

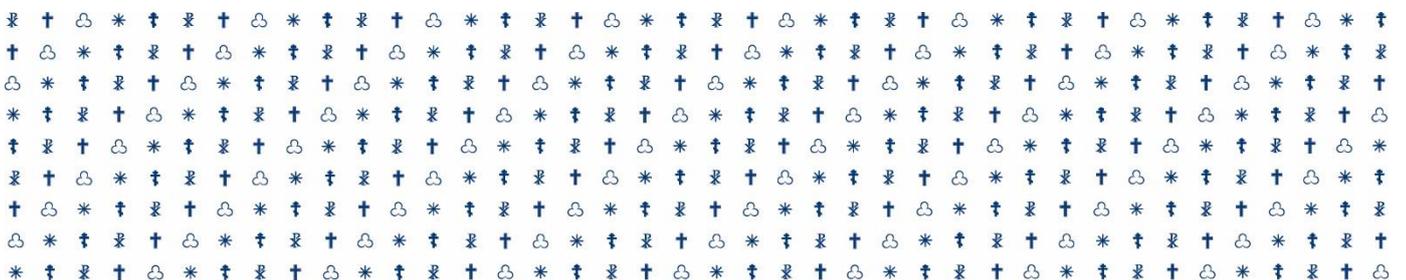
SAINT IGNATIUS' COLLEGE

Educating the whole person



CURRICULUM INFORMATION

Year 9 2018



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Subject Outlines

INTRODUCTION

Each subject offered at the College is presented in a similar format:

Length

Length of course to be taught i.e. Semester (1 unit) or Full Year (2 units).

Prerequisites

Preferred previous study or particular skills or interests which prepare the student for a subject.

Learning Outcomes

The aims or objectives which guide learning and assessment in the subject plus the knowledge, understanding, skills, and attitudes required of a student studying a specific subject.

Scope

The topics, themes, or types of learning that occur in the subject.

Assessment

The types or categories of assessment for the subject.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

Please note:

This handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient numbers of students. If subjects are cancelled, students will be consulted in a subsequent selection. Every effort will be made to accommodate students' choice of subjects.

The Middle Years: Years 7 to 9

At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience and compassion. This requires a full and deeper formation of the human person, an educational process of formation that calls for excellence - a striving to excel, to achieve one's unique potential - and which embraces the intellectual, the academic, the physical and social, the religious and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others. It calls for the formation of a leadership of self-reliance and a community sense which sees the giftedness of the person as a richness for the world, and for a faith in Christ that flowers in works of justice.

The concern for the individual person - *cura personalis* - is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality.

Learning in the Middle Years is supported through the College leadership structure. Curriculum Coordinators in the areas of Religious Education, English, Mathematics and Science, have responsibility for coordinating the building of skills and knowledge through learning activities appropriate to students at this age group. The Adaptive Education Coordinator – Middle Years is responsible for monitoring and organizing support for students with special needs. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the Middle Years Curriculum.

The emphasis of the Middle Years curriculum is on the core subjects: Religious Education, English, Mathematics, Science and History. Also compulsory across Years 7 to 9 are Drama, Art, Personal Development and Information Technology. All of these subjects focus on the arts, the intellect and the imagination which are at the core of our Ignatian ideals.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and extra support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

All students are exposed to the use of computers and other technology during their time in the Middle Years, and all the facilities of the Senior School are available to them.

The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Year Directors and the Deans of Students work closely to monitor the personal development courses and to ensure adequate pastoral and co-curricular programmes to complement the academic formation of our students.

Ignatian Pedagogical Paradigm

Teaching in an Ignatian environment engages a process whereby teachers can promote the Jesuit Mission in the classes they teach and in the various other ways in which they interact with their community. The educational outcomes envisaged by Ignatian Education are the formation of students who are leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

The 33rd General Congregation of the Society of Jesus outlined an approach to Jesuit ministries to ensure an authentically Ignatian style. The General Congregation referred to the Society's traditional "way of processing", which called for a review of all the Society's ministries, both traditional and new:

Such a review includes: an attentiveness to the Word of God, an examen and reflection inspired by the Ignatian tradition; a personal and a communitarian conversation necessary in order to become "contemplatives in action"; an effort to live indifference and availability that will enable us to find God in all things; and a transformation of our habitual patterns of thought through a constant interplay of experience, reflection and action.

As we continually develop our educational structures and processes, we are reminded of the following aims written by the previous Father General, Peter Hans Kolvenbach SJ:

Jesuit education aims at joining learning and virtue and developing a faith that does justice. It means the ideal of being young men and women of competence, conscience and compassion, who know that life is only lived well when lived generously in the service of others. It means helping them to discover that what they most have to offer is who they are rather than what they have.

To do this, we recognise that the teacher's primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's experience, reflection and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation). