2
CUE Program	1
Head, Heart and Soul	1

### Core subjects

The following subjects are compulsory for all students:

#### Year 9

- CUE Program
- English
- Geography

- Head, Heart and Soul
- Health and Physical Education
- History
- Languages Other Than English
- Mathematics
- Science
- Sport

#### Year 10

- Commerce (1 Semester)
- English
- Health and Physical Education
- History or Geography (1 Semester)
- Mathematics
- Science
- Sport

### Elective subjects

#### Year 9

Students choose two elective subject units from the following:

- American History – Rise of a Superpower
- Animation and Photography
- Art
- Drama
- Food Science
- Games Creation
- Globalisation
- Literature
- Music: Performance and Styles
- Music: Recording, Composing and Performing
- Sport Science
- STEM
- Textiles
- Visual Communication Design

#### Year 10

Students choose four elective units from the following:

- Art

- Drama
- Food Science
- Geography of Conflict
- History - The Banality of Evil
- History - Big History
- Literature
- Mathematics takes you further (S1)
- Mathematics Proof (S2)
- Media
- Music Performance and Styles
- Visual Communication Design
- Software Engineering
- Sports Science
- Textile Arts
- What the Health?

#### LOTE

Taken as a two-unit sequence

- Chinese
- French
- Spanish

#### Year 11 units

VCE Units 1 and 2 subjects taken as a two-unit sequence

See *Year 10 Course Guide 2019* on the College website for a list of Unit 1 and 2 subjects available at year 10.

### Choosing an elective program

Students should look at years 9 and 10 as a two-year program and should plan their elective choices accordingly. Students will not be locked into year 10 choices at this stage, however it is worthwhile to plan for a two-year program rather than a series of one-off electives. Students will make choices for year 10 in term 3 of year 9.

In considering their elective choices, students should identify their strengths and weaknesses, their areas of interest, and areas which might provide prerequisites for further studies. Having identified these, students should speak with their parents and teachers for advice.

Students must choose two semester-length elective units for year 9, which will be studied over the course of the year. While every attempt will be made to provide for the choices made by the students, numbers of classes and class sizes may require a second or third preference to be taken. Electives will only run if we receive sufficient numbers. Students will be notified where an elective they have selected will not run and an alternative subject can be selected.

Students are encouraged to read the Web Preference Access Guide and follow its instructions when completing the online selection. Please also follow the instructions for submission by the due date. Elective choices will be confirmed before the end of 2018.

Robyn Marshall

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# CUE Program

The CUE experiential learning program takes students on an inquiry-based journey both on and off campus.

The three Domains – Community Service Urban Exploration and Environmental Sustainability – immerse our young people in issues such as trade and economics, multiculturalism, immigration, social welfare, conservation, ecotourism, and sustainable living.

In Year 8, the students begin elements of the CUE program, with “CUE Experiences” in the Urban Domain to foster skills that will enhance their Big Experience

In term 1 of year 9 students participate in a Big Experience, which will broaden elements of the CUE program and applies them to different cultural experience either overseas or within Australia.

Throughout the year students spend time off campus engaging in all three domains: Community Service, Urban Exploration and Environmental Sustainability. They also have a timetabled period a fortnight allocated for reflection and extension of their learning.

More information on the CUE program and Big Experience will be distributed throughout the year.

## Objectives

The CUE program aims to:

- engage students in positive learning and social experiences beyond the classroom
- provoke inquiry into real world issues, focusing on

their impact on individuals, local communities and the global community

- encourage students to become more sustainable decision makers and people of action
- instill in each student, a positive attitude toward self, the community and their world
- develop in students greater independence and the life skills and qualities required to become independent learners and workers, including the ability to:
  - act responsibly in a variety of settings
  - communicate with others
  - show initiative in managing problems and new situations
  - negotiate with others for successful outcomes
  - plan and organise their time to get work done
  - adapt to changing circumstances
  - evaluate their own performance and reflect on change and personal growth
  - effectively make decisions in a variety of situations
  - think creatively to solve problems
  - work effectively with others
  - effectively use appropriate technology, including information and communications technology

## Content

**Community Service:** After nominating their preferences, students will be allocated a community service organisation, and each fortnight will participate in the organisation's programs to understand how it serves the community. Students will be responsible for travelling to and from their placement to further develop their independence. The placements currently offered by the College include nursing homes, organisations catering for disabilities, community based organisations, early learning centers and primary schools.

**Urban Exploration:** This domain requires students to reflect upon and investigate what makes a city: how it looks, how it feels, how it acts and how it interacts. Students negotiate transport, and look into our social welfare system, multicultural nature and economic drivers, focusing on the development of the city of Melbourne and its northern suburbs. Public transport will be the main mode of travel and it is expected that students will become competent users of Melbourne's public transport system.

**Environmental Sustainability:** Whilst investigating the global issue of sustainability, this domain takes a local focus on the themes of protection and conservation, consumption and waste management, and human impact and action in order to change behaviours and attitudes towards the environment. Students will complete the field-work component of this domain during the Extended Environmental Experience (year 9 camp). This will be facilitated by the Outdoor Education Department along the Great Southwest Walk in term 3.

