# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Loreto Education Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Middle Years Programme (MYP)</td>
<td>4</td>
</tr>
<tr>
<td>Social Justice Passport</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Overview</td>
<td>7</td>
</tr>
<tr>
<td>Subject Criteria Overview</td>
<td>8</td>
</tr>
<tr>
<td>Learning Area Pathways</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td>18</td>
</tr>
<tr>
<td>Curriculum Enrichment</td>
<td>19</td>
</tr>
<tr>
<td>Drama</td>
<td>20</td>
</tr>
<tr>
<td>Geography</td>
<td>21</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td>24</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>25</td>
</tr>
<tr>
<td>Language A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>26</td>
</tr>
<tr>
<td>Language B</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>27</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>28</td>
</tr>
<tr>
<td>French</td>
<td>29</td>
</tr>
<tr>
<td>Italian</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
</tr>
<tr>
<td>Extended Mathematics</td>
<td>32</td>
</tr>
<tr>
<td>Movie Making</td>
<td>33</td>
</tr>
<tr>
<td>Music</td>
<td>34</td>
</tr>
<tr>
<td>Religious Education</td>
<td>35</td>
</tr>
<tr>
<td>Science</td>
<td>36</td>
</tr>
<tr>
<td>Website &amp; Communication</td>
<td>37</td>
</tr>
</tbody>
</table>

Year 9 Coordinator - Ms Jess Kuerschner  
Head Middle Years - Ms Jane Omond
Introduction

This booklet contains descriptions of subjects offered in 2015 for Year 9 students. Information is also included regarding the subject pathways in subsequent years.

Loreto College offers a diverse range of subjects which prepares students both academically and personally for the challenges of the 21st Century. Courses of study in Year 9 are based on the eight Areas of Learning as described in the International Baccalaureate Middle Years Programme (IBMYP). As a Catholic School, Religious Education is also an integral part of the curriculum.

The IBMYP curriculum framework is underpinned by the five Areas of Interaction which enable students to view their world from different perspectives. Approaches to Learning, Environments, Community and Service, Human Ingenuity and Health and Social Education are the inquiry model through which units of work are developed and are woven into teaching across all curriculum areas. The range of options available to students broadens as they progress through the Middle Years at the College, in preparation for study at SACE Stages 1 & 2. Please refer to the pathways for each area of learning to see the range of subjects offered in each year level.

Every effort will be made to place students in their chosen subjects. However, due to class sizes, resources and staffing, sometimes this may not be possible.

Students are encouraged to discuss choices at home and to seek advice and support from:

Pastoral Care Teacher
Subject Teachers
Year 9 Level Coordinator – Mrs L Daenke
Student Counsellor – Ms K Munro
Careers Counsellor – Ms S Randell
Middle Years Programme Coordinator (MYP Coordinator) – Ms A Reid
Head Middle Years – Ms J Omond
Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today’s world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australia Province of the Institute of the Blessed Virgin Mary
**Middle Years Programme (MYP)**

The International Baccalaureate Middle Years Programme (IBMYP) is designed for students aged 11 to 16. This period is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

**What is the IBMYP?**

The IBMYP stands for the International Baccalaureate Middle Years Programme. It is a course of study for students from Years 6 – 10 and is based upon eight subject groups or Learning Areas. These subject groups are Language A (English), Language B (English as a Second Language, French, Chinese, Italian), Mathematics, Science, Humanities, The Arts (Music, Art or Drama), Technology and Physical Education. At Loreto College students also study Religion as part of the curriculum in the Middle Years.

**What do we mean by the Fundamental Concepts?**

The IBMYP is designed to provide students with the values and opportunities that will enable them to develop sound judgement, problem solving skills and the capacity to adapt to a rapidly changing world. In order for this to happen, students are encouraged to question and evaluate information critically and to develop an awareness of their own place in the world. The IBMYP is guided by three fundamental concepts that underpin its development, both internationally and in individual schools.

**Holistic Learning:** emphasises the link between different disciplines, providing a global view of situations and issues.

**Intercultural Awareness:** is concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. This awareness fosters tolerance and respect for diversity.

**Communication:** Is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression.
What are the Areas of Interaction?

Students are required to experience and explore the Areas of Interaction in each year of the programme. These areas are common to all subject areas and are designed to help students become increasingly aware of the connections between different subjects as well as between subjects and real life issues.

Five Areas of Interaction

1. Approaches to Learning (ATL): Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and Service: This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Human Ingenuity: Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environments: This area aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and Social education: This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.
Social Justice Passport – Middle Years (6-9)

Mary Ward wanted her companions to be directly engaged with society and to be women characterised by a spirit of ‘freedom, justice and sincerity’. Justice, as she describes it, involves a personal integrity based on harmonious relationship with God, with other people and with the whole of creation and it is expressed in ‘works of justice’. For 400 years Loreto schools have been educating women as leaders of tomorrow. To do this successfully, students are challenged ‘to act justly, to love tenderly and to walk humbly with their God’ (Micah 6:8).

In the Middle Years (6-9) – from Charity to Justice - students begin to move towards a more independent approach in their learning. Drawing on the natural gift of this age group to view the world optimistically and the desire they have to contribute, in positive ways to make a difference for good in our world, each student will be involved in minimum requirements of service. Serving the Wider Community; Serving the School Community; and Social Awareness The possibilities are boundless. Another important part of the program is reflection. Once a term students will be given an opportunity to record their service activities and reflect on their experiences in a Pastoral Care class. All these activities will be documented as a passport for entry into the Senior Years.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Minimum Expectation</th>
<th>Service Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>R–2</td>
<td>1 activity per term</td>
<td>Participation and reflection in serving their families, school and community</td>
</tr>
<tr>
<td>3–5</td>
<td>1 hour per term</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>7</td>
<td>2 hours per term</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3 hours per term</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>11</td>
<td>5 hours per term</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>voluntary</td>
<td></td>
</tr>
</tbody>
</table>
Year 9 Overview

Each student studies the following subjects in Year 9.

Compulsory
Religious Education
Arts - either Art, Drama or Music (1 semester)
Humanities - Geography and History (1 semester of each)
Language A - English
Language B - either Chinese, French or Italian (2 semesters)
Mathematics
Physical Education
Science
Technology - either Food Technology, Movie Making, Textiles Technology or Website Creation (1 Semester)

Choices
Students then also choose 2 semesters from the following list:
Art
Drama
Home Economics - Food Technology
Home Economics - Textiles Technology
Movie Making*
Music
Website Creation*

Please note: Subjects with an * can only be taken for 1 semester (therefore they can only be selected once).

Languages are full year subjects (2 semesters).

The students have a Day Retreat during the year and it is expected that all students attend this as part of their personal spiritual development. In addition, all Year 9 students are required to continue service towards their Social Justice Passport – Middle Years. Students are expected to undertake a minimum of 3 hours of service in Terms 1 to 3 and reflect on their experiences.

Homework

Students at Year 9 are expected to complete a minimum of one and a half hours homework per night. When no formal homework is set in a particular subject, students should spend time revising or consolidating work completed in class.
Subject Criteria Overview

The Arts
Criterion A: Knowledge and Understanding (8)
Criterion B: Application (10)
Criterion C: Reflection and Evaluation (8)
Criterion D: Personal Engagement (8)

Humanities
Criterion A: Knowing and understanding (8)
Criterion B: Investigating (8)
Criterion C: Thinking critically (8)
Criterion D: Communicating (8)

Language A
Criterion A: Content - Receptive and Productive (10)
Criterion B: Organisation (10)
Criterion C: Style and Language Mechanics (10)

Language B
Criterion A: Oral Communication- Message and Interaction (8)
Criterion B: Oral Communication- Language (8)
Criterion C: Writing- Message and Organisation (8)
Criterion D: Writing- Language (8)
Criterion E: Reading Comprehension (16)

