



**MARYMEDE**  
**CATHOLIC COLLEGE**  
*— In the way of Mary —*

# 2017 - YEAR 9 ELECTIVE HANDBOOK

Should you require any further information, the following people are able to assist you with your enquiries:

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## Timeline for Enrolment & Course Selection Procedures

Monday 15 August (period 1)	Year 8 Subject Selection Assembly
Tuesday 16 August	Online Subject Selection portal opens
Monday 29 August (midnight)	Online Subject Selection portal closes
Tuesday 30 August	Online Subject entry receipt due

**NOTE:** Subject selection timeline is subject to changes

## The Structure of the Year 9 Curriculum

### Core Subjects

In order to comply with the requirements of the Victorian Curriculum, 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.

In 2017, students in Year 9 will complete the following:

Period Allocation: 60 minutes

### Core Subjects - Year long

Subject	Time
Religious Education	5
English	7
Mathematics	8
Science	6
Humanities	6
Physical Education & Health	5

## Non-Core Subjects

Students chose **FOUR** non-core subjects, studying two of these elective studies in each semester.

All non-core subjects will be conducted for 6 x 60 minute periods per 10 day cycle for one semester. Please note that if you choose Italian or Japanese, you will need to study this subject for the whole year so this will take up **TWO** of your choices.

### Non-Core Subject Choices in 2017

Non Core Subjects
Commerce
Dance
Design & Technologies – Food
Design & Technologies – Textiles
Design & Technologies – Wood
Digital Technologies
Drama
Engineering Studies
Italian
Japanese
Literature
Media
Music
Outdoor Education
Studio Arts
Visual Communication Design

- Please note that all subjects offered may not run based on numbers & classes available.

## **Year 9: Commerce**

**Length: One Semester**

**Learning Area: Humanities**

### **Description**

The course looks at a broad range of topics that introduce students to essential elements of how the commercial world works and impacts on the lives of Australians.

### **Content**

There are three areas of study:

**Personal Finance:** Managing money, how personal bank accounts and insurance work, the role of financial advisors and how to Invest your money.

**Economics:** Why we need to make economic decisions. How markets work. How Australia earns its living. The Economics of sport.

**Business:** What businesses do. Types of businesses. The Business of AFL.

### **Assessment**

Students complete four tasks.

- Manage a share portfolio using an online ASX simulation.
- Complete a report on the economics of a sports club.
- An assessment of the business model of a professional sports club.
- An economic report on another country.

### **Subject Pathways**

In Year 10 students can choose the Commerce options offered, with students in Year 10 required to complete at least one semester of Humanities.

These courses help students prepare to study any of the following Commerce VCE courses - Accounting, Australian and Global Politics, Business Management, Economics, Legal Studies.

## **Year 9: Dance**

**Length: One Semester**

**Learning Area: Performing Arts**

### **Description**

Students will explore the techniques and styles of Jazz, Musical Theatre, Street Dance, Hip-Hop, Ballet and Tap from the past and present. They will gain an understanding of how a variety of dance forms and styles can be utilised in their performance assessment.

Students will learn group dance routines which they will perform and be assessed in front of a live audience. They will also have an opportunity to work on their own short piece of performance which they can choreograph in small groups.

Throughout the unit students will develop analytical and appreciation skills and learn how to effectively analyse live performance. Students will also begin to develop skills in preparing them for creating solo works and acts as an excellent preparation for VCE Dance.

### **Assessment**

- Performance Task
- Written Analysis
- Practical Performance Skills

### **Subject Pathways**

The Year 9 Dance course provides a foundation for further studies in Year 10 Dance and VCE/VET Dance.

## **Year 9: Design & Technologies - Food**

**Length: One Semester**

**Learning Area: Technology**

### **Description**

'You are what you eat', that is what students will be investigating in this course. They will learn that what we consume can have a big impact on our health, including our physical, mental and social wellbeing. Students will examine the links between nutrition and the eating practices associated with different stages of life.

### **Content**

The focus is on "cooking" or food production sessions that provide a huge range of culinary experiences. The course is about challenging and extending students to feel confident about safely using a range of equipment to produce food that appeals to all the senses – sight, touch, smell (aroma) and ... taste. Creativity is encouraged as well as individual innovation. By the end of the course, students will develop the skills and confidence to cook meals that are delicious and nutritious at home as well as at school.

