2015

Year 9 Subject Information Handbook
Should you require any assistance, the following people are able to assist you with your enquiries.

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Foreword

Dear Parents and Students

It gives me great pleasure to present to you the Marymede Catholic College Year 9 Handbook for 2015.

The following pages provide an outline of the information you will need to make informed choices about subjects for Year 9.

You will notice that there are a number of core subjects and a range of non-core subjects, all of which have been developed to ensure that basic skills continue to be nurtured and refined. The provision of a number of non-core subjects allows students the opportunity to undertake the study of subjects for interest but also with a view to future learning.

At Years 9 and 10, under AusVELS (National Curriculum in Victoria), students begin to consider and explore future pathways into the Senior Years and beyond. It is at this time that students normally start to think about what they might like to do in the future. We have designed the Year 9 curriculum with this in mind and are therefore offering a breadth of subjects which we believe will cater for different personal interest and abilities and facilitate a learning pathway in each of the key learning areas.

Should you require further information about any of the subjects, you may contact the staff listed at the front of this booklet at any time during the school day.

Make a special note of the due date for submission of subject choices, Friday 25 July, 2014.

Regards

Paul D’Astoli
Principal
# Subject Selection Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week beginning 14 July, 2014</td>
<td>Year 8 Assembly&lt;br&gt;Web Preferences open for subject selection</td>
</tr>
<tr>
<td>25 July 2014</td>
<td>Online subject entry receipt due.</td>
</tr>
<tr>
<td>October 2014</td>
<td>Students advised of their subjects for Year 9 2015.</td>
</tr>
</tbody>
</table>

**NOTE:** Please note that the subject selection timeline is subject to changes.
The Structure of the Year 9 Curriculum 2015

In 2015, students in Year 9 will complete the following:

Core Subjects- Year Long

Period Allocation is 60 minutes

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Time</th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (History &amp; Geography)</td>
<td>6</td>
</tr>
<tr>
<td>Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>LOTE – Italian or Japanese (depending on language studied in Year 8) OR Skills 21 Intervention Program (by invitation)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>4</td>
</tr>
<tr>
<td>Compulsory sport program</td>
<td>2</td>
</tr>
</tbody>
</table>

Non-core subjects

Students choose THREE non-core subjects to study for the year.

All non-core subjects will be conducted for 4 x 60 minute periods per 10 day cycle for the duration of the year.

Non-core subject Choices in 2015

<table>
<thead>
<tr>
<th>NON-CORE SUBJECTS</th>
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<tbody>
<tr>
<td>Drama</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Music</td>
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<tr>
<td>Visual Communications Design</td>
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<tr>
<td>Product Design and Technology- Wood</td>
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<tr>
<td>Media</td>
</tr>
</tbody>
</table>
CORE SUBJECTS

In order to comply with the requirements of the Victorian Essential Learning Standards and the National Curriculum (AusVELS), at Year 9 students are required to study a number of core subjects. These core subjects allow students to continue to develop important literacy and numeracy skills whilst allowing pathways into the Senior years.
Course Description

In Year 9 students continue to extend their knowledge and understanding of the core beliefs of Catholic Christianity. In keeping with the CEO Framework, the course touches on each of the five Strands for this subject relating to Scripture; Church and Community; Religion and Life; Prayer, Liturgy and Sacraments and Morality and Justice. As a compulsory part of the course, students will attend a Year 9 Reflection Day.

Course Content

Early in the year, students revisit more deeply the concept of Prayer which they looked at in Year 7. They research prayers from other faith traditions; explore the Nicene Creed and its links to Catholic belief and write prayers of their own. Next, students discover the variety of literary styles to be found in both testaments of the Bible. In Unit 3 they consider what it means to be fully human and make connections between the concepts involved. During Lent/Easter students are helped to recognise the personal message of this sacred season in class and through the Project Compassion program. They later investigate such a link further in a unit which connects Mary, the First Disciple with our Christian expectation of service to and solidarity with others. The final unit continues this Gospel theme with a study and critique of the fairness of modern society and to the question; “How do our findings fit with the moral responsibility of all Christians to be citizens of a just world?” In addition to unit assessment, there will be an examination at the end of each semester.

