JUNIOR SUBJECT SELECTION

INFORMATION BOOKLET

2016
Dear Parents, Guardians and Students of Years 8 and 9

This Subject Selection Information Booklet is designed to help you choose elective subjects for Years 9 and 10.

All students in Years 9 and 10 have two parts to their subject selection, core subjects that all students must study, and elective subjects that students choose to study.

Successful completion of a course of study in each year level will be dependent upon attendance and completion of assessment requirements set out in the Assessment & Excursion Planners available from the College website.

**CORE SUBJECTS**
In Year 9, the Core Subjects are:

- Religion
- English
- Mathematics
- Science
- Geography/History (1 Semester each)
- Physical Education (1 Semester)

In Year 10, the Core Subjects are:

- Religion
- English
- History (1 Semester)
- Physical Education (1 Semester)
- Mathematics (either Maths A Prep or Maths B Prep as determined by Year 9 results).

**ELECTIVE SUBJECTS**
In Year 9, students choose 2 electives from 9 possible subjects. In Year 10, students choose 2 electives from 13 possible subjects.

A short description of the elective subjects is contained in this booklet. Also in this booklet is the relevant Subject Choice form for your son. This must be completed and returned via your son’s Homeroom teacher.

Should you have any questions, please contact Mr Shane McMenamin, the Head of Year 8 or Mr Shawn Moote, the Head of Year 9 at the College on Phone: 4051 5555.

John Brimstone
Acting Deputy Principal - Academic
SUBJECT OPTIONS

2016

- Business Studies
- Drama
- Food Technology
- Information Communication & Technology
- Italian
- Japanese
- Mathematics (Year 10)
- Media (Year 10)
- Music
- Physical Education (Elective Option)
- Science Extension (Year 10)
- Technology Graphics (Year 10)
- Technology Shop (Year 10)
- Technology (Year 9)
- Visual Art
The Business Studies course allows students to participate in many diverse learning experiences, which can provide a basis for work in all areas of society. Business Studies will guide students towards:

- Service Industries
- Vocational Education courses
- Accounting, Economics and Legal Studies in the Senior school
- Tertiary courses in Business and Commerce

The course encourages active participation by students in enterprise ventures and community involvement and develops basic knowledge in the key areas of Business, Legal Studies, Political Studies and Economics. They will interact in a variety of business settings to make well-informed decisions, to encourage increased participation in community activities and to enhance future employment prospects. Business skills will be developed through the process of investigation and critical inquiry.

Topics may involve:

- Types of Business Organisations
- Marketing
- E-Commerce
- Legal Requirements of Setting up a Business
- Financial Management
- Business Computing
- Business Ventures
- Basic Economics, Accounting and Legal Studies in Today's World

The Business Studies subject is a two-year course offered over Years 9 and 10. Because of the independent nature of the topics, students will also be able to pick up Business Studies in Year 10. Although the two-year course will be extremely beneficial to all students doing Business Studies in Year 10, Year 9 Business Studies is not a pre-requisite.
**Drama**

Through the practice and study of Drama, students develop higher intellectual skills, team-building and social skills and effective communication and interpersonal skills that enable them to play a full part in a diverse and changing society.

This is a subject suitable for a wide range of careers - especially Arts, Teaching, Business, Law, Public Relations, Tourism and Hospitality. Drama complements and enhances abilities in other subjects, especially English.

The basic aims of the Drama syllabus are:

- providing aesthetic experience
- assisting students to achieve their unique potential through the Arts
- promoting a socially active orientation to the students' community and the world in which they live
- providing dramatic experience in order to create a critical and active awareness of Australia’s multi-cultural heritage and of its dynamic and changing nature
- building self-discipline and confidence
- developing interpersonal skills.

**Assessment**

Assessment takes place in two key areas: Making and Responding.

Drama is a group art and many practical assessment tasks will occur in group situations. However, achievement will be measured in terms of the individual's performance within the group.
FOOD TECHNOLOGY

The ability to plan an appealing, nutritious and well-balanced meal is an essential life skill for all young adults. Food Technology aims to equip students with basic cooking and hygiene skills that they can carry with them throughout their lives. For this course students prepare delicious family snacks, meal and desserts twice a week and have theory lessons twice a week.

The year starts with basic recipes such as banana muffins, pancakes, tacos, spaghetti bolognaise, omelettes and pizza. As their culinary skills improve, students enjoy the challenge of creating chocolate soufflé, pork wontons, lamb cutlets, beef kofta curry, and chicken hoisin noodle stir fry.

AREAS OF STUDY

- Family Favourites - an introduction to cooking for the family
- World of Food - investigating international cuisine
- Healthy Habits - making healthier food choices in their daily lives

ASSESSMENT

- Weekly practical cooking lessons (twice per week) – all ingredients are provided
- Assignment examples: produce a healthy muffin snack option, cook a family meal at home
- Evaluation of practical cooking
- Theory exams

This subject is not essential for senior study however it would be advantageous for students wishing to study Hospitality in Years 11 & 12.
This subject is based around developing communication and presentation skills through the use of computer software. The aim is to equip students with ICT skills that can be used across their subject areas as well as providing an introduction to content that is central to the senior subject Information Technology Systems.

**Course Structure**

- Up-skilling the use of Microsoft products (Word, PowerPoint, Excel)
- Introduction to image manipulation through Photoshop
- Design and development of web pages
- Introduction to animation software
- Design and development of gaming platforms

As well as general application skills, ICT is a subject that focuses on specialised skills useful to someone with interests in a career in the IT industry or with an interest in developing products to market and communicate across the internet.

**Italian**

Italian is offered in Years 9 and 10. For most students, this will be their first opportunity to pick up a European language. The program will therefore be structured at a beginner level in Year 9 and developed further in Year 10. Students will receive a license to use *Language Perfect*, an IT program for learning vocabulary, and while an *English/Italian* dictionary is not necessary, it would be a great help. Students have an opportunity to pursue Italian in Years 11 and 12 with Distance Education and support from the College.

The College is working with the support of the Italian Language Centre, which in turn is funded by the Italian Government in the development of our program.
The Japanese language course for Years 9 and 10 is designed to allow students to learn about culture, people and language. While all macro skills (speaking, listening, reading and writing) are further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in and out of classroom settings.

Language study:

- Helps to develop cognitive flexibility and problem-solving skills through creative thinking.
- Contributes to clear thinking and clarity of expression when communicating in one's own and in foreign languages.
- Promotes greater sensitivity to and enhances knowledge of the structure of English.
- Widens horizons and helps to develop a soundly-based world view.
- Fosters cross-cultural tolerance and understanding.
- Has the ability to broaden career prospects, as industry and government become more aware of the value of foreign language skills and cultural understanding.

In Year 9 studies include:

- Katakana
- What are you wearing?
- Let’s go out!
- Sports
- Variety show
- It’s hot outside!

By the end of Year 9, students will develop a solid foundation in Japanese communication skills and effective study skills for learning a second language.

In Year 10 studies include:

- My neighbourhood
- Travelling
- Shopping
- Wining and dining
- Picture story book

By the end of Year 10, students will have further developed their Japanese communication skills, achieving an advanced conversational level of the language. This will prepare them well for Senior Japanese, which engages students in daily complex language use, common in a variety of situations in and out of Japan.

Learning experiences for studying these topics include:

- Interactions with native speakers
- Situational role-plays and games
- Task-based activities
- Cultural excursions and incursions
- Japanese film and media
- Japanese cooking
- Japanese toys
- Japanese calligraphy

Students will be provided with Unit booklets to be used as a complement to learning the Japanese culture and language, along with a licence to use online language learning tool; Language Perfect. An English/Japanese : Japanese/English dictionary would be advantageous, but is not essential.

Student assessment will be based on tests, assignments and classroom tasks in all four macro-skills. Homework will ensure the maintenance of language skills taught in class and will be set and checked regularly.
MATHEMATICS

CORE SUBJECT – YEAR 10

All students in Year 9 follow the same general program.

In Year 10, students will be allocated to either Maths A Preparation or Maths B Preparation subjects based on their Year 9 results. Students, as part of this subject selection process can initially choose one of these options. However final determination of which subject a student moves into will be based on their results. It is important to note that entry into Year 11 Maths B is dependent upon successful completion of Year 10 Maths B Prep.