Mathematics
Criterion A: Knowledge and Understanding (8)
Criterion B: Investigating Patterns (8)
Criterion C: Communication in Mathematics (6)
Criterion D: Reflection in Mathematics (6)

PE
Criterion A: Knowledge and Understanding (8)
Criterion B: Movement Composition (6)
Criterion C: Performance (10)
Criterion D: Social Skills and Personal Engagement (8)

RE
Criterion A: Knowledge (10)
Criterion B: Conceptual Strands (10)
Criterion C: Organisation and Presentation (8)

Science
Criterion A: Knowing and Understanding (8)
Criterion B: Inquiring and design (8)
Criterion C: Processing and evaluating (8)
Criterion D: Reflecting on the impacts of science (8)

Technology
Criterion A: Investigate (6)
Criterion B: Design (6)
Criterion C: Plan (6)
Criterion D: Create (6)
Criterion E: Evaluate (6)
Criterion F: Attitude to Technology (6)
PATHWAYS
History and Geography are core subjects and a semester each in length in Years 8, 9 and 10.
English is a full year subject for Years 8, 9 and 10.

At SACE Stage 1 students can choose English Studies or English Communications. These are all offered as 10 credit subjects but students must complete 20 credits of English at Stage 1 or Stage 2 at C standard to complete their SACE. Progression from English Comms to English studies and vice-versa with teacher recommendation only.
French B and Italian B are only offered to students who have studied Beginners’ French or Italian at Loreto in Year 8 or Year 9 2012.
Running of any of the options offered for Stage 1 Mathematics is dependent on sufficient numbers choosing a particular option to ensure a viable class size. Year 10 progression to Stage one Pathways or Pre-Specialist with teacher recommendation only.
Art

Contact Teacher: Mrs J Hamilton

What will I learn?

In Year 9 students can elect to do either 1 semester or a full year of Visual Art. Different programs are devised for each semester: Semester 1 has a 3 Dimensional emphasis and Semester 2 a 2 dimensional emphasis. Programs are devised to allow for an in-depth exploration of a teacher set theme while also investigating process and technique.

You are encouraged to independently research the focus of the semester theme and from this research determine how you visualise your concept. Suitable exhibitions and/or reference artists form the basis for Criteria A and this knowledge base is then considered in the production of artworks.

Reflecting and evaluating on your learning is a continuous process. Regular written records in your Developmental Workbook are required to formally demonstrate this. You are encouraged to verbalise your reflections on your work in group discussions, evaluations and in discussion with your teachers.

In addition, you will be supported in developing critiquing strategies that reflect on themes encountered during the course – an artist statement is required at the conclusion of the unit. You are encouraged to develop this over time and use a drafting process to refine the expression of your ideas.

How will I be assessed?

Types of assessment:

- The production of practical work
- Developmental Workbook – recording the development of your ideas, the progress of your practical work and writing reflections on your learning
- Writing and talking about artists’ works
- Writing an artist’s statement

Using MYP Arts assessment criteria:

Criterion A: Knowledge and Understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

Leads to Year 10 Art.
**Curriculum Enrichment**

*Contact Teacher: Mrs K Frost*

**Pre-requisite**

Negotiated placement dependent on demonstrated specific learning needs (years 6-12).

**Content/Learning Outcomes**

Curriculum Enrichment provides individualised or small group learning support, including extension, across all learning areas for students in Years 6-12. Students with identified learning needs may select Curriculum Enrichment on a subject line in negotiation with the Inclusive Education Coordinator. This option provides students with the opportunity to work at their own pace, on tasks set by their subject teachers, with the support of Curriculum Enrichment staff as needed. Students in Years 11 and 12 may only select this option if they have sufficient units to meet the SACE requirements.

**Assessment**

None

**Further Study**

As a support programme, Curriculum Enrichment enables students to access most subject areas by negotiation.
Drama

Contact Teachers: Mr M Randell

What will I learn?

Year 9 Drama builds further on the skills of performance. Students are led to a greater understanding of Performing Arts in its Australian context, dramatic turning points and the difference between live performance and the screen. Students may structure their own scripts and explore the nature of conflict.