Units in this Course

- Prayer
- Nicene Creed/Living the Catholic Life
- Literary Language Styles in the Bible
- Being Fully Human/Myself in relationship with others
- Mary, the First Disciple/Year 9 Service Learning
- Justice and living the Christian Life

Senior Pathway

This subject leads to the Core Subject: Year 10 Religious Education
Course Description

In Year 9, students develop and build the following skills in the English course: Reading, Writing, Speaking, Listening and Viewing. The main purpose of the course is to prepare students for confident and competent study of senior English. It builds on the content and the skills developed within the English programs at Years 7 and 8 and provides an important step in the preparation of students for their study of English in Year 10 and VCE levels. Students study a range of fiction and non-fiction texts, contemporary Asian/Australian literature, poetry, short stories and media texts. They are introduced to the Elizabethan world of Shakespeare via a detailed study of a Shakespearean play. Students will also attempt a variety of tasks designed to improve oral expression. Students participate in public speaking, play performance and general oral responses to articles about current Australian media issues.

Course Content

In Year 9, students investigate different styles of writing, learn and improve upon defined writing skills and develop oral presentation skills.

Reading: While developing critical and analytical skills, students will have an opportunity to appreciate a variety of texts, including contemporary Australian and Asian literature, media texts, classic literature in the form of Shakespeare’s short stories, poetry and film. Students will respond to the texts studied both in writing and orally. Reading at Marymede is the wide reading programme undertaken each cycle.

Writing: Students will write in a range of styles within a Context study (including imaginative, persuasive and expository) and produce finished response using a process of drafting, writing, discussion and reflection. Students also develop awareness of different styles of writing and improve skills in writing for different purposes and audiences.

Speaking and Listening: Students will analyse and present persuasive arguments in written and spoken forms and extend their speaking and listening skills though formal and informal activities. Current issues in the Australian media introduce the students to writing and speaking persuasively and to develop oral expression skills, in the form of formal speeches, debates and discussions.

Assessment: In each semester students submit a range of speaking presentations, listening tasks and a collection of different writing forms including; Text Responses, Context, Language Analysis and presenting a point of view. Students sit a written English examination at the end of each semester.

Extension Activities: SRA reading comprehension is undertaken by invitation. Periodic workshops are also available to students by invitation.

Senior Pathway

Students will be able to undertake the following VCE studies in the Senior Years:
- English or Literature
- This subject will also enable students to undertake the VCAL course in Year 11.
Course Description

In this study, students will explore a range of traditional and non-traditional sports that will develop and refine their execution of a range of manipulative and movement skills during complex activities. Students will be encouraged to extend themselves physically by identifying skills and strategies to counter tactical challenges in game situations. Students will be required to become acutely aware of their physical fitness and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They will assume responsibility for the conduct of aspects of a sporting competition and training where roles are shared and there is a need for a display of appropriate sporting behaviour.

Course Content

Students will learn new sports that require the learning of new skills, or the adaptation of previously learnt skills in new contexts, and implement ways to improve the quality of their own performance. Students will be encouraged to develop proficiency in a range of high-level movement and manipulative skills, through involvement in a range of traditional and non-traditional sports. This may include Lacrosse, European Handball, Touch Football and Badminton. Students will be required to demonstrate increasing skills in planning, observation and analysis to allow them to develop and evaluate ways of refining techniques and enhancing their own and others’ performance. Students will be introduced to some of the biomechanical principles of human movement and engage in a range of activities that focus on a diversity of health and skill related fitness components. Students may participate and assume responsibility for the organisation of a sporting competition or aspects of training. This may involve peer teaching or coaching, with a focus on skill development and improvement and communication and organisation.

Assessment

The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the assessment of the student’s overall performance in each unit, based on the outcomes of both teacher and peer assessment.