## Learning and teaching methods

For the Community and Urban domains, CUE experience days are held once a fortnight, timetabled on a rotating basis. These days involve the student being off campus for the whole day, working in small groups or independently. Field days for the Environmental Sustainability domain are completed during the five day Extended Environmental Experience, as well as during scheduled class time. Preparing for, reflecting on and extending CUE experiences are important aspects of the program and form the academic components for teaching and learning. A concept-based approach to learning is adopted to cater for the specific needs of the activity and the students.

## Assessment

Much of the assessment will be formative in nature involving observation and discussions with the students.

- Participation and involvement in the CUE Experience Days
- Domain-related reflection and extension tasks
- Big Experience 'journey.doc' workbook.

There is no semester examination for CUE.



## Core subjects

# English

### Aims

The year 9 English course aims to develop students' ability to:

- use the conventions of written English
- write in a variety of styles
- listen carefully and speak clearly and coherently
- read fluently and with perception
- respond perceptively to different literary and non-print genres, including popular culture

### Content

Texts form the basis of study in English. In 2017 the following texts were studied:

- *Our Faces, Our Places*: This unit focuses on Australian and Asian literature, including a selection of poetry and short stories
- *Of Mice and Men* by John Steinbeck
- *Romeo and Juliet* by William Shakespeare
- *English Skills Builder Book 2* will be used throughout the year to improve skills in grammar, spelling, punctuation and vocabulary

### Teaching and learning methods

**Speaking:** Class discussions, group work, individual talks, reading aloud, debating, and the Dr Norm Fary Public Speaking Competition.

**Writing:** Formal essay techniques, writing within a time limit in test conditions, and close analysis of key passages..

**Reading:** Students are encouraged to read widely in addition to the set texts to develop a love and appreciation of literature.

**Listening:** Activities designed to encourage and enhance courteous and effective listening skills are used throughout the year.

### Assessment

- Written tasks including analytical and creative responses
- Oral work
- Examination in each semester

# Geography

The year 9 Geography course has been designed to complement the CUE program by making geographical connections to the program. Geography focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help make and change places and their environments. This unit examines the interconnection between people and places through the products people buy and the effects of their production on the places where they are made. Students examine different biomes and the issue of food security globally. Distinctive aspects of interconnection are also investigated using studies drawn from Australia and across the world.

## Content

### **Geography of Interconnection – How do we connect with places?**

Students will investigate people and their connections with places. This will include the way people interact with places, how we change places and how places change us. The development of Melbourne will be investigated including its history, CBD, suburbs and the rural urban fringe. Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places will be linked to Big Experience destinations.

## **Biomes and Food Security**

Students will investigate the distribution and characteristics of biomes including climates, soils, vegetation and productivity. Environmental, economic and technological factors that influence crop yields in Australia and across the world will also be discussed. The interconnection between food production and land and water degradation will be covered including the challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

## **Geographical Inquiry and Skills**

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

## **Assessment**

Students will complete a number of assessment tasks including the end-of-semester examination, tests, research assignments and case studies in Geography.

# Head, Heart and Soul

## Aims

An ongoing theme over years 7, 8 and 9 is the philosophy of religion and faith. Students will be encouraged to:

- Study and assess the nature and claims of religious teachings in relation to God and faith
- Examine the difference between the culture of structured religion and issues of faith and relationship with God
- Explore the concept of a personal faith

A specific aim for year 9 is for students to gain an appreciation of the major religions associated with the Asian countries visited during their Big Experience.

## Content

Students are challenged to carefully consider the nature and claims of religious culture and teachings. They are encouraged to critically analyse the broader concepts of religion and faith, and the specific claims of the world's major religious teachings. It is expected that students will incorporate a specific focus on the religions of the countries that they will visit as part of their Big Experience.

Students also explore a range of other topics including religious history, contemporary religious events, a personal faith journey, spirituality, world current events, and world religions.

The concepts of religion, opinion, belief and truth are also critically examined to assess and understand the difference between cultural aspects of religious practice and the nature of a relationship with God.

## Learning and teaching methods

Each unit is designed to build student knowledge and skills by using teaching and learning activities designed to meet the inquiry-based method of learning – investigation, communication and participation. Activities will include a variety of interesting tasks that will be completed either as individual or group submissions. The actual mix of teaching strategies will vary from one staff member to the next but the range of teaching and learning strategies employed could include research based work, videos and newspaper/magazine articles, class discussions, worksheets and analytical exercises, and drama presentations.

## Assessment

- Class work – participation in group work, class discussion and completion of unit work
- Research projects

There is no semester examination for Head, Heart and Soul.



# Health and Physical Education

## Aims

Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. 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.

## Content

In each term, a health concept is explored in two to three lessons, with the remaining Health and Physical Education (HPE) lessons devoted to practical PE classes. Students participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

## Health Content

Health concepts explored in the following units:

- Screen Time and Media
- Youth Health Issues
- Perspectives on Health
- First Aid Principles

## Physical Education Content

Practical participation in the following units:

- Active for Life (Community)
- Invasion Games
- Net/Wall Games
- Active for Life (Recreation)

## Learning and teaching methods

In Health, a variety of teaching and learning methods will be employed, including small group discussions, practical work, web-based media, research projects and educational games. In Physical Education teachers adopt a 'games sense' teaching approach, which engages students in a variety of minor and modified games. This is the optimal teaching environment to develop skill execution, tactical awareness and games play principles.