### **Assessment**

- Food Production Sessions (Cooking)
- Design Folio/work book - including class notes, research and evaluation
- Lunch-Pack Assignment

### **Subject Pathways**

Year 9 Design and Technologies - Food is a pathway into Year 10 and then into VCE Food Studies.

## **Year 9: Design & Technologies - Textiles**

**Length: One Semester**

**Learning Area: Technology**

### **Description**

Textiles are a fundamental part of our everyday life, providing a link with our past, present and future. Students will work through the Product design process and tap into their creative design ideas whilst using a range of different fabrics, joining techniques and fabric embellishment.

Skills will be extended to give students confidence in the use of the sewing machine whilst manipulation and using of a range of textile materials, equipment and techniques. Creative and innovate ideas are valued and encouraged.

### **Content**

Starting with a design brief, students will work through a range of different drawing techniques to develop and make products that are functional as well as attractive to look at. Students then extend their technical skills by safely using a range of different hand sewing skills and extend their knowledge of the sewing machine to make the products they designed.

Evaluation of the final products is completed to see if they function as they were meant to. The use of creative and innovative ideas is encouraged and fostered as well as developing an understanding of some of the environmental issues related different raw materials/fabrics as a resource to be valued.

Students will be helped to enjoy drawing as well as the safe and confident use of tools and machines whilst they make their textiles products that they designed.

### **Assessment Tasks**

- Design Folio/workbook - including drawings, research and evaluation related to the design brief.
- Production of 3 different products including a garment constructed using a commercial pattern.



## Subject Pathways

An enjoyment of designing and producing garments or smaller products continues in Year 10 Design and Technologies – Textiles and also leads to VCE Year 11 and 12 Product Design and Technology- Textiles.

## **Year 9 Design and Technologies - Wood**

**Length: One Semester**

**Learning Area: Technology**

### **Description**

A designer value adds to any product by the use of creative and innovative ideas and in this way students will learn how to use the Product design process, whilst working with the natural beauty of wood, to design and make a small table that is uniquely their own.

### **Content**

A design brief is the start of the Product design process that assists the students to change a creative idea into a finished product. Drawing skills are taught with the aid of drawing boards and computer aided design (CAD). Students then extend their technical skills by safely using a range of different hand and portable power tools as well as fixed machines to make the product they designed. Finally the finished table is evaluated to see if it does the job it was designed to do. The use of creative and innovative ideas is encouraged and fostered as well as developing an understanding of some of the environmental issues related to wood as a resource to be valued.

Students will be helped to enjoy drawing as well as the safe and confident use of tools and machines whilst they make the table that they designed.

### **Assessment Tasks:**

- Design Folio/workbook - including drawings, research and evaluation related to the table design brief
- Completed small table

### **Subject Pathways**

This prepares students with design skills and the joy of working with wood as a material to continue into Year 10 Design and Technologies – wood, as well as VCE Product Design and Technology – Wood.

## **Year 9: Digital Technologies**

**Length: One Semester**

**Learning Area: Technology**

### **Description**

Year 9 Digital Technologies introduces students to complex ICT tools and techniques. The course focuses on developing computational thinking skills, processes, techniques and digital systems to create solutions to specific problems, opportunities or needs. During the semester students will build a Desktop PC and investigate how Information Technology can be used for visualizing thinking, creating and communicating.

### **Content**

- Robotics
- PC Build
- Game Design
- Digital Imaging
- Networking
- The Internet and Website Development
- Online Collaboration
- Modular programs

### **Assessment**

- Creation of a Website
- Network Infographic
- Data Visualisation Assignment
- 2D Game

### **Subject Pathways**

This prepares students with technological skills needed in Year 10 Digital Technologies and is a pathway to VCE Computing & Informatics.

## **Year 9: Drama**

**Length: One Semester**

**Learning Area: Performing Arts**

### **Description**

Year 9 Drama focuses on creating, presenting and analysing performances. Students will work with playmaking techniques, such as improvising and research a specific stimulus, to develop group performances presented to audiences. Students will explore a variety of performance styles and conventions such as Poor Theatre, Commedia Dell'Arte and Theatre of the Absurd. They will use Stagecraft, such as costume and props, to enhance their performance work and analyse a live non-naturalistic theatre performance.