MEDIA

YEAR 10

Mass media such as film, television, video, newspapers, magazines, music, radio and photographs are the major source of information, argument and entertainment in our society. They are an integral part of our lives and we come to school with a wide range of experiences with these ‘texts’. They provide a forum for considering social issues, while also playing a vital role in determining public opinion.

Media learning deepens students’ understanding of the enjoyment provided by the media. The Media strand of the Arts Syllabus develops more active and critical media users who will demand, and could contribute to, a greater diversity of media in the future. The subject focuses on five interrelated key concepts that are common to communicating through all forms of media: media languages, technologies, audiences, institutions and representations. These concepts are divided into Making and Responding tasks for assessment. Students must prepared to work effectively in small groups.

While this subject is a desirable pre-requisite for Senior Film and Television studies, it is also an asset to any student wishing to study any strand of the Arts.

Learning experiences may include units based on topics such as:-

- Film orientation/history
- Film reviews
- Film production/crew roles
- Design orientation (e.g. storyboards etc)
- Music videos and youth culture
- News-making/current affairs/media bias
- Film genre studies
- Introduction to script writing
- Filming techniques
- Making a short film
Developing the whole student, the study of fine arts is useful in a wide range of careers and enhances and complements students’ abilities in other subjects, especially English. As technology spreads its influence wider, the possibilities for careers in the field of music are also increasing exponentially.

Year 9 and 10 Music focuses on students making music whilst developing the ability to think and express themselves in sound. The course is aimed at all students who have an interest in music, whether just starting out or are already accomplished players and singers.

Students will learn to deconstruct what they hear and put it into context. Immersed in music from film, rock, jazz, music from other countries and historical contexts, students will explore concepts using composition, performance and analysis. Music technologies (such as instruments, computer software, loop pedals etc) are widely used in the subject, which help students express themselves in a rapidly changing environment.

The music curriculum is organised into three areas:

- **Performance:** Playing and singing music both individually and in groups building confidence and developing their technique and performance skills.
- **Composition:** Students express themselves through composing and arranging, using both traditional methods and digital music software programs.
- **Musicology:** Aurally and visually identifying and responding to music using scores and recordings. Students develop their literacy skills whilst expressing and communicating their ideas.

It is useful but not essential, for students to have a performance medium, either instrumental, technological or vocal.
PHYSICAL EDUCATION

ELECTIVE OPTION

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

The Year 9 and 10 elective Physical Education subjects are designed to prepare each individual for Senior PE, while providing life skills in relation to physical recreation and sporting skills. The course contains both practical and theoretical units in a 50/50 combination. Students work towards development of physical skills in; Futsal and Cricket in Year 9 and Basketball and AFL in Year 10.

The emphasis of the course introduces students to the Senior PE syllabus incorporating units on the Psychology of Sport, Biomechanics, Anatomy, Skill Acquisition, Sociology and Fitness Training. These units encompass a variety of assessment forms and require a high degree of participation in both practical and theoretical aspects of the course.

Physical Education would interest students who are physically active, enjoy a range of sports; or who would like to further their knowledge of the physical culture of Australia. This subject is not essential for senior study however it would be advantageous for students wishing to study PE in Years 11 and 12.
SCIENCE EXTENSION

YEAR 10

The Science Extension course is based around extended experimental investigations. Students would be expected to produce reports based on experiments which they conduct. It aims to cover areas of science which are of interest to the individual student and also introduces them to the process required in senior years.

Science Extension contributes to developing scientifically literate individuals who are interested in and understand the world around them by talking about science issues. They are able to identify questions, investigate and draw evidence-based conclusions. By questioning claims made by others about scientific matters, students will be able to make informed decisions about the environment and their own health and well-being.

Through the processes of practical and investigative approaches, Science Extension develops students who will:

- think critically about the scientific basis of significant contemporary issues
- apply their knowledge in a broad range of relevant practical situations, including field work
- foresee consequences for their own and society's activities on the living and physical world
- participate as informed and responsible citizens in decision-making processes
- use community and industry resources
- use technology
- collaborate and work effectively in teams.

The scientific skills developed are relevant to Senior Science in many fields and may form the basis of further training and education, e.g. animal welfare, biotechnology, food technology, forensics, health and medicine, pharmaceutical industry, recreation and tourism, research and the resources sector.
The Year 9 Technology subject is a bridging course between the introductory subject offered in Year 8 and the two specialised subjects of Technology Graphics and Technology Shop offered in Year 10. As such it contains elements of both Year 10 subjects.