## Assessment

Assessment and reporting is based on a variety of assessment rubrics, including:

- Online Units Tests
- Classwork and collaboration
- Participation in practical classes
- Game sense (decision making, tactical awareness, skill execution and game appreciation)

There is no semester examination for Health and Physical Education.

# History

The year 9 History course aims to provide students with a broad understanding of the period 1750 to 1918. This era saw industrialisation and rapid change in the ways people lived, worked and thought. It was a time of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I – the ‘war to end all wars’.

Students begin with an overview of the period 1750 to 1918 so that they can appreciate the context of the core units to be investigated. They look at the Industrial Revolution and its impact on the lives of people in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Specifically, students will look at the ways in which the movement of people was affected. The three topics of slaves, convicts, and migrants will provide the context of this area of study.

Imperial rivalry, originating partly from the Industrial Revolution, culminated in World War I, and students study a range of aspects of that conflict. They investigate the causes of the war and the reasons for Australia’s involvement; the places where Australians fought, including Gallipoli and the Western Front; the impact of the war on Australia; and the way the war is commemorated in the modern era.

## Assessment

Assessment for this subject will be based on a range of the following:

- Classwork and home learning
- Source analyses
- Research projects
- Essays
- Semester examination

# Languages Other Than English

## Why study a language?

The broadest aim of language learning is to develop a love and appreciation for the importance of language and cultural studies. This is critical in a culturally diverse nation like Australia. It is also a great asset for a generation of young people who will almost certainly travel or work abroad throughout their lives. Language studies promote increased interest in, understanding of and respect for people from diverse backgrounds. Students' horizons are broadened through their introduction to a wider environment and an understanding of different language communities. When travelling they can interact with local people in a meaningful way. Their understanding of other communities is enhanced by their cultural and linguistic knowledge.

## Practical considerations for studying a language

Students may also consider the following:

- The International Baccalaureate Diploma Programme requires students to study a foreign language
- In recognition of the challenges inherent in language learning, students who study a language at year 12 receive a bonus in their Australian Tertiary Admission Rank (ATAR)
- Employers respect the perseverance required to study a language
- An ability to speak a foreign language can be a great advantage in a range of employment situations and is a requirement for certain jobs

- Learning a language other than English enhances your knowledge of English grammar

## Aims

The primary aim of language learning in year 9 is to provide students with opportunities to further develop their listening, speaking, reading and writing skills. We aim to provide all students with a challenging curriculum, which will give them a sense of achievement upon completion of year 9 as well as a solid foundation for continued language studies. This will keep their options open for VCE or IB DP studies.

Some of the specific aims in terms of language learning include developing:

- an understanding of different text types for different purposes and audiences
- a variety of writing styles for different purposes and audiences
- a thorough understanding of the grammatical underpinnings of the language
- communication skills specific to each language
- information and computer technology skills to assist in language acquisition and communication
- study techniques for language tests and examinations
- independent learning strategies, such as wider reading, dictionary use and editing skills



## Content

Reading, writing, speaking and listening skills are developed by an examination of language in context.

Some of the communicative situations in which students will develop their knowledge and application of grammar are listed below:

**French:** Talking about family life and yourself, getting about town and Paris, talking about future events, projects, holiday plans and part-time work, describing and recounting past events and actions, talking about a range of leisure and social activities, discovering life in France and francophone communities, healthy lifestyles.

**Chinese:** Holidays, talking about the weather, different countries and languages, modes of transport, describing people, daily routines, directions and places, discussing weekend plans, employment, living in China, shopping, travel in China, understanding tourist information, buying souvenirs, Chinese festivals.

**Spanish:** Friendships and family relationships, talking about past experiences, writing short stories, travel to Spanish speaking countries, healthy lifestyles, youth matters, and the world of advertisement, part-time work, leisure, feelings, and express ideas in the future tense. Students will continue learning grammar and different text types.

## Learning and teaching methods

- Students will view videos to learn about the culture of each language and to practise the language
- Songs and poetry will be used to provide enjoyment and to reinforce the language
- Students will learn to use the language in creative ways by preparing scenarios, surveys, descriptions, brochures or posters

- Students will work in groups to practise speaking and writing skills and to further cooperative learning
- Students will use computers to practise language skills through games and in the preparation of written work
- Students will perform role plays and individual presentations to foster confidence in speaking
- Students will be encouraged to further their language skills independently, finding opportunities to use the language such as watching TV programs, reading magazines, and conversing with speakers of the language

## Prerequisites and assessment

To undertake studies in a particular language at year 9, students will require a background in that language at years 7 and 8. Students will be expected to complete all work requirements including assignments, the workbook and homework exercises. There will be regular tests to monitor student progress. There will be an examination at the end of semester 1 and a final assessment task at the end of semester 2.

# Mathematics

## Aims

Mathematics provides students with access to important mathematical ideas, knowledge and skills. The curriculum also provides students with the basis on which further study and research in mathematics and applications in many other fields are built.