### **Content**

- Ensemble work
- Non-naturalistic practical tasks
- Dramatic Elements
- Theatrical Conventions
- Expressive Skills
- Performance analysis
- Playmaking techniques
- Stagecraft

### **Assessment**

- Ensemble performances
- Exploring and responding tasks
- Performance analysis
- Homework tasks

### **Subject Pathways**

The Year 9 Drama course provides a foundation for the Year 10 Drama course and leads on to Units 1 & 2 and Units 3 & 4 Drama.

## **Year 9: Engineering Studies – Introductory Stage**

**Length: One Semester**

**Learning Area: Vocational & Educational Training (VET)**

### **Description**

This course provides an opportunity to gain the basic skills and knowledge in the Engineering trades.

### **Content**

A taster course that provides students with an experience of vocational learning in the Trade Skills Centre. Students will be able to experience Fabrication, Machining and Drawing at a basic level. The course is made up with the emphasis on students being able to gain a range of important introductory skills required in Engineering.

### **Assessment**

- Theory – components in the form of written work
- Demonstration of practical skills

### **Subject Pathways**

- Certificate II in Engineering
- Certificate III and IV in Engineering

## **Year 9: Italian & Japanese - VET Certificate II in Applied Languages**

**Length: LOTE in Year 9 is studied for two semesters**

**Learning Area: Languages other than English (LOTE)**

### **Description:**

In 2017, Marymede is very excited to offer an innovative new approach to language learning at Year 9. Students will have the opportunity to extend their understanding of Italian or Japanese through engaging in a VET Certificate II in Applied Languages.

### **Benefits of studying VET Applied Languages:**

- The VET Certificate is nationally recognised qualification in the study of a language.
- Additionally, it may also provide credit towards the VCE.
- Opens up multiple pathways to the study of languages in the senior years.
- An emphasis on practical, “spontaneous” language use which is enjoyable for students, improves their fluency and gives them real-life language skills.
- Students leave school with qualifications for which they may receive credit for in later study pathways.
- Language learners are open-minded, culturally sensitive individuals, who will have greater choices in life, including the possibilities of work and travel using a second language.

### **Content:**

The Applied Languages program has a communicative focus in that students must demonstrate their capacity to understand and use the language to communicate. The tasks involved require students to be able to interact with a range of people, in a range of settings – both in social settings and in the workplace. For example, students are required to demonstrate competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, and inviting, declining and accepting invitations.

Some example tasks might be:

- Make a booking to see a doctor (e.g. days, dates, times) and write it in a diary
- Ask for and give directions (e.g. places in a city, imperatives, question forms)
- Give instructions (e.g. classroom instructions, recipes)

- Write an email (e.g. ask tourist office for information re places to visit in city overseas)
- Read a letter (e.g. complaint re accommodation)
- Chat on the phone to a friend (e.g. basic conversation re plans)
- Leave a voicemail for a friend to call (e.g. name, day, request, call back, phone number)
- Make arrangement to meet (e.g. day, date, time, place, indicate on map)
- Ask a colleague how to find toilets / photocopy room (e.g. directions, names of places)
- Ask permission from boss to modify work hours (e.g. days, times, give / deny permission)
- Read postcard from friend overseas on holidays (e.g. past tense, places, tourist activities)
- Write thank you note accepting/declining invitation to a dinner (e.g. future tense)
- Write text message to a friend arranging to meet (e.g. days, times, places, prepositions)
- Write entry on Facebook about activities (e.g. leisure activities, past tense)
- Read instructions from boss re preparation for meeting (eg. imperatives, places in workplace)
- Read office memo regarding workplace attire (e.g. obligation, clothes)
- Write note for colleague re requirements for meeting room (e.g. technology vocabulary)

## **VET Applied Languages Contribution to VCE (from VCAA website)**

### **Credit in the VCE**

Program 1: Students who complete 22149VIC Certificate II in Applied Language may be eligible for two units of credit towards their VCE at Units 1 and 2 level.