Possible topics may include:

- Ritual
- Greek theatre
- Shakespeare
- Contemporary drama
- Film study
- Page to stage
- Australian performing arts
- Soap opera
- Play building

Written work is incorporated in the course as a means of reflecting, process, problem solving and script discussion with a growing emphasis on depth of analysis.

How will I be assessed?

Students work will be assessed against the following MYP criteria:

Criterion A: Knowledge and understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

This course leads to Year 10 Drama.
Geography

Contact Teacher: Mr P Foley

What will I learn?

Geography is a study of environments and human activities, and the connections between them. In particular, the aims of Geography are:

- Understanding of how people affect the environment, using local, national and global examples.
- Awareness that these features and their distributions change.
- Skills in planning, investigating and communicating information on issues.
- Awareness of technologies available to geographers.
- Attitudes and values in relation to environmental, democratic and social justice issues.

The topics covered at this year level introduce students to key geographical skills and concepts.

At this level the aims, skills and knowledge indicated above, are further developed through such topics as:

- Biomass and food security
- Mapping skills - Introduction to GIS
- River systems and their management
- Development (Geographies of interconnections)

How will I be assessed?

Assessment is continuous and various activities will be incorporated including:

- Written research assignments
- Statistical Interpretation
- Oral presentations
- Audio-Visual interpretations
- Mapping Exercises
- Field investigations
- Tests

Students work will be assessed against the following MYP criteria:
Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Thinking Critically
Criterion D: Communicating

Pathways

Leads to a study of Year 10 Geography.
Health & Physical Education

Contact Teacher: Mrs M Braddock

What will I learn?

Health & Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in Health & Physical Education will provide both immediate and long term opportunities for students.

Students will:

- Learn the skills and techniques necessary to lead a healthy lifestyle
- Develop attitudes which promote physical, mental, social and emotional health.
- Develop a coherent set of personal and social values to which they commit themselves, including honesty, consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.
- Develop a positive attitude towards themselves and others by respecting differences.

Students will be provided with various practical unit experiences. Units will be selected from the following areas: Practical: skipping, lacrosse, hockey, netball, Australian rules football, invasion team games and aerobics. Health: Respecting differences, alcohol and risk management. Students can experience and develop a wide range of movement skills as well as knowledge in fitness and a healthy lifestyle. Unit selection may vary from year to year.

How will I be assessed?

The following assessment criteria have been established by the IBO for physical education in the MYP. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

Criterion A: Use of knowledge
Criterion B: Movement composition
Criterion C: Performance
Criterion D: Social skills and personal engagement

Pathways

Leads to Health & Physical Education in Year 10.
History (The Making of the Modern World 1750-1918)

Contact Teacher: Mr P Foley

What will I learn?

- Making a better world—progressive ideas and movements (1750-1918)
- Australia—Making a Nation (1750-1918)
- World War One

Through this study, students will develop their analytical, interpretative and investigative skills. They will discover that Australia’s history is as diverse as its contemporary cultural makeup. This concept will impact greatly upon students’ knowledge and understanding of the country in which they live. Ultimately, students will emerge from this course with a broad and insightful view of Australia and the changes of this era.

How will I be assessed?

Research assignments, empathic responses, short tests, source analysis, group task and essays.

Students work will be assessed against the following MYP criteria:

Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Thinking Critically
Criterion D: Communicating

Pathways

Leads to a study of Year 10 History.
Home Economics

Contact Teachers: Ms K Stoodley

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Food Technology

What will I learn?

The emphasis is upon the building of basic skills of food preparation. These skills include appropriate use and care of equipment, application of an elementary knowledge of nutrition and the ability to co-operate with others in working towards a common goal. These skills are then used to acquire and implement management skills.

Students will select, plan and prepare nourishing family snacks and meals. In doing so, the students will use the Design Cycle to investigate, design, plan, apply and evaluate principles of nutrition in personal food selection.