The aims of mathematics education are to ensure students:

- can apply knowledge and skills by learning and practising mathematical algorithms, routines and techniques and use them to find solutions to standard problems
- are confident, creative users of mathematics, able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and the ability to reason, pose and solve problems
- use technology effectively and appropriately to produce results that support learning mathematics and its application in different contexts

## Structure

In year 9 there are four maths groups that take into account the different experiences, abilities and learning needs of students:

- The Mainstream group study the standard year 9 mathematics course.
- The Foundation group caters for students requiring additional support. This group studies a modified version of the year 9 mainstream course.

- The Extension group covers the same topics as the year 9 Mainstream group, but in greater depth.
- The Accelerated group covers content from the Level 9, 10 and 10A curriculum and provides an opportunity for students to proceed to VCE
- Mathematical Methods Units 1 and 2 in year 10.

Students will be allocated to a group as determined by the Mathematics Faculty, based on learning behaviours and performance in year 8 Mathematics.

## Content

The content for year 9 mathematics is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Students will be informed of the specific topic areas at the start of the academic year.

## Learning and teaching methods

In mathematics, students expand and organise their thinking in more formal ways by becoming involved in processes such as critical and creative thinking and problem solving in addition to formal, explicit teaching of skills. The ability to explain their reasoning and the correct use of a formal academic language takes on more importance in year 9.

## Assessment

Formal assessment is based on students' achievements on graded assessment tasks that could include topic tests, problem solving tasks and the semester examination.

# Science

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

The Science curriculum at St Leonard's College helps and encourages students to:

- develop knowledge and skills central to biological, chemical, earth and physical sciences
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- communicate scientific understanding in appropriate scientific language to a range of audiences

## Content

The year 9 Science course has been designed according to the philosophy that it is the responsibility of every individual to have an awareness and understanding of the scientific developments happening around

them. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the critical and creative thinking skills of students.

Areas of study include:

- Body systems
- Scientific method
- Ecology
- Waves
- Electricity
- Chemical reactions

## Learning and teaching methods

The variety of classroom teaching activities include:

- research and practical tasks
- group and individual assignments
- computer simulations and data-logging
- role plays, drama and creative compositions
- guest speakers and excursions
- comprehension, discussion, interpretation and analysis of data, articles and other information
- self and class tests and examinations

## Assessment

A range of tests, semester examinations, experiments, investigations, PowerPoint presentations and projects are used to assess the skills of collecting and using information through observation, measurement, experimenting, interpreting and problem solving.



## Core subjects

# Sport

The Association of Coeducational Schools (ACS) is a school sports association founded in December 1997 to provide students with opportunities to learn traditional and new sports. St Leonard's College is a founding member of the ACS and participation is compulsory for students in years 7 to 11. (optional co-curricular Year 12)

Year 9 ACS Sport is played each Thursday afternoon. There are two seasons of sport – summer and winter – each with 11 rounds plus a Grand Final. Students are required to play or train each Thursday and participate in the Sport Skills training program, which runs once a fortnight during school time.

### Match times

Games start at 2.30pm (with the exception of cricket which starts at 2.00pm) and continue until completed. All sports should finish by 4.00pm and 4.30pm for cricket. Students return at approximately 4.30pm on home fixtures and 5.15pm on away fixtures (with the exception of cricket). On training days, students will return to school by 3.35pm.

Some of the main aims and learning outcomes of the ACS program include:

- Further development and application of the knowledge, skills, attitudes and values gained through physical education
- Encouraging all students to maximise their potential, and to use their knowledge and skills in an appropriate sporting and educational environment

- Students having a sense of identity and belonging to a team, and representing the College with pride

The sports provided throughout the Middle School program are listed below:

	Girls	Boys
Summer	Soccer Softball Tennis Volleyball	Basketball Cricket Hockey Softball Table Tennis
Winter	Basketball Hockey Netball Table Tennis	Football Soccer Tennis Volleyball

Students also have the opportunity to be selected to represent St Leonard's College in the ACS Swimming, Athletics and Cross Country Carnivals.

### Sports Skills

Sport Skills is directly related to ACS sport, and students learn skills and tactics that will enable them to perform more effectively and confidently in their chosen sport. Additionally, the program incorporates community sport electives and House sport tournaments. Throughout these different learning options, students will have a variety of coaches and teachers with sports-specific expertise. This component is not-assessed, with the focus being on enjoyment and involvement.

# American History – Rise of a Superpower

How did the United States of America become the most powerful country in the world by the middle of the twentieth century?

This elective introduces students to the foundation years of the United States, and explores the development of the nation through key events and ideas.

Students investigate the movement for independence and how the 13 colonies managed to defeat Britain; the growth and functioning of slavery in the Southern states, and the role of the Civil War in the development of the nation.

The course examines the growth of major cities such as New York and Chicago and the impact of industrialisation and immigration; then the role of government during the Great Depression and the significance of individuals during the Civil Rights Movement, thereby building on and expanding the concepts, skills and knowledge gained in the core History course.

Key questions for investigation and discussion include:

- Was The American War of Independence inevitable?
- How was industrialisation crucial to the emergence of the United States as a world power?
- In what ways was the Civil War a war for freedom?

- How did the role of government change during the Great Depression?
- What was the impact of individuals during the Civil Rights Movement?

## Assessment

Assessment will involve class participation and home learning, class tests, inquiry projects, and the semester examination.