Program 2: Students who complete 22150VIC Certificate III in Applied Language may be eligible for three units of credit towards their VCE: a Units 3 and 4 sequence and a Unit 3.

Note: Students must demonstrate competency as identified in Program 1 prior to undertaking Program 2

## ATAR Contribution

Students who receive a Units 3 and 4 sequence for Program 2 of VCE VET Applied Language may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

The VCE VET Applied Language program does not offer scored assessment.

## Assessment:

Assessment in VET is competency based. Students are assessed in the following units:

- Conduct basic oral communication for social purposes in a language other than English (LOTE)
- Conduct basic workplace oral communication in a language other than English (LOTE)
- Read and write basic documents for social purposes in a language other than English (LOTE)
- Read and write basic workplace documents in a language other than English (LOTE)

Assessment methods could include:

- Role Plays/Interviews
- Portfolio tasks
- Assignments and Research projects
- Class quizzes, tests and exams

“This program is auspiced by Ripponlea Institute RTO 21230”.

Please note it is compulsory for students to study Year 9 and 10 Languages in order to be considered to participate in the Italian or Japanese Study Tours offered by the College.



## Subject Pathways

Year 9 Italian or Japanese	Year 10 Italian or Japanese	Year 11 Italian or Japanese	Year 12 Italian or Japanese
Certificate II in Applied Languages	Certificate II in Applied Languages	Certificate III in Applied Languages  Or  VCE Units 1 & 2 Italian/Japanese	VCE Units 3 & 4 in Italian/Japanese

## **Year 9: Literature**

**Length: One Semester**

**Learning Area: English**

### **Description**

In Year 9 Literature, students will develop a deeper understanding and appreciation of literature across the ages. Year 9 Literature has been designed to complement the Year 9 English core subject; the Literature course will consolidate and strengthen students' analytical, creative and verbal and written communication skills through the close study of texts.

### **Content**

Students will study a variety of texts chosen to inspire a love of reading, whilst also challenging students to read literature they may not have previously encountered. There will be a strong focus on text type, with students exploring how form and structure impact upon the meaning and message of both written and multimodal texts. Students will respond to texts both creatively and analytically, and ultimately start to develop an appreciation of how authors present ideas, opinions and beliefs about life and humanity through literature

### **Assessment**

- Creative Response to a text
- Analytical Response to a text
- Oral Presentation
- Group Presentation

### **Subject Pathways**

The Year 9 Literature course provides students with skills for Year 10 English, and later Units 1-4 English at VCE. Year 9 Literature is also an excellent introduction to Unit 1 & 2 Literature and Unit 3 & 4 Literature, to be studied at Year 11 and Year 12 respectively.

## **Year 9: Media**

**Length: One Semester**

**Learning Area: Visual Arts**

### **Description**

In Year 9 Media, students learn about how television and print advertising influences and targets audiences. They also examine the teen film genre and produce 2D digital animations.

### **Content**

Students investigate the effects of advertising and evaluate the impact photo retouching has on body image and the audience's perception of beauty in the media. This unit culminates with the creation of a magazine cover that communicates the issue of digital manipulation. Year 9 Media students study a teen film and analyse the filmic conventions used in this genre. Students also understand how themes are shaped by history and reflected in the text. They then apply this knowledge to construct a trailer for their own teen film idea. Later in the semester, students complete a production design plan that documents a concept for a 2D stop motion animation before creating the animated sequence they have developed.

### **Areas of Study**

- Advertising
- Teen Film
- Animation

### **Assessment**

- Magazine Cover
- Teen Film Trailer
- Production Design Plan and 2D Stop Motion Animation

### **Pathways**

- Year 10 Media
- Unit 1 & 2 Media
- Unit 3 & 4 Media
- VCE VET Interactive Digital Media

## Year 9: Music

**Length: One Semester**

**Learning Area: The Arts**

### Description

In Music, students build on their performance skills both as a soloist and as a member of a group. Students study The Blues, popular chord structures, improvisation skills, theoretical knowledge and develop aural recognition skills. Students develop a variety of performance repertoire which will prepare students with the skills to undertake VCE and VET Music Performance in Years 11 and 12. Students undertaking elective music should be prepared to participate in co-curricular music groups to build on the skills acquired through the creative classroom projects.

