



## **Year 9 Curriculum**

**2010**

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# YEAR 9 CURRICULUM 2010

## Core Subjects

In 2010, **Year 9** students will study a core of subjects and a variety of elective subjects. Students will study the following core subjects for the whole year:

English  
Mathematics  
Science  
Australian Studies  
Physical Education  
Personal Development

A week of Education Outdoors and a week of Community Service are both part of the core programme for all students in Year 9.

In **Year 10** currently students study the same core of:

English  
Mathematics  
Science  
Physical Education  
Personal Development

and choose **one** of the following Humanities subjects:

History  
or Geography  
or Socioeconomics

International Studies is a component of each of the Year 10 Humanities subjects.

Education Outdoors and “Students @ Work” are both part of the core programme for all students in Year 10.

## Elective Subjects

The electives are arranged on a semester basis on three optional lines. These subjects may be offered if a sufficient number of students opt for them. If students select French, Japanese or Sport Science they are doing so for **both** semesters for **both** Years 9 and 10. Other options, with the exception of textiles, are selected for one semester only and **may only be selected once** by any student.

## Selecting your subjects for 2010

Please read the accompanying notes on each elective subject, complete the enclosed form, sign it and have a parent sign it. Please return the form to your Middle School House Head by Monday, 31 August. There can be no guarantee that you will receive your selections if the form is late being returned. Priority is given to students who return their forms on time.

If there are any problems please contact your House Head or me.

**Jim Mayne**

Head of Teaching and Learning – Senior School



# OPTIONAL SUBJECTS

## Full Year Subjects

### Languages Department

Head of Department – Mr Peter Voss

#### **French**                      **Prerequisite – Year 8 French**

This course builds on the content and skills already covered in Years 7 and 8 French. Active vocabulary is extended to enable students to communicate more extensively and idiomatically in the language on a variety of themes: e.g. self; family, friends and pets; house and home; school; food and drink; places and directions; hobbies, leisure activities and sport; weather and climate; transport. Students will also be able to understand written and spoken French to a greater degree on these and related intercultural themes to enhance their vocabulary and awareness of cultural differences.

#### **Japanese**                      **Prerequisite – Year 8 Japanese**

This course enables students to develop their skills in Japanese by extending their previously learned vocabulary, kanji and sentence patterns. The main script focus will be kanji. Students will explore the culture and contemporary lifestyles of Japan through topics such as travel, location, directions, daily life, seasons and weather. As the year progresses the grammatical structures introduced become more sophisticated allowing for higher levels of communication and comprehension. There may be an opportunity in 2010 to visit Japan which would give students a chance to interact with native speakers, expand cultural awareness and enhance their overall language experience.

### Health and Physical Education Department

Head of Department – Mrs Michelle Rybka

#### **Sport Science**                      **No Prerequisite**

The Year 9 Sport Science syllabus provides students with the opportunity to examine the physiology behind exercise and gain an understanding of how, through the manipulation of diet and training, both health and sporting performance can be improved. They will also discover the roles that nutrition and training play in the development of the athlete. Through the study of units including body systems, energy systems, training and nutrition, students will be able to recognise the interrelationships between theoretical concepts and real-life sporting situations. It is recommended that students consider this syllabus if they are intending to study Sport Science in Years 11 or 12, although this is not essential.

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# Semester Subjects

## Business & Computing Department

Head of Department – Mr Clyde Tuck

### Money Matters – Personal Finances

It is widely agreed that many people do not manage their personal finances well and there is a need to provide people with the knowledge and skills necessary to enable them to understand and use their money more effectively. This semester based course aims to give students a good grounding in some of these issues.

The course comprises three units:

In the money unit students will study the importance of money, the advantages and risks of the various forms of credit, personal budgeting and an introduction to investments, including on-line savings accounts, the share market and the growing importance of superannuation. In the consumer studies unit students will investigate the importance of being an astute consumer and become aware of the rights and responsibilities of a consumer. In the business unit students will gain knowledge as to the role and importance of business to the local, Australian and international communities.

Students will experience a range of learning approaches such as case studies, inquiry based learning, interactive web-based activities and guest speakers to enhance their level of understanding.

### Being Enterprising

Being enterprising is a semester based course that develops enterprise attitudes in students – helping them realise their potential, and helping them believe they have a role in shaping the future. Learning is directed towards developing those skills, competencies, understandings and attributes which equip them to be innovative. Classroom activities will allow students to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

The course comprises 4 units:

- What is work?
- The changing face of the workplace.
- Innovation and enterprise in business.
- Developing an innovative product of your own.

Students will gain an understanding and knowledge of the workplace, deal with risk and uncertainty, and be encouraged to work creatively and with initiative to assume responsibility and to be purposeful and goal-oriented.

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## Software Development

This semester based course will introduce students to the area of designing and writing computer programs. The course starts by using a very popular application called GameMaker. This is a good example of event driven programming and a number of interesting and challenging games will be made. Students will then move on to using Microsoft's programming application called Visual Basic. In this students will design the user interface form and write programming code to make a number of interesting and useful programs. Then, a new style of programming a computer, called ALICE, will be introduced and students will learn to create 3-D animation. This course then can lead onto extended studies in the use of scripting languages in the development of web applications and would be useful for those students intending to study Computer Science at TCE level.

## Multimedia

Many computer applications are made from combining text, animations, sound and video to make a product that is both informative and interactive. These multimedia programs enable people to use features that are interesting and eye catching and most web sites use these types of multimedia in order to attract their targeted audience.

In this course students will use a number of applications that enable them to create animations, capture and use sound files, capture and create video files and then combine these to make a number of interesting and entertaining projects, including stop-motion animations. Programs such as MovieMaker, Audacity, PowerPoint, Photoshop will be used and the major emphasis of the course is the introduction of Macromedia Flash which is an industry standard tool for creating Flash animations used extensively on the internet. Students will create a number of projects that will be finalised as multimedia CD, DVD and online products.

In studying this course, students will be encouraged to be creative and to apply these concepts in projects in other areas of their school work.

## Education Outdoors Department

Head of Department – Mr Simon Finnigan

## Environmental Education

This course will focus upon sustainability education with particular attention on the social, ecological and economic aspects of sustainability. The course will involve a combination of practical and theoretical study. The theory will attempt to provide an understanding of sustainability issues and a framework for remediation. The practical study will involve 'real' projects focused on sustainability issues within the three campuses of the College and the surrounding environments. This course will also endeavour to assist students in identifying the relationships that exist between sustainability issues from a local to a global perspective, with an emphasis based on local sustainability projects and action. Students must be willing to take on an inquiring and investigative approach to all aspects of this course and have an interest in practical environmental activities.

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## Technology Department

Head of Department – Mr John Poynter

### A) APPLIED TECHNOLOGY

#### Architectural Drawing

Through a range of drawing techniques this course will explore the history of architecture in Australia. Building techniques, energy efficient housing, building materials, council requirements and preparation of plans will be the major topics covered, with an emphasis being placed on drawing skills.

#### Graphic Communication

This course will serve as an introduction to all aspects of graphic design and communication. Students will be exposed to a range of processes including: freehand sketching, 3D drawing, orthographic projection, plane geometry and engineering drawing. Students intending to enrol in the CAD/CAM elective in Year 10 or the Computer Graphics and Design course in Years 11 or 12 should opt for this elective.

#### Materials Technology

This course will assist students to develop skills and increase their understanding of processes and procedures using a range of materials and equipment. Problem solving, graphic and research skills will be honed. Participants will acquire knowledge and develop skills while working in a co-operative, creative and safe environment. Students intending to work in this area in Year 10 should consider this elective.

#### Workshop Processes

Through the production of small projects students will be introduced to a wide range of workshop processes using wood and metal. With skill acquisition being the main objective students will also be introduced to all aspects of workshop safety which will form the basis of correct working habits for future units here. Students intending to work in this area in Year 10 should also consider this elective.

### B) FOOD TECHNOLOGY

#### Breads, Grains and Baked Products

Students will learn techniques for making a wide range of pastries, cakes and baked food products. They will investigate the traditional use of these foods in the diet and the advantages and disadvantages of these foods. Students will develop new recipes and ways to include these foods in the diet, while taking into account diet and any health issues.

#### Fast Gourmet Foods

The focus of this course is on creating interesting and tasty foods/meals in a minimum of time. It also focuses on achieving maximum health benefits from the food that is available to us, that is not only enjoyable to eat, but also fun to prepare. It is a practical course which investigates the use of fresh and pre-prepared foods, current popular foods, as well as combinations of these foods in meals. Students will explore the nutrient content and advantages and disadvantages of the labelling of these foods, investigate new food products and research local gourmet foods.

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### International Cuisine

Students will begin this course from an historical perspective, by exploring the influences of Australian food trends and eating patterns, from traditional Indigenous foods through to present day. They will investigate in detail the social, climatic and religious influences behind the foods and eating patterns of a wide range of countries. A large part of the course is assigned to students planning, making and evaluating their own foods from selected countries, as an individual and in groups.

### Special Occasion Foods

In this practical course students will investigate the traditional and current use of food in the celebration of special events. They will plan and prepare foods and cater for special functions, incorporating current ideas about foods which are healthy.

## C) TEXTILES TECHNOLOGY

**(Students may select this option in either or both semesters as it can be personally adapted for students commencing or continuing with the subject)**

### Textiles – Creative Ways with Fabric and Threads

This course allows students to explore the world of textiles and to gain an understanding of the important role of textiles in daily life. They will learn skills and processes required for planning, making and evaluating their own creative practical textiles projects. Students will also investigate and gain an understanding of the social and environmental implications of developing and using yarns, fabrics and other textile products.

## Visual and Performing Arts Department

Head of Department – Mrs Melissa Smith

### A) ART

**Students anticipating studying Art at TCE level are encouraged to study a minimum of one semester of Art in each of Years 9 and 10. Art theory (history and criticism) will be taught in unison with the practical component of each studio area and be relevant to that discipline.**

### Drawing/Painting

In this course, students are introduced to working with a range of media and combinations of materials to produce major practical pieces relative to the genres – still-life, the figure and landscape. They are required to develop skills in design, image making and develop a greater understanding of colour theory.

### Introduction to Photomedia

This course provides students with the opportunity to develop skills in both black and white and digital photography. They are introduced to the techniques associated with video production, with an emphasis on technique and the conceptual nature of the final work being produced.

### Printmaking

This studio area introduces a wide range of printmaking techniques. These include relief printing, silk-screening and etching techniques. The opportunity to combine traditional and digital techniques will also occur.

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## **Sculpture/Ceramics**

In this course, students are introduced to a range of materials which they use to construct sculptural and ceramic pieces, either individually or as part of a group installation project, that relate to developed concepts. An awareness of form and structure to these ideas is emphasised.

## **B) DANCE**

### **Dance**

This syllabus is for students of all dance abilities. Through studying this syllabus students will explore and experiment with dance and its potential for communication. Students are introduced to the process of composition and reflection, with regard to their own work and that of others. Various dance styles will be studied, with emphasis on contemporary dance.

## **C) DRAMA**

### **Communication Skills**

Communication Skills is a practical course designed to help develop a student's self confidence in an enjoyable, non-threatening and supportive environment. Active participation in a range of speaking situations is encouraged. The course will be designed around the needs of the students within the group but some of the activities will include telephone and interview techniques, informal talks, group discussions and reading effectively to an audience. Skills to be developed include eye contact, body language, articulation and voice projection.

### **Public Speaking and Debating**

Public Speaking and Debating is a practical course designed for those students who wish to develop their communication skills to a more advanced level. A range of speaking skills will be taught including speech preparation and presentation for a variety of speaking styles including: reporting, delivering speeches using visual aids, persuasive speaking, humorous speaking, impromptu speaking, debating and oratory. Students will be encouraged to participate in the school's co-curricular debating and public speaking competitions.