Students who choose this elective will:

- Develop knowledge and understanding of significant events in American history from the discovery of America to the Civil Rights Movement
- Use a range of primary, secondary, oral and visual sources
- Use evidence to formulate historical questions and hypotheses
- Analyse and critically evaluate historical perspectives
- Identify the problems of using historical representations
- Explore key concepts, such as continuity and change; cause and effect; time, place and space.

# Animation and Photography

## Let's Get Animated!

This program introduces students to the animation production process, from conception to post-production. It provides an opportunity for students to learn a range of specialised digital skills such as 2D animation techniques, basic 3D digital forms, photo manipulation, sound, special effects, understanding file formats, and file management. Course work will be enhanced by first-hand experience of professional practices within the industry through an excursion to the Australian Centre for the Moving Image and an animation workshop.

## Snap To It!

This course is designed to provide students with photographic skills that allow them to take creative control, get the most out of DSLR cameras, and explore contemporary photographic production processes. Students will have the opportunity to expand their knowledge of photographic techniques and develop ideas to foster creativity with the camera. The program covers both studio-based and outdoor photography, and looks at a variety of photographic genres. In addition, students will learn to use digital imaging software such as Photoshop to manipulate photographs and create visual effects. These specialist software programs are relevant to current industry practices, and students will present a portfolio based on a range of themes developed through the semester.

## Assessment

Assessment is based on the development and production a folio of digital works including:

- 2D animation - creating animations and the production process
- Studio and outdoor photography - photography folio illustrating a range of genres
- Examination – 90 minutes

## Elective subjects

# Art

The conceptual focus of this course explores the 'Expression of Art through Experience'. Taking inspiration from significant artists of the Impressionist and Contemporary Street Art movements, and their own lifestyle and experiences, students will compose and create original artworks in a variety of media. They will be challenged through experimental and technical approaches to both traditional and contemporary art forms. This will help them to develop their individual creative and expressive artmaking practices. Students will undertake three practical units of work during the semester. Each unit consists of five key stages: explore, develop, refine and create, resolve, and present. It is expected that students will have up to 1.5 hours of homework each week, including tasks such as research, concept development, annotation, and visual literacy tasks that support their practical work.

Students will develop their visual literacy skills by reviewing, analysing and comparing artworks of significant artists as well as their own. They will complete two formal written assessment tasks during the semester to demonstrate their learning and appreciation of art from the periods mentioned above.

Year 9 Art is recommended for progression to year 10 Art, Media, and Visual Communication Design.

### Folio

Students develop a folio of major works which will include drawing, painting and mixed media (stenciling, spray painting, collage and markers). Smaller experimental works will also be completed within each area of study.

### Visual Diary

The visual diary is an essential part of the course and assessment. At the end of each unit of work, all stages of research, conceptual development, design, and production must be compiled and presented in this format for final assessment. Students will be provided feedback throughout each unit of work to guide them on the construction of this form of documented learning.

### Reflection and Evaluation

Students will present a detailed and descriptive analysis of all of their learning experiences and the final artwork/s at the end of each unit. This will include acknowledgement and discussion of research, experimentation and conceptual and aesthetic development during the preparatory stages. Students must take photos of the stages of production of their work to present with and support their observations. The final artwork will be reviewed as well, allowing students to identify and discuss successes, difficulties and potential avenues for further growth and artistic expression.

### Assessment

Assessment criteria for each area of study will include all aspects of the research, design and production of each artwork, in keeping with practices currently used in senior years. There will be two formal class assessment tasks during the semester that focus on students' visual literacy skills, responding to questions on the artists, styles and art forms studied.

**\*There is no end of semester examination for this subject.**

## Elective subjects

# Drama

Two drama courses are offered at year 9:

Semester 1: Naturalism and Character

Semester 2: Non-Naturalistic Storytelling

The year 9 drama course aims to develop and extend the skills and knowledge covered at a basic level in year 8. Students are introduced to basic acting, movement and performance techniques, with an emphasis on developing creativity, clarity and conviction in presentations.

These electives will appeal to students who enjoy working practically and creatively, are interested in artistic concepts and human behaviour, have an appreciation for aesthetics, and enjoy performance. The style of learning in this subject is unique in that it involves a large degree of physical activity, creative input and social interaction. Interpersonal skills are an important facet of this subject, and are as valuable in real life as they are on the stage. Self-presentation, awareness, expression, discipline and empathy are also developed through the study of drama.

This elective may benefit students contemplating a career that involves strong communication skills as well as careers in the arts.

### Naturalism and Character (Semester 1)

Topics include: improvisation, focus and the theatre, naturalism, character development, subtext, monologues, elements of movement, and performance.

Practical tasks include: improvisation tasks, a group performance from a chosen naturalistic script, a scripted dialogue performance focusing on subtext, class presentations of short, group-devised movement performances, and a self-devised monologue performance.

### Non-Naturalistic Storytelling (Semester 2)

Topics include: storytelling, non-naturalism, ensemble building, movement, manipulation of time and space, and a Big Experience performance.

Practical tasks include: group devised storytelling performance, non-naturalistic ensemble performance, a group devised performance in a chosen non-naturalistic style, and a performance based on the Big Experience.

In general, Drama will be studied in a variety of forms: character workshops, development of short dramatic scenes, the rehearsal and performance of scripts, improvisation and acting exercises, as well as theatre sports games. Students are required to keep a Drama journal in which they will record information from class, evaluate performance work, and file scripts and notes.