### Content

#### Area of Study 1: The Blues

Students are introduced to the 12 bar chord structure. They learn the importance of structure, repetition and sequence in musical composition. Students learn the chords of A – D – E on the guitar and/or keyboard. Students are then introduced to the notes of the A Blues Scale (A-C-D-Eb-E-G) and they work independently, collaboratively, or as part of a team to produce a short improvised tune to go with their chord structure.

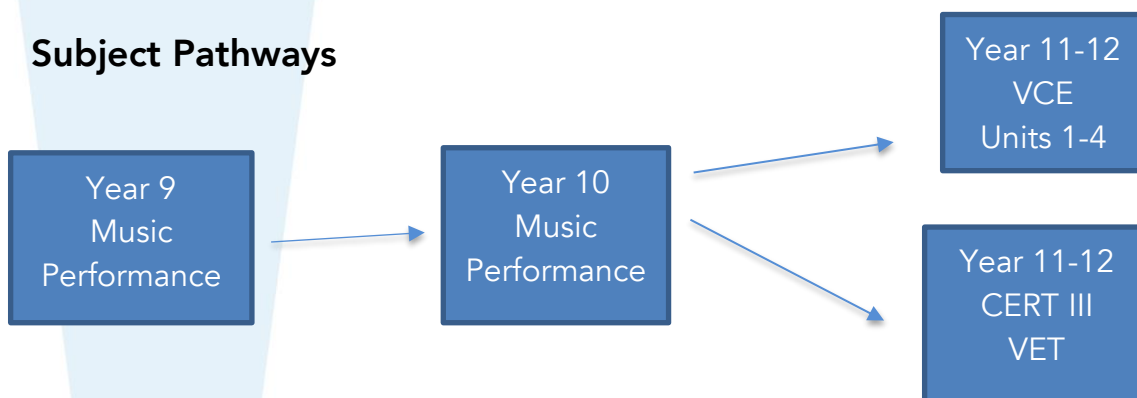
#### Area of Study 2: 4 Chord Song Phenomenon

Students explore the 4 chord song phenomenon by choosing a variety of songs which use the progression I-V-vi-IV. Students work in pairs and/or groups to prepare and perform their chosen 4 chord songs in a medley to the class.

#### Area of Study 3: Musicianship

Students are enrolled in the Online Australian Music Examination Board Theory Examination and will sit this external examination at the end of the semester.

### Subject Pathways



## **Year 9: Outdoor Education - Surf & Hike (S1) or Ski & Hike (S2)**

**Length: One Semester**

**Learning Area: Health & Physical Education**

### **Description**

The focus of this Outdoor Education course is to provide students with a deeper understanding of natural environments, the motivational reasons why people participate in outdoor adventure activities and media portrayals of nature. Students will have the opportunity to become proficient in areas of navigation as well as exploring concepts of risk and sustainability. This program is designed to challenge students, physically, socially, emotionally and spiritually by taking them outside their comfort zones while participating in a range of practical learning components. This course is a great pathway towards VCE Outdoor and Environmental Studies Unit 1 & 2. This program will involve a significant theoretical aspect and some practical application.

### **Areas of Study 1**

- Understanding outdoor environments
- Characteristics of natural environments
- Motivations for outdoor experiences
- Media portrayals of nature
- Risk and response to risk

Major Trip: Surf Snorkel Camp (Semester 1) or;  
Downhill Snow Program (Semester 2)