### **Introduction to Drama**

Introduction to Drama is a practical course designed to involve and engage students in a range of theatrical activities and exercises. The course takes the student through improvisations, role-playing, mime, solo and group presentations as well as understanding acting terminology. This course can provide a springboard into Scripted Drama and Performance.

### **Scripted Drama and Performance**

Scripted Drama and Performance is a practical course that offers students the opportunity to participate in a formal theatrical presentation. The course gives the students "hands-on" experience as a piece of drama is rehearsed, fully costumed and then performed in front of a public audience. The choice of play will be determined by the number and composition of the class. Students wishing to do the Scripted and Solo Drama unit in Year 10 should attempt this unit.

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## D) MUSIC

**Students wishing to study Music in Year 10 are encouraged to select at least one of these subjects.**

### Audio Design

This course is designed to enable students to acquire skills within the field of music technology through a variety of activities involving the use of technology. Students will gain an insight into live sound engineering, Health and Safety issues within the music industry and, basic studio recording techniques. As part of their studies, students will be encouraged to explore areas of particular interest.

### Music Extension

This course is designed to enable students to develop as musicians through a variety of integrated activities, including solo and ensemble performance, listening and composition. These studies will be undertaken in relation to various musical genres and styles with a particular emphasis on contemporary music.

### Music and Media

This unit is designed to enable students to pursue particular areas of interest within a variety of styles and genres, through such activities as performance (solo and ensemble), listening and analysis, research, musicianship and composition. A particular emphasis will be placed on music and media.

## Cross Disciplinary Subject

Contact Person – Mrs Jenny Fraser

### Language and Study Skills

This practical course is designed to assist students to improve their basic language skills, paying particular attention to punctuation, grammar and spelling. Students will develop their study, time management and organisational skills. They will be shown how to tackle an assignment using, for example, linear and mind-mapping approaches, depending on the way they learn, and their research skills will be developed. There will be a close working relationship with other subject areas in order to assist students to develop independent learning goals.

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## Education Outdoors - Year 9 'Aurora'

The Education Outdoors Programme at Scotch Oakburn College is a holistic programme, fundamentally based on the College's values, curriculum, life skills, environmental awareness and adventure. It will nurture, develop and encourage real life decision making, helping students to clarify their values, promote aspects of personal growth and development, enhance community and global awareness and encourage students to work towards a more sustainable future.

The Year 9 Education Outdoors programme, '**Aurora**', is a core component of the curriculum. Following the success of previous Education Outdoors programmes at the College, '**Aurora**' will endeavour to educate, challenge and enrich personal growth through adventure, achievement, accountability, independence, responsibility and living and working together in a small community. The programme aims to further develop and consolidate all the skills and learning which have taken place over previous years through the various Education Outdoors programmes.

The '**Aurora**' programme will support and encourage each student to become:

- Inquiring and reflective thinkers;
- Effective communicators;
- Self-directed, well balanced and ethical people;
- Responsible citizens;
- World contributors; and
- Informed, life-long learners.

The '**Aurora**' programmes take place on the Lees Paddock Track/Walls of Jerusalem Track (bushwalking), the West Rowallan Track (mountain biking), the Mersey River (white water rafting). It is an expedition styled programme where students will participate in a number of activities including bushwalking, bush craft, communal food preparation and cooking, group initiative activities, environmental education and interpretation, white water rafting, mountain biking, facilitated group discussion and personal reflection. Students will spend three nights in tents and one night at the Arm River Outdoor Education Centre near the Mersey River.

The theme for this programme is 'Self-Discovery' and intends to foster the following learning outcomes:

- A heightened sense of self.
- A greater belief in one's own abilities.
- Making connections with self, others and the environment.
- Environmental stewardship.
- An expanded perception of comfort zone.
- A greater sense of belonging within a community.
- Responsible decision making.
- Critical thinking and personal reflection.
- Practicing and valuing the minimal impact code.
- Experiential education (learn by doing).
- Making connections to other curriculum areas

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## Community Service – Year 9

Scotch Oakburn sees Community Service as a learning opportunity linking the students with the wider community. Through the Year 9 programme the College aims to help students by:

- showing the need for service/volunteering in the community;
- promoting learning through active participation in service experiences;
- providing students opportunities to use skills and knowledge in real-life situations;
- building effective collaborative partnerships between the College, Uniting Church, local community, other institutions and organisations;
- meeting community needs through the service projects conducted;
- extending learning beyond the classroom and into the community; and
- fostering a sense of caring for others.