Assessment is based on drama composition and performance, the journal, performance reviews, a written examination, and a practical performance.



# Food Science

## Course Outline

Food Science investigates food from around the world with a focus on Asia. It aims to promote healthy eating by gradually shifting, where necessary, students' food preferences and choices in the direction of the principles of the Australian Guide to Healthy Eating.

Topics covered in this elective unit include:

- Practical food skills and knowledge, including food preparation, time management, safe use of equipment and appliances, and food hygiene
- International flavours and cuisines – traditional ingredients and food preparation methods from around the world
- How immigration has impacted on food availability in Australia
- Quick and healthy snack foods
- Nutrition – food nutrients and exercise levels required for optimal health and development
- Making healthy food choices – food selection models and reading food labels

Students undertake a variety of practical tasks that serve to reinforce the knowledge gained throughout the course, whilst developing the practical food

preparation skills required for cooking a range of cuisines.

## Assessment

The following tasks will be used to assess student work:

- Production – organisation, practical application, time management
- Research tasks
- Designing meals based on specifications
- Practical and theory examination

Food Science can be chosen for one semester only.

The study of Food Science at year 9 level provides an excellent foundation for future studies in both Health and Human Development and Food Studies.

# Games Creation

Games Creation is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games. The aim of the unit is for students to become accustomed to the coding environment and to take industry-relatable steps in software development using games creation.

The course covers the following software types:

- 3D game (Unity)
- Scripting coding language (Python)

The Problem Solving Methodology is the industry standard and used in VCE studies, and its application is relevant to those who wish to take their Digital Technologies studies further into year 10 and beyond. Course requirements will comprise teacher-directed classes and a set of self-paced exercises designed to progressively develop skills and computerisation thinking. While all students will be expected to reach a prescribed level of competency, the nature of the course enables students to develop at their own pace and provides scope for extension for more able and diligent learners.

This course is suitable for students with little or no exposure to the applications listed above.

## Assessment

Assessment will be based on the level of skills acquired

in each software application and the student's ability to apply those skills in a problem-solving situation. This will be determined from folio or class work, skills tests, and the quality of the major projects.

## Projects

- Python: Loop and Array based games
- Unity: 3D visual game

## Tests

- Python coding
- C# coding
- Semester examination

## Pathways

Games Creation provides a pathway to further studies in areas such as computer science, software development and digital graphics.

# Globalisation

The Globalisation elective will explore the following two topics:

1. Democracy
2. Globalisation

The subject provides an opportunity for those students who are interested in international issues and current affairs to deepen their understanding of how the global political system operates.

## Democracy

Students will examine the key features of democracy and investigate a range of international case studies to consider how democracy has been challenged. Students will also explore the Australian government's roles and responsibilities at a global level, the role of the United Nations and Australia's involvement in overseas peacekeeping. Students will also participate in a Mock UN Security Council, where they will be allocated specific roles and be required to resolve an international crisis.

## Globalisation

Students will be able to define 'globalisation' and explore its benefits for Australia. They will consider the social, economic and political consequences of globalisation. Students will investigate Australia's relationship with China and other Asian states and also consider some of the negatives consequences of

globalisation including its impact on the environment, human rights, and the potential exploitation of workers.

## Assessment

Home learning exercises, class tests, assignments and semester examination.

# Literature

The study of literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider them in light of their own understanding and life experience. Texts are valued for their use of language to recreate and interpret experience imaginatively. Students study challenging and layered texts drawn from a range of genres such as poetry, drama, prose and film.

## Aims

- To develop an enjoyment of literature
- To encourage students to read widely and independently
- To develop an understanding of the variety of human experience and a critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature
- To extend students' understanding of the different ways in which literary texts are constructed
- To encourage students to read closely and critically
- To develop the skills and knowledge required to respond creatively to literature

The year 9 Literature classroom offers a supportive environment for the active exploration of the ideas raised in a variety of texts. Students will learn to share ideas through a range of activities, including discussions, as well as analytical and creative writing, including commentaries, short stories, script writing, and poetry.

This course will teach students how to think creatively and analytically.

## Content

Texts form the basis of study. Some texts analysed closely in previous years include:

- An extensive collection of poetry, including poems by Sylvia Plath, ee cummings, Judith Wright and William Blake, as well as contemporary performance poetry
- Short stories dealing with a variety of themes from authors such as Nam Le, Margaret Atwood and Ernest Hemingway
- The study of postmodernism and parody through film adaptations such as *The Princess Bride*
- The examination of humour through plays such as *The Importance of Being Earnest* by Oscar Wilde

## Assessment

A variety of tasks will form the assessment. These may include creative responses, passage analysis and analytical essays. There will be the opportunity to refine oral communication skills through class discussions and oral presentations.

# Music: Performance and Styles

## Aims

Music Performance and Styles aims to develop skills in performing, composing and musicianship. This subject will help to prepare students with the background concepts for the study of music in the senior school. Students wishing to undertake this subject must be having private music lessons (singing or instrumental) either within or outside of the College, as performance skills are an integral part of the classes.