### **Areas of Study 2**

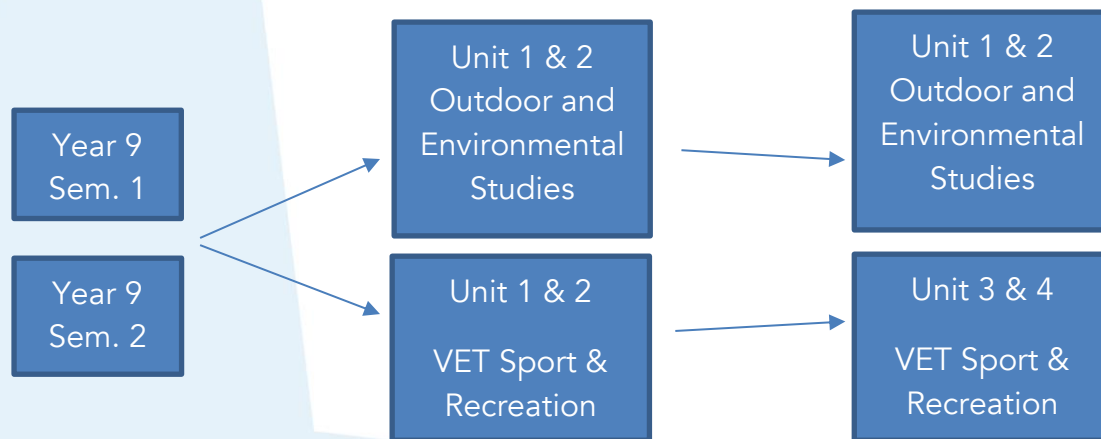
- Navigation and topographical maps
- Minimal impact
- Trip planning
- Promoting positive impact and sustainability

Minor Trips: Overnight hike and local navigation day.

## Assessment

Assessment tasks for this unit are selected from the following: Practical Report, test, assignment and examination.

## Pathways



## **Year 9: Studio Arts**

**Length: One Semester**

**Learning Area: Visual Arts**

### **Description**

In Year 9 Studio Arts, students learn to create their own artworks, based on inspiration from the work of professional artists. Students learn new skills and how to make effective artworks in a variety of mediums.

Art appreciation is studied whereby students focus on viewing, discussing and writing about artists from different times and cultures. Students learn how to create work by following a critical development process.

All practical work is based on theory and appreciation and is reflected in the students' visual diaries and research projects.

### **Content**

Students complete a folio of artworks that explore both 3D and 2D designs, including ceramic sculpture and a choice between photography, painting and drawing mediums. New ceramic building techniques are also developed. Students study building designs from different times and cultures to create their own design, which is constructed using clay and glazes.

Students are then given the option to create a folio of work similar to the Year 12 study design. A proposal is written that determines the medium that will be used and the subject matter the student has chosen to explore.

This gives students the opportunity to explore a medium they would like to focus on and develop skills in as well as a subject matter that interests them.

### **Areas of Study**

- Ceramics
- Design Process

## Assessment

- Skills in ceramics construction, and a choice of either photography, painting or drawing.
- Research skills (artists and art styles).
- Writing skills (annotations and analysis).
- Quality of final artworks.

## Pathways

- Year 10 Studio Arts
- Unit 1 & 2 Studio Arts
- Unit 3 & 4 Studio Arts



## **Year 9: Visual Communication Design**

**Length: One Semester**

**Learning Area: Visual Arts**

### **Description**

In Year 9 Visual Communication Design, students develop a range of designs in their portfolio that are presented as final pieces. They examine the way visual language is used to convey ideas in communication, environmental or industrial design. Visual Communication Design relies on drawing and the design elements and principles as primary components to support concept development and the visualisation of ideas.

Students learn creative, critical and reflective thinking skills (design thinking) that support their progress through the design process. The use of a range of media, methods and materials is implemented throughout stages of the folio processes and are used in the final resolution of ideas.

### **Content**

This course teaches students about the role of the designer, the design process and how to develop new design skills. Students complete a folio of design tasks that include freehand and instrumental drawing techniques.

Design briefs create a platform for students to generate their ideas and work through the design process to resolve the client's needs. Exploring the skills required in the design fields allows students to create finished work using technical drawing standards and digital applications on the computer.

Students are driven to design by reaching specified target audiences and they must evaluate their portfolio of work using annotations and subject specific language. The subject's content also explores both historical and contemporary designs and allows students to find their own creative edge and implement this into their personal design portfolio.

### **Areas of Study**

- Logo Design
- iPod Docking System Design
- Music Festival Promotions

## Assessment

- Final pieces based on design briefs.
- Quality of drawing exercises using freehand and technical drawing systems.
- The quality of the design process: annotations; research; generated ideas; development and refinement work; and the resolution of ideas based on a design brief.

## Pathways

- Year 10 Visual Communication Design
- Unit 1 & 2 Visual Communication Design
- Unit 3 & 4 Visual Communication Design