Technology Graphics provides an opportunity for boys to gain an understanding of communication across a range of applications. The principles are developed in a foundation unit, and then applied through units of Business Graphics, Product Design and Built Environment.

Students are encouraged to be imaginative and creative through problem solving and designing. They develop real-life skills for visualising, investigation and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment.

The two areas of study are:
- Three dimensional viewing systems
- Two dimensional viewing systems

Students will be required to produce 3D and 2D solutions to graphical problems and much of the work will be done on computers using AUTOCAD, REVIT and INVENTOR. Homework is set weekly and students are assessed by the completion of design problems and class tests.

Note: Graphics is a subject recommended by most employers of apprentices in Engineering and Construction trades.

Technology Shop requires students to identify a problem or need, select appropriate materials and equipment, implement a construction plan and evaluate the product. Students are encouraged to be innovative through the design process while developing practical skills with hand and power tools. Safety is incorporated into all activities associated with design and the construction of projects.

Technology Shop requires students to address a situation where a solution to a problem is desired. The level of difficulty of design problems will vary from Year 8 to Year 10 and a range of materials will be available. A design folio is required for each article produced.

Students will be assessed by completed design folios and completed projects.

Safety glasses must be worn at all times and the wearing of an apron supplied by the department is optional.
Our rapidly changing society is dominated by many visual influences such as advertising, media, technology and fashion. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks. The Visual Art course focuses on students making, displaying and responding to images and objects.

Whilst it is not essential for students to have completed study in Visual Art in Years 9 and 10 to do Visual Art in Years 11 and 12, the skills learned in these lower secondary years both in Art Making and Responding would greatly assist and inform their senior studies in this subject area.

OVERVIEW
The Visual Arts course is organised into two areas of making and responding to images and objects:

- Making: the design and creation of individual artworks in mediums such as painting, drawing, digital photography and imaging, sculpture and printmaking.
- Responding: identify and explain using appropriate visual language, how artists and audience interpret artworks through exploration of different world views.

ASSESSMENT
Assessment is in the form of a practical folio and appraising task for each unit studied.
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YEAR 9 SUBJECT SELECTION FORM

STUDENT NAME: ................................................................................................................................

CURRENT HOMEROOM: ............................

A. CORE
- Religious Education
- English
- Mathematics
- Science
- History/Geography (1 Semester each)
- Physical Education (1 Semester)

B. ELECTIVE SUBJECTS - OPTIONS
- Art
- Business Studies
- Drama
- Food Technology
- Italian
- Japanese
- Music
- Physical Education (1 Semester in addition to core)
- Technology

YOUR CHOICES (in order of preference)

Subject Choice 1: ................................................................................................................................
(Semester 1 & 2)

Subject Choice 2: ................................................................................................................................
(1 Semester Only)

Additional subject choice if a subject cannot be accommodated:

Additional Subject Choice: ..............................................................................................................

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Parent Name Parent Signature

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Junior Subject Selection Information Booklet 2016
YEAR 10 SUBJECT SELECTION FORM

STUDENT NAME: ........................................................................................................

CURRENT HOMEROOM: .........................

A. CORE
   ▪ Religious Education
   ▪ English
   ▪ History/PE (1 Semester each)
   ▪ Mathematics
   ▪ Science

B. ELECTIVE SUBJECTS - OPTIONS
   ▪ Art
   ▪ Business
   ▪ Drama
   ▪ Food Technology
   ▪ Geography
   ▪ Information Communication & Technology
   ▪ Italian
   ▪ Japanese
   ▪ Media Studies
   ▪ Music
   ▪ Physical Education (in addition to core)
   ▪ Science Extension
   ▪ Technology Graphics
   ▪ Technology Shop

YOUR CHOICES (in order of preference)

Subject Choice 1: ........................................................................................................

Subject Choice 2: ........................................................................................................

Mathematics Option: ....................................................................................................

(final decision based on Year 9 results)

Additional subject choice if a subject cannot be accommodated:

Additional Subject Choice: ..........................................................................................

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Parent Name ................................................................. Parent Signature ..................

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