## Content

In this course students will develop their music performance skills, both individually and as part of an ensemble. There will be a focus on reading music notation, developing theory knowledge and consolidating aural skills. Students will explore a range of music from different genres through listening and analysis. Students will also develop their composition skills using different approaches, including music technology. The analysis and composition will relate to the various genres of music being studied, with a focus either on Music of other Cultures (including African Drumming) or Music Theatre.

## Learning and Teaching methods

A range of practical tasks will be included in this course to engage and inspire students in their study of music. Students will be given time to perform, compose and create while building their musicianship skills. There will be the opportunity for group work, and students will complete solo and/or group performances to the

class as appropriate to their individual level of skill.

Music technology will be used where appropriate throughout the course.

## Assessment

- Performance
- Composition
- Musicianship
- End of semester examination

*Please note that this subject will run in both semesters when there are sufficient numbers. Students are able to elect Music Performance and Styles for both semesters as the content will vary. While one semester will focus on Music Theatre, the other semester will focus on Music of other Culture (including African Drumming).*



# Music: Recording, Composing and Performing

## Aims

Music - Recording, Composing and Performing aims to develop composition, performance, arranging and music production skills. More broadly the subject aims to develop students' creative thinking, problem solving and technology skills.

## Content

The course includes a number of short skill-building workshops and the development of three negotiated musical products. The skill-building workshops focus on developing music technology and composition skills. The negotiated musical products can take many forms including a composition, an arrangement of a piece of music or a recorded performance.

## Learning and teaching

The skill building workshops are placed early in the Semester and explore Sibelius and Pro Tools through teacher -lead instruction and hands-on learning. Throughout the subject students consolidate and further their music technology skills, using the Project Based Learning model, by planning and creating three negotiated musical products.

This elective will help provide students with the background for the study of music at the IBDP and VCE level. Completion of the year 8 Music - Recording Studio elective subject would be of benefit, but is not essential.

## Assessment

- Workshops – Sibelius and Pro Tools
- Projects - three negotiated musical products
- Test – Pro Tools skills test

# STEM: Design, Build and Program a Robot

This course integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, electronics and programming to build a working robot that addresses a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and hands-on construction.

Students will address topics and challenges in the following areas:

- Plan and design:
  - What is it?
  - What must it be able to do?
  - Which design features will it incorporate?
- Modeling and refinement:
  - Making a prototype
  - Testing the prototype and making changes
  - Refining ideas and constructing a fully-functional final product

## Assessment

- Engineering report: background research, specifying requirements, design process, testing and evaluation
- Final model - how well the product works to solve the problem
- End-of-semester examination

Creative students with an interest in design, construction and programming will enjoy this course. Many new occupations and career paths require STEM skills. Accordingly, this course offers students excellent preparation for life beyond secondary and tertiary study.

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# Sport Science

## Aims

This elective is designed to promote health and exercise sciences and provide pathways for students to make good decisions in future courses, study and employment in this area. It aims for students to:

- Develop an understanding and knowledge of how science contributes to sports performance
- Be exposed to best practice sport science methods
- Understand and question why we use certain testing and training methods.
- Understand what factors are essential for success in high performance sport, including key concepts from elite athlete programs
- Develop enthusiasm towards sport science, sport medicine and other allied health areas
- Develop an inquiry-based mind and use problem-based approaches
- Develop the ability to analyse data and apply this to sport performance

## Content

Sport Science will address the following broad topics:

- What is sport science and how does it contribute to sports performance?
- Future careers in allied health and sport
- How does STEM apply and link with sport science?
  - Science: structure and function of body systems, nutrition and energy systems, training methods and adaptations to exercise.
  - Technology: how has technology contributed to

sport performance?

- Engineering: developing equipment for sport – performance-enhancing or marketing?
- Mathematics: measuring and collecting data, analyzing data and applying to sport

## Units of Work:

1. Introduction to allied health and sport science.
2. Science of Sport: anatomy, muscle mechanics, energy for movement
3. Exercise Prescription: fitness components, energy systems and training for adaptation
4. Technology in sport: investigate key technologies and how they contribute to performance e.g. GPS, heart rate monitors, gas analysis
5. Sports engineering: investigate how equipment has been developed to improve sport performance
6. Data analysis in sport: using GPS, heart rate, and VO2max

## Assessment

- Topic Test: Science in Sport
- Training program design and evaluation
- Oral Presentation: How has technology and equipment contributed to performance?
- Data Analysis: Written Report

# Textiles

The conceptual focus of this course explores 'Designing with Cultural Influences'. It aims to develop the students' abilities to design and make products using textile materials and processes to create clothing and accessories inspired by traditions and practices of the Asia-Pacific region. Students will experiment with several embellishment techniques to create new and interesting fabrics. They will gain experience in operating sewing equipment to produce quality products, both new and upcycled from preloved textile products. This course follows on from year 8 but is accessible for new students.

## Research and Analysis

Students will investigate textile fibres, their properties and characteristics, in order to select and appropriately use materials in their design and production tasks. Students will also research and report on the environmental impact of textile products with the aim of then developing strategies to address these issues.

## Design and Production Journal

Students will be required to maintain photographic records of research, design and construction tasks. This will also support their final reflection and evaluation on each unit. These should be accompanied by brief annotations to explain the design intentions and the technical processes. This will form a significant part of the home learning expectations.