Senior Pathway

This compulsory study will benefit students going into Year 10. Continuing non-compulsory studies, will enable the commencement in the Victorian Certificate of Education (VCE) or recognised vocational training through either Vocational Education Training (VET) or the Victorian Certificate of Applied Learning (VCAL). Particularly, students who will most greatly benefit may include those wishing to undertake the relevant VCE study of Physical Education and/or Health and Human Development or relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
### Course Description

In this study, students will examine the nature of Independence, Relationships, Responsibility and Australia’s Health. The health content has been designed specifically to lay foundation knowledge and understanding for students wishing to undertake a post-compulsory pathway in undertaking VCE Physical Education and/or VCE Health and Human Development.

### Course Content

Through a range of practical and theoretical activities, students will explore the nature of independence in terms of adolescence including relationships and the rights and responsibilities associated with increased independence. In reviewing Australia’s health, students will identify major causes of injury, illness and death in Australia, whilst considering the range of health needs of young people. Students will explore personal behaviours and community actions that affect the health status positively and negatively and how health data informs service provision and health products.

### Assessment

The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the teacher’s assessment of the student’s overall performance on a major assessment task and examination paper designated for each semester.

### Senior Pathway

This compulsory study will benefit students going into Year 10. Continuing non-compulsory studies, will enable the commencement in the Victorian Certificate of Education (VCE) or recognised vocational training through either Vocational Education Training (VET) or the Victorian Certificate of Applied Learning (VCAL). Particularly, students who will most greatly benefit may include those wishing to undertake the relevant VCE study of Health and Human Development and/or Physical Education or relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
HUMANITIES

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<thead>
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<tbody>
<tr>
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<td>Humanities</td>
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<td>Humanities</td>
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<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Core</td>
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<td>LENGTH:</td>
<td>Year Long</td>
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</table>

Course Description

Students will undertake studies in each of the key areas of Humanities. They explore History, Geography, Economics, Legal Studies and Civics and Citizenship.

Course Content

Each component of the course has a specific focus. History takes an Australian focus and explores how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia and explore significant issues and events in Australia’s development. Geography considers the environment, natural systems and human impact on these. Economics is explores how the Australian economy functions and begins to consider personal financial literacy and business management. The last unit investigates what it means to be a citizen in a democracy and how our country is governed; students also focus on the Australian legal system as a key part of society.

Senior Pathway

This subject leads into the following VCE units:
- Accounting
- Business Management
- Economics
- Geography
- History
- Legal Studies
Course Description

Students continue to use and develop forms of listening, speaking, reading and writing Italian. The course is designed to build on students’ understanding of contemporary Italian language and culture introduced in Year 8. The main focus of the course is for students to become actively involved in their Italian studies by using their community.

Course Content

The topics studied in year 9 include:

**Topic A: La Citta’ Di Melbourne – Melbourne City**
Students will examine a range of vocabulary in Italian which will assist Italian tourists to get around their local area. Students will look at different modes of transport and learn how to read bus, train and plane timetables.

**Topic B: Il Cibo Italiano – The Mediterranean Diet**
Students will be involved in an extensive look at Italian food. They will look at its origins, its influence on the world, differences between southern and northern Italian regional cooking and etiquette when dining in an Italian restaurant. They will undertake an ‘Italian food trail’ in their local area. Students will learn about the coffee culture of Melbourne and the differences between different coffees. Students will also examine the Mediterranean Diet and the health benefits of the diet. Students will view various DVDs exploring the Mediterranean Diet. Some students will have an opportunity to be involved in the prestigious Dante Alighieri Poetry Competition.

**Topic C: Italian Film**
Students will study two films and learn about Italian cinema and its influences on world films. Students will also examine Italian politics through film especially Fascism and World War 2.

Students will have an opportunity to attend the Marymede Italian Trip and/or host an Italian student.

**Senior Pathway**

Units 1 & 2 VCE Italian (Normally undertaken in Year 11)
Units 3 & 4 VCE Italian (Normally undertaken in Year 12)
Course Description

Students continue to use and develop their skills in listening to, speaking, reading and writing Japanese. The course is designed to build on students’ understanding of contemporary Japanese culture and language introduced in Year 8. The students will be expected to complete two semesters of Japanese in Year 9.

Course Content

**Topic 1: Isogashii desu ka. (Are you busy?)**
Students will learn to ask the time and talk about activities they do and don’t do. Students also learn about ‘bukatsu’ (club activities) and reflect on this important part of school like in Japan. Students produce a “manga” comic strip about a day in their lives.

**Topic 2: Gakkoo (School)**
Students will investigate Japan’s school system and reflect on their own school life. They create a school timetable in Japanese. They learn vocabulary and grammar associated with talking about school subjects and routines. Students also participate in an interview with Sensei about their school life.

**Topic 3: Gakkoo no tanoshii ibento (Fun School Events)**
Students will continue the topic of school with focus being on special school events and seasons. Students will investigate important events in the Japanese school calendar and make comparisons with their own school seasonal events.

**Topic 5: Donna kyarakutaa desu ka. (What kind of character?)**
Students will explore Japanese anime and manga. They will use anime or manga as context to describe people’s appearance. As part of this topic students will expand their use of the Katakana script. Students will use Japanese language and knowledge of anime and manga to design their own manga/anime character.

**Topic 5: Omatsuri to oiwai. (Festivals and Celebrations)**
Students will focus on Japanese festivals and celebrations. Students learn about important cultural celebrations in Australia and Japan.

**Senior Pathway**
Units 1 & 2 VCE (normally undertaken in Year 11)
Units 3 & 4 VCE (normally undertaken in Year 12)
Course Description

This course is based on Level 9 of the Mathematics domain of AusVELS. The content strands taught include Number and Algebra, Measurement and Geometry and Probability and Statistics. A variety of teaching and learning strategies are employed, including cooperative learning, discovery-based learning, group work and problem solving. Concrete materials and technology further enhance the learning process. CAS (computer algebra systems) form an essential part of the Year 9 Mathematics program and allow students to develop a deeper understanding of many mathematical concepts. Students’ individual learning needs are taken into account when developing programs. Students are provided with tasks that are engaging and enriching, allowing them to demonstrate their depth of understanding.

Course Content

Topics studied in Semester One include Pythagoras’ Theorem; Measurement; Expanding; Factorising and Trigonometry. In Semester Two the course develops to prepare students for Year 10 Mathematics. Topics studied include Linear Relationships; Quadratics; Geometry; Statistics and Probability. Students are assessed in a variety of ways including topic tests, analysis tasks, assignments and an end of semester examination.

Senior Pathway

Students will choose a VCE pathway based on their level of achievement, ability and interest in a particular branch of Mathematics. This decision will be made in conjunction with their teacher and the Careers Advisor.

The VCAL course at Year 11 will also be an option for students.
The Year 9 General Science curriculum is based on the Level 9 Science Domain AusVELS. This course covers the Science Dimensions of Science Understanding, Science Inquiry and Science as a Human Endeavour. The curriculum is predominately arranged as a series of independent units covering the areas of Biology, Chemistry, Environmental Science and Physics.

The Science course enables students to enhance their abilities of working cooperatively, responsibly and independently. It provides students with resources and skills to access and process scientific information. Hence, the course is centred around extensive practical work, encouraging students to learn by doing, with emphasis on safety, proper use of equipment, careful observation, enquiry and deduction. To satisfy the ICT competence, the programming of EV3 robots forms a part of the Year 9 Science course. Students learn that the nature of scientific thinking is not static and relies upon knowledge, understanding and skills that are built up over time, shared and reflected upon, while incorporating new ideas, thinking and experimental evidence.

**Course Content**

Units of work may include: Control and Coordination, Atomic Structure, Chemical Reactions, Energy Transmission, Heat and Electricity, Disease and Our Defense Mechanisms. Where possible these are set in real life contexts and draw on current issues of interest to students.

**Senior Pathway**

Students who attain Level 9 in the Discipline Based Learning – Science of AusVELS complete the Science course at Year 10 which will give students the opportunity to complete one or more of the VCE Sciences – Biology, Chemistry, Physics or Psychology.
NON-CORE SUBJECTS

Non-core subjects are designed to give students some choice so that they may experience subjects which relate to areas of personal interest with a view to considering possible future pathways into the Senior Years.