The following topics will be studied:

- Breakfasts
- Family meals
- Entertaining Friends
- Celebratory gifts

How will I be assessed?

Assessment of practical and written work will be using MYP Technology Level 5 criteria.

Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitude to technology

Pathways

This can stand alone or be of value for the study of Years 10, Stage 1 Food Studies or Hospitality Studies or Stage 2 Nutrition Studies or Food and Hospitality Studies.
Textiles Technology

Contact Teachers: Ms K Stoodley

What will I learn?

Students will use the Design Cycle to investigate, design, plan, apply and evaluate the use of textile embellishments and apply a variety to a textile article.

They will:

- use a domestic sewing machine for garment construction and machining tasks.
- use the design cycle to complete design briefs, analyse fibre and fabric properties and their suitability for different purposes.
- follow commercial pattern instructions to construct a simple garment like a windcheater.
- evaluate the various stages of construction and make adjustments for fit, accuracy and quality of work.
- operate and perform simple maintenance of the sewing machine.
- Use pattern making principles to create simple patterns.

The aim is to complete 2 garments/articles per semester.

How will I be assessed?

Assessment of practical and written work will be using MYP Technology Level 5 criteria.

Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitude to technology

Pathways

This can stand alone or be of value for Year 10 Textiles, Stage 1 Textiles Studies or Stage 2 Textiles Studies.
Language A

English

The Australian Curriculum for English will provide the context for the study of language, literacy and literature.

Contact Teacher: Ms L Mulligan

What will I learn?

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. (International Baccalaureate Organization, 2014)

A focus on the development of students’ literacy skills is at the core of this subject. Students will continue to develop their abilities by practising the macroskills of language: listening, speaking, reading, writing, viewing and presenting.

In Year 9, students will study language by examining the variation and change in language over time and across places. They will understand and explain how language is used for interaction and analyse text structures and organisation. Students will learn how authors (including themselves) innovate with text structures and language for specific purposes and effects.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of exploring the literature in context, and engaging with the various perspectives offered in literature. They will reflect on, discuss and analyse the features used by authors of texts in order to create meaning.

How will I be assessed?

Assessment will be based on a wide range of written, oral and multimodal responses.

The MYP assessment criteria are as follows:

Criterion A: Content (receptive and productive)
Criterion B: Organisation
Criterion C: Style and Language Mechanics

Pathways

Leads to a study of Year 10 English
**Language B**

**Chinese - Mandarin**

*Contact Teacher: Mrs Christine Emblem*

**Pre-requisites**

Year 8 Chinese. New students with no prior knowledge of Chinese, will be placed in the mixed ability class and be assessed using Phase 1 assessment criteria.

**What will I learn?**

Knowledge of the character writing system is further extended. Students learn to communicate on a range of topics within a Chinese social context. A variety of texts (such as videos, magazines, newspapers, advertisements) will be used to achieve this goal. Students' social and cultural understanding of Chinese is also further developed. New students will study the same topics, but will use a smaller range of vocabulary and structures.

**How will I be assessed?**

Continued assessment of listening, speaking, reading, visual interpretation and writing, with one or two extended tasks during each unit of work.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

- Criterion A: Oral communication
- Criterion B: Visual interpretation
- Criterion C: Reading comprehension
- Criterion D: Writing

**Pathways**

Leads to Year 10 Chinese – Mandarin.
**English as a Second Language**

*Contact Teacher: Mrs Christina Emblem*

**What will I learn?**

This program is designed to develop students’ communication skills in both spoken and written English in a variety of everyday and academic contexts. A key focus of this course will be to develop students’ confidence in using more complex grammatical structures. This course is aimed at students for whom English is not their first language. Students who have grown up in Australia may require an assessment of their English language skills to determine eligibility for this course.

**How will I be assessed?**

There will be regular assessment of written and oral responses, with some extended tasks using a variety of genres. Tasks will focus on assessing communication and text production skills.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

Criterion A: Oral communication  
Criterion B: Visual interpretation  
Criterion C: Reading comprehension  
Criterion D: Writing

**Pathways**

Leads to Year 10 English as a Second Language
French

Contact Teacher: Mrs Christina Emblem

Pre-requisites

Year 8 French. New students with no prior knowledge of French, will be placed in the mixed ability class and be assessed using Phase 1 assessment criteria.

What will I learn?

Basic structures and vocabulary are expanded upon and students learn to communicate on a wider range of topics of interest to their age group. Cultural knowledge of French-speaking communities is increased, while listening, speaking, reading, visual interpretation and writing skills are developed. New students will study the same topics, but will use a smaller range of vocabulary and structures.

How will I be assessed?

Students will be assessed continuously on their ability to communicate orally and in writing. Their comprehension of written and visual texts will be tested. There will also be vocabulary and grammar tests, as well as extended assignments.

Students in Year 9 will be assessed using the Assessment Criteria for Phase 1, 2 or 3 of the programme.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Further Study

Leads to Year 10 French.
Italian

Contact Teachers: Mrs Christina Emblem

Pre-requisites

Year 8 Italian. New students with no prior knowledge of Italian, will be placed in a mixed ability Italian class and be assessed using Phase 1 assessment criteria.

What will I learn?

Students will expand their study of the language and build on the skills acquired in Year 8. They will be introduced to new vocabulary and more complex grammar structures which will enable them to exchange, analyse and give information at a more advanced level. New students will study the same topics, but will use a smaller range of vocabulary and structures.

The topics studied in Year 9 give students an appreciation of life in contemporary Italy but also cover aspects of Italian culture and traditions.

How will I be assessed?

Students will have continuous assessment of written and oral responses, grammar and understanding of aspects of Italian culture. They will be required to demonstrate their comprehension skills through a variety of visual and written texts.

Students in Year 9 will be assessed using the Assessment Criteria for Phase 1, 2 or 3 of the programme.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Pathways

This subject leads to Italian in Year 10.
**Levels of Mathematics**

MYP mathematics should be accessible to and be studied by all students. Schools must ensure that the mathematics curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives of MYP Mathematics. In order to achieve this, the concepts and skills of the framework for mathematics are organised so that students can work at two levels of ability: standard Mathematics and extended mathematics. Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP Mathematics.

Extended mathematics consists of the standard Mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in Mathematics.

**Mainstream Mathematics**

*Contact Teacher: Mrs F Winter*

**What will I learn?**

- Indices
- Binomial Products and factorisation
- Consumer Arithmetic
- Pythagoras and surds
- Linear equations and formulae
- Coordinate geometry
- Probability
- Statistics
- Laws of indices
- Congruence
- Trigonometry
- Geometry

**How will I be assessed?**

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

- Criterion A: Knowledge and Understanding
- Criterion B: Investigating patterns
- Criterion C: Communication in Mathematics
- Criterion D: Reflection in Mathematics

**Pathways**

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 9 Mainstream Mathematics can lead to any choices of Mathematics in Year 10, and provides the basis for further study in Years 10 to 12.
**Extended Mathematics**

*Contact Teacher: Mrs F Winter*

Recommendation by teaching staff based on recognition of prior learning, a high retention of skills and processes, and a liking for Mathematics coupled with a strong work ethic. This class will be scheduled at the same time as other Mathematics classes. Parents will be notified of their daughter’s placement in this class.

**What will I learn?**

Students will cover the core work with students in the mainstream classes (see page 30) and will attend Extended mathematics class once a week enabling them to explore problem solving approaches, extra content and mathematical technology, including graphics calculators, computer software, interactive geometry and dynamic statistics.

**How will I be assessed?**

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

- **Criterion A: Knowledge and Understanding**
- **Criterion B: Investigating patterns**
- **Criterion C: Communication in mathematics**
- **Criterion D: Reflection in mathematics**

**Pathways**

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 9 Extended Mathematics can lead to any choices of Mathematics in Year 10, and provides the basis for further study in Years 10 to 12.
Technology - Year 9 Movie Making

Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 9 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skilful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Pre-requisite
None

What will I learn?
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. Students selecting this course will focus on various elements of digital movie making. They will gain skills using a variety of commercial software as they gain skills in camera work, uploading footage, editing graphics, sound, transitions and text. The video created, using a range of software and techniques, will meet a variety of purposes. Storyboards and scripts are part of the theory component of the course and the development of communication skills while working with others is paramount.