## Reflection and Evaluation

Students will present a detailed and descriptive

analysis of all of their learning experiences and the final product at the end of each unit. Experimentation, conceptual and aesthetic development and construction processes recorded in the Design and Production Journal will be reviewed and reflected upon, including both the design and embellishment of fabrics and the construction of the difficulties and potential avenues for further growth and creative expression in the fields of textile design.

## Assessment

Students will develop two folios that will include the following assessment tasks:

- Folio 1. Happi Coats
  - Shibori dyeing and garment construction (40% of overall grade)
  - Fibre research and analysis task (10% of overall grade)
- Folio 2. Cultural Influences in Textiles
  - Reversible Bags (40% of overall grade)
  - Environmental issues research and proposal (10% of overall grade)

**\*There is no end of semester examination for this subject.**

This subject provides skills and experiences that may be of benefit during senior studies in year 10 Art, IB DP Visual Arts, VCE Studio Arts, and VCE Visual Communication Design. It is also of relevance for future study in areas such as fashion design, merchandising, marketing and retail, advertising, and interior and textiles design.

# Visual Communication Design

## Learning Focus

Visual Communication Design in year 9 seeks to educate student's visual and creative abilities. The course develops students' critical eye for design and analysis, confidence in their aesthetic judgment and ability to respond to a design brief. Visual Communication Design directs students through an exploration of media and materials, drawing techniques and processes of design production. The course will give students the opportunity to explore design through three major design areas such as Communication, Environmental and Industrial.

## Folio

Students develop a folio of artworks that explore:

- Developing type and imagery on popular items
- Exploring design elements and principles
- Designing posters and products for the community

Their workbook and exciting finished works will demonstrate skills with drawing and stenciling with markers, paints, inks and fine liners. Software to be used will include Illustrator, Photoshop and In Design.

## Workbook

The workbook is an essential part of the course since it involves documenting all practical processes, ideas and design exercises. There will be continuous assessment of each folio piece with the emphasis on design, developing skill levels and expressing personal concepts and ideas.

## Technology

Computer generated designs are integral to the course. Software at the college includes Photoshop and Illustrator. Students will explore at least one of these. Students learn to scan, manipulate and print images to cater for their design task. This provides a strong base for students to further explore technology in their folio production and final presentations in, VCE Visual Communication Design, Units 1 to 4.

## Design Analysis

Students will learn the language of design through investigation, exploration and discussion about their own work and the work of designers.

## Assessment

- Drawing and rendering
- Poster Design production
- Architectural Design
- Design analysis

## Career Opportunities

Many year 9 students have embraced Visual Communication Design with a passion. Students who study Visual Communication Design in year 9, and in the later years will be able to keep their educational and career options open in their senior years of study. Visual Communication Design is recommended by several university courses. The study leads to many varied practical and academic career opportunities including advertising, animation, architecture, game design, product design, visual communication, fashion, interior design and web design.



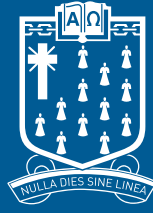
# Victorian Certificate of Education Course

Key Learning Areas		Units 1 and 2	Units 3 and 4
<b>English</b>		English/EAL Literature	English/EAL Literature
<b>Mathematics</b>		Mathematical Methods General Mathematics Specialist Mathematics Foundation Mathematics	Mathematical Methods Further Mathematics Specialist Mathematics
<b>Science</b>		Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
<b>Humanities</b>		Geography Twentieth Century History Philosophy Outdoor & Environmental Studies	Philosophy Geography Australian History History: Revolutions Extended Investigation Outdoor & Environmental Studies
<b>Commerce</b>		Australian and Global Politics Business Management Economics Legal Studies	Business Management Economics Legal Studies Global Politics
<b>The Arts</b>	<b>Performing Arts</b>	Theatre Studies Music Performance	Music Performance Music Investigation Drama
	<b>Visual Arts</b>	Studio Arts Visual Communication Design Media	Studio Arts Visual Communication Design Media

<b>Key Learning Areas</b>	<b>Units 1 and 2</b>	<b>Units 3 and 4</b>
<b>Digital Technologies</b>	Computing	Software Development Informatics
<b>Languages other than English</b>	Chinese Language, Culture and Society Chinese First Language French Indonesian	Chinese French Indonesian
<b>VET Studies</b>	Community Recreation Hospitality Creative Digital Media	Community Recreation Hospitality Creative Digital Media

# International Baccalaureate Diploma Programme

Subject group	Year 11	Year 12
Language - A	Chinese Literature Language and Literature	Chinese Literature Language and Literature
Language - B	Chinese French Indonesian <i>ab initio</i> Spanish	Chinese French Indonesian <i>ab initio</i> Spanish
Mathematics	Mathematics SL Mathematics HL	Mathematics SL Mathematics HL
Science	Sport, Exercise and Health Science Biology Chemistry Physics	Biology Chemistry Physics
Humanities	Economics Geography History Psychology	Economics Geography History Psychology
The Arts	Visual Arts Music Theatre	Visual Arts Music Theatre
	Sport	Sport
Other compulsory components	Theory of Knowledge (TOK) CAS (Creativity/Action/Service)	Theory of Knowledge (TOK) CAS (Creativity, Action, Service) Extended Essay



## St Leonard's College