Students choose 3 non-core subjects in Year 9, all of which are taken for the duration of the year.

In 2015, the non-core subjects are:

Non-core subject Choices in 2015

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<thead>
<tr>
<th>NON-CORE SUBJECTS</th>
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<tbody>
<tr>
<td>Drama</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Music</td>
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<tr>
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</tr>
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<td>Visual Art</td>
</tr>
<tr>
<td>Visual Communications &amp; Design</td>
</tr>
<tr>
<td>Product Design and Technology- Wood</td>
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<tr>
<td>Media</td>
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</tbody>
</table>
PRODUCT DESIGN AND TECHNOLOGY

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<thead>
<tr>
<th>YEAR:</th>
<th>9</th>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Food and Technology</td>
</tr>
<tr>
<td>DOMAIN AREA:</td>
<td>Technology</td>
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<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Non-core</td>
</tr>
<tr>
<td>LENGTH:</td>
<td>Year Long</td>
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</table>

Course Description

Students investigate how social and environmental factors influence the health behaviours of individuals and populations, and use national health promotion policies and documents to provide information to support their own, and others' healthy lifestyle decisions. Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life, they analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and analyse factors that influence food choice, such as changes in family life. Students learn about other food traditions and cultures in the world.

Course Content

Students will use the design process as they work through a wide variety of activities and processes during this subject. Students will engage in a range of purposely developed tasks in which they will investigate, design, plan, produce and evaluate. Each task is associated with a meaningful production activity that is unique and aimed at providing students with an expanse of culinary experiences. Throughout the course of this subject, students are required to employ various forms of critical thinking, such as problem solving, decision making, rationalisation and use of graphic organisers to present information. The program has been devised with higher order thinking in mind and the activities provide students with an opportunity to challenge and extend themselves in an environment that is conductive to learning and promotes creativity and individuality of expression.

Senior Pathway

- Units 1 and 2 VCE Food and Technology
- Units 3 and 4 VCE Food and Technology
Course Description

Students will develop technical skills, techniques and processes associated with textile design and creation. Students will use a range of traditional and contemporary media, materials, equipment and technologies to create and produce textile products. In their visual diary they will maintain a record of how ideas develop throughout the design process.

Course Content

Areas of study will be drawn from:
- Pattern Making
- Embroidery: hand embroidery
- Investigation into the work of textile artists

Learning tasks:
- Investigating, designing and producing
- Exploring and developing ideas
- Development of skills techniques and processes to create textiles pieces
- Textile appreciation and analysis

Senior Pathway

Students who wish to develop their interest in textiles and wish to undertake future studies in Textiles and Fashion Design are recommended to select this subject. Year 9 Textiles course provides a foundation for Year 10 Product Design and Technology - Textiles and leads on to Year 11 and 12 Studio Arts and Product Design and Technology - Textiles
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<thead>
<tr>
<th>YEAR:</th>
<th>9</th>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Product Design and Technology - Wood</td>
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<tr>
<td>DOMAIN AREA:</td>
<td>Technology</td>
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<tr>
<td>CORE SUBJECT OR NON-CORE:</td>
<td>Non-core</td>
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<tr>
<td>LENGTH:</td>
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</table>

### Course Description

Product Design and Technology - Wood at Year 9 level focuses on learning about the design process and product design. Students learn to create their own designs and construct their ideas using various machines and tools in the workshop. They focus on viewing, discussing and writing about industrial designers and cabinet making traditions. Students respond to these various studies both individually and as a group. Students learn about safe practise in current industry and how to use risk assessment within their own work environment. Students complete a folio of wood pieces including construction, product design, technical drawing and evaluation criteria. All practical work is based on theory and appreciation that is developed throughout the course. This is reflected in students’ visual diaries and research projects.

### Course Content

Areas of study will be drawn from:
- Product design: Following the design process
- Wood joins
- Technical Drawing
- Investigation into the work of cabinet makers and industrial designers
- Risk Assessment

Learning Tasks:
- Investigating and designing - through the production of a design folio
- Producing
- Analysing and Evaluating – throughout the design folio and research assignments
- Developing skills and techniques
- Safety – Regular risk assessment

### Senior Pathway

The Design and Technology – Wood program prepares students with skills, knowledge and techniques for progression into Year 10 Design and Technology – Wood. It can lead to VCE Design and Technology – Wood.
THE ARTS – PERFORMING ARTS

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<tr>
<th>YEAR:</th>
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<tbody>
<tr>
<td>SUBJECT NAME:</td>
<td>Drama</td>
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<tr>
<td>DOMAIN AREA:</td>
<td>The Arts - Performing Arts</td>
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<td>CORE SUBJECT OR NON-CORE:</td>
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Course Description

Year 9 Drama incorporates both a theoretical study of Drama along with practical workshops and performances. The course focuses on creating, presenting and analysing devised performances that include real or imagined characters, as well as interpreting existing scripts. Students will learn about conventions of different performance styles, and how to use drama language when analysing their own and others’ performances.

Course Content

Students will learn how to write scripts and learn lines. They will learn many play building techniques such as improvisation and explore different kinds of theatre. Students will explore arrange of performance styles, and perform to different audiences. They will learn about different kinds of stagecraft, such as make-up design.

Senior Pathway

Students can use the knowledge gained in Drama to continue further studies at University. Students can use their dramatic ability to perform in or manage professional and amateur theatre companies. Students could reach industry level and gain employment as professional actors or arts administrators for film, stage and television. Drama also complements studies in English and Humanities, as it develops oral communication and analytical skills.
Course Description

In Music students will explore the many elements which go towards developing them as a performer. Students will study aspects of the theory of music which relate to the music they are performing. They will also work to develop aural recognition skills to improve many aspects of their performance. Students will study in detail the music from a range of styles, exploring the various characteristics and showing this understanding through composition and performance. As soloists and members of ensembles, students develop skills in preparing programs of works. They will develop a range of interpretations to the same piece of music through the research and observation of a range of performers. This will prepare students with the skills to undertake VCE Music Performance in Years 11 and 12. Students undertaking elective music should be prepared to participate in extra-curricular groups such as the choirs or bands.

Course Content

Students will listen to a wide range of musical styles and how it relates to the works they are presenting for performance. They will study all areas of theory and aural comprehension relevant to them as performers. Students will continue to look at the etiquette relating to performance and work to integrate this into their own performance. They will use computer software and other technology to enhance their work in the areas of composition and arrangement of music. They will also make analytical and creative responses to a range of music.

Senior Pathway

Students can use the knowledge developed through Year 9 and 10 Music to move into VCE Music Performance. This can then lead to further studies at either TAFE or University in Music as a performer, composer, and arranger of Music.
THE ARTS – VISUAL ARTS

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<tr>
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<td>The Arts</td>
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<td>CORE SUBJECT OR NON-CORE:</td>
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Course Description

Visual Communication Design in Year 9 examines the way visual language can be used to convey ideas in communication, environmental or industrial design. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students develop a body of work that is displayed in their portfolio and presented as final pieces.

Course Content

Visual Communication Design at Year 9 focuses on learning about the role of the designer, the design process and developing new design skills. Students learn to create their own Visual Communications based on design briefs and following the design process. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics, functionality and an awareness of the needs of a client and how to reach their target audience.

The course also includes viewing, discussing and writing about design and designers from different times and cultures. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods through the analysis of existing products. Students complete a folio of communication, environmental or industrial designs that include freehand and instrumental drawing techniques. Students will also explore and investigate techniques such as computer aided design to present and refine their solutions.

Areas of study focus on:

- The Design Elements and Principles
- The Design Process
- Freehand and Technical Drawing
- Communication, Environmental and Industrial Design
- Computer-aided Design

Learning Tasks include:

- Working from a Design Brief to develop designs
- Drawing using different Systems
- Annotating using analytical and evaluative statements

Senior Pathway

The Year 9 Visual Communication Design program prepares students with skills, knowledge and techniques for progression into Year 10 Visual Communication Design. It can lead to VCE Visual Communication Design.
Course Description

Visual Art at Year 9 level focuses on learning about the design process and developing skills. Students learn to create their own artworks, based on art appreciation studied in class. They focus on viewing, discussing and writing about artists from different times and cultures. Students respond to these various studies both individually and as a group. Students complete a folio of artworks both 3D and 2D including drawing, painting, sculpture and printmaking. All practical work is based on theory and appreciation that is developed throughout the course. This is reflected in students’ visual diaries and research projects.