How will I be assessed?
Assessment will be mostly practical based starting with small projects that introduce the techniques of movie making leading up to a final project.

Students will undertake a range of tasks that will be assessed against the Technology Criteria:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
General skills are useful across the curriculum. Movie making skills can be applied in the presentation of assignments in other subjects. Technological skills gained in this course will provide a background for Technology in Years 10, 11 and 12.
Music (Arts)

Contact Teacher: Ms C Martin

What will I learn?

In Year 9 music can be taken either as a semester subject or for a full year. Students not already learning an instrument are encouraged to take up instrumental tuition as this assists in developing performance skills and provides the necessary background for those considering future music studies. The course allows students to explore skills in music through listening, composing and performing.

The Year 9 Music Course is based on unit themes of Musicals and Blues which develop music skills and theoretical knowledge through practical activities and composition. Teacher directed research of the unit theme allows students to analyse and explore musical elements and their application within different contexts. The Developmental workbook builds on Year 8 experience and is used for written reflections, evaluation and recording research ideas about the creative process.

How will I be assessed?

Types of assessment tasks include a research and composition project, theory test, Developmental workbook and participation in group activities.

The four criteria by which you will be assessed are as follows:-

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowledge and understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Application</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Reflection and evaluation</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Personal engagement</td>
</tr>
</tbody>
</table>

Pathways

Provides skills to continue with Music in Year 10.
Religious Education

Contact Teacher: Ms P Cramond

What will I learn?

You will learn about:

- Prayer
- Sacred Places and Pilgrimage
- Eucharist
- St Mark’s gospel
- Made in the image of God—Moral issues
- Ethical Issues—Film study

How will I be assessed?

Students will be assessed as in any other humanities subject on:

- Enquiry tasks
- Homework tasks
- Oral assignments
- Role plays and group activities
- Visual representations
- Debates
- Multi-media presentation
- Research tasks
- Personal reflections

Assessment tasks will be marked according to the criteria set for each task.

Pathways

Leads to Year 10 Religious Education.

Note: All students attend a one day Retreat as part of their Religious Education Programme.
Science

Contact Teacher: Mrs P Warrender

What will I learn?

The aims of the teaching and study of sciences are to encourage and enable students to:

- Develop inquiring minds and curiosity about Science and the natural world
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of Science and its application in technological developments
- Understand the international nature of Science and the interdependence of Science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

The skills and attitudes listed above will be developed in a variety of contexts including ecosystems, acids and bases, homeostasis, plate tectonics and energy transfer. In addition, some option and extension work may be included at particular stages in the course. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards and in the Australian Schools Science Competition and attending the Siemens Science Experience.

How will I be assessed?

Students will be assessed using the four MYP Science criteria:

- Criterion A: Knowing and Understanding
- Criterion B: Inquiring and design
- Criterion C: Processing and evaluating
- Criterion D: Reflecting on the impacts of science

Assessment is continuous and carried out by a variety of means - topic tests, research and investigation, practical work, assignments, essays.

Pathways

This course forms the basis for Year 10 Science.
Websites & Communication

Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 9 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skilful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

What will I learn?
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. Throughout this course, students will prepare products that communicate with others using the web. They will use designing principles and the technology cycle of plan, investigate, design, create, evaluate to produce products designed to be accessed online. This may involve the study of techniques in graphics and video editing and the investigation and use of web design applications.

How will I be assessed?
Students will undertake a range of tasks that will be assessed against the Technology Criteria:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
Students may wish to use this unit to extend their studies in web design and production. Technological skills gained in this course will provide a background for Digital Technology courses in years 10, 11 and 12.