The shape of the week's programme is as follows:

### Friday

Final preparation and training, including visits to agencies.

### Monday to Thursday

Small groups of students involved in a variety of experiences with local organisations including:

- Aged care
- Child care
- Art work/facilities enhancement at Uniting Care Family Services
- Home maintenance help with Fusion workers
- Launceston City Mission.

### Friday

Back at school for a programme of:

- Debriefing and reflection
- Preparation of reports.

Part of the learning process for students will be to apply for a Police Record Check which is an important safety requirement for many volunteer/service organisation.

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# 2010 Year 9 Electives Structure

## Semester One

OPTION A	OPTION B	OPTION C
<b>Japanese*</b> <b>9JAPA1</b>	<b>Sport Science*</b> <b>9SPSB1</b>	<b>French*</b> <b>9FRC1</b>
Introduction to Photomedia <b>9ARTA1</b>	Introduction to Photomedia <b>9ARTB1</b>	Drawing/Painting <b>9ARTC1</b>
Audio Design <b>9MUSA1</b>	Music Extension <b>9MUSB1</b>	Introduction to Drama <b>9SDC1</b>
Money Matters – Personal Finances <b>9BITA1</b>	Being Enterprising <b>9BITB1</b>	Software Development <b>9BITC1</b>
Public Speaking & Debating <b>9SDA1</b>	Graphic Communication <b>9DGB1</b>	Workshop Processes <b>9ATC1</b>
Breads, Grains and Baked Products <b>9FTA1</b>	International Cuisine <b>9FTB1</b>	Textiles – Creative Ways with Fabric and Threads <b>9TEXC1</b>
		Language & Study Skills <b>9LSC1</b>

## Semester Two

OPTION A	OPTION B	OPTION C
<b>Japanese*</b> <b>9JAPA2</b>	<b>Sport Science*</b> <b>9SPSB2</b>	<b>French*</b> <b>9FRC2</b>
Printmaking <b>9ARTA2</b>	Drawing/Painting <b>9ARTB2</b>	Sculpture/Ceramics <b>9ARTC2</b>
Dance <b>9DANA2</b>	Music & Media <b>9MUSB2</b>	Scripted Drama and Performance <b>9SDC2</b>
Communication Skills <b>9SDA2</b>	Architectural Drawing <b>9DGB2</b>	Materials Technology <b>9ATC2</b>
Money Matters – Personal Finances <b>9BITA2</b>	Being Enterprising <b>9BITB2</b>	Multimedia <b>9BITC2</b>
Fast Gourmet Foods <b>9FTA2</b>	Special Occasion Foods <b>9FTB2</b>	Textiles – Creative Ways with Fabric and Threads <b>9TEXC2</b>
Environmental Education <b>9EOA2</b>		Language & Study Skills <b>9LSC2</b>

**\*Students select these subjects for both semesters**

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# Scotch Oakburn College

## Year 9 Electives 2010 – Selection Form

<b>Student's Name:</b>	
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<b>House:</b>	
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My selection for the **optional subjects** are (please use the **codes** from the reverse side of this sheet):-

<b>Semester 1</b>	<b>OPTION A</b>	<b>OPTION B</b>	<b>OPTION C</b>
First Choice			
Second Choice			

<b>Semester 2</b>	<b>OPTION A</b>	<b>OPTION B</b>	<b>OPTION C</b>
First Choice			
Second Choice			

<b>Signed (Student):</b>	
<b>Signed (Parent):</b>	

*Please return this form to your Middle School House Head on/or before Monday, 31 August, 2009.*

<b>Date returned to House Head:</b>		<b>Processed:</b>	
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*Office Use Only*

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