Course Content

Areas of study will be drawn from:
- Following the design process
- Printmaking
- Drawing
- Painting
- Sculpture

Learning Tasks:
- Analysing and Evaluating – throughout their visual diary and research assignments
- Developing skills and techniques
- Creating Artworks

Senior Pathway

The Year 9 Visual Art program prepares students with skills, knowledge and techniques for progression into Year 10 Visual Art. It can lead to VCE Art and Studio Art studies.
Course Description

The Year 9 Media incorporates both theoretical and practical elements. Students learn about the power of advertising and how media creators bend the photographic truth through digital manipulation. Students analyse sitcom television shows and teen films from the 1950s to today, and at the end of the course, the Year 9s create their very own stop motion animation. There are two main areas of study which are as follows:

- **Film Analysis**

  Students analyse the role of characters in film, in particular, their establishment and development. Students focus on production elements such as sounds, special effects, setting, camera, acting and lighting. This area develops students’ knowledge of film making techniques in preparation for animation.

- **Stop-Motion Animation**

  Students explore the structure of films using short films. Students analyse the film with regards to the script, audience engagement and storyboarding, as well as practical stop-motion animation techniques.

  Students build a set, make characters, then film and edit their own 1 to 2 minute stop-motion animation using digital editing technology.

Learning Tasks include:

- Advertising
- Image in the Media
- Sitcom Television
- Teen Film
- Animation

**Senior Pathway**

Students can continue to build on their skills by choosing to undertake Media at Year 10 and VCE Media in Year 11 and 12.
Marymede Catholic College recognises the need to provide high quality literacy intervention for students who are at risk in their literacy development and provides the Skills 21 program, which runs 3 x 60 minute sessions a fortnight. The guiding rationale behind the Skills 21 program is to provide students with a target literacy program, designed to reinforce and develop students’ literacy skills in the dimensions of Reading and Viewing, Speaking and Listening and Writing. This program is dependent on the needs of the students; consequently this program is developed through clear goals aimed at preparing them for success in Senior School. Entry into the Skills 21 Literacy Intervention Program is by invitation. Parents of students identified as requiring literacy intervention will be notified in writing during Term 3.

Course Content

In the Skills 21 course, students will investigate various styles of writing and responding to texts in the written form, learn and improve reading proficiency and develop oral communication and presentation skills.

**Students will be given opportunities to gain the following skills within the Skills 21 course:**
- Comprehension of texts (especially the main ideas and inferring meaning from the text)
- Reading/Writing for pleasure
- An ability to write well-structured paragraphs with clear topic sentences following the TEEL model (Topic Sentence; Evidence; Explanation; Link)
- An ability to write clearly structured essays and written responses in various modes
- An ability to create a note-form summary of written/visual and oral texts
- An ability to present a sustained prepared speech on a given/selected topic
- AusVels Level 9 vocabulary and metalanguage

**Reading Comprehension:** While developing critical and analytical skills, students will have the opportunity to study a variety of texts and respond to them by in oral and written modes. Students will be exposed to key comprehension strategies designed to improve their understanding and learning from texts.

**Writing:** Students will improve their ability to write in a range of genres including persuasive, imaginative, reflective and expository. Students will be exposed to structured scaffolding to facilitate their ongoing progress in writing.

**Speaking and Listening:** Students will participate in a range of speaking and listening activities designed to develop their oral expression skills in a safe and encouraging environment in the form of discussion and debate, as well as through formal and informal presentations.

**Assessment:** Throughout the year students will submit a range of writing tasks including, Journal Entries, Text Response, Language Analysis and presenting a point of view. Students will also submit a range of speaking presentations for a variety of purposes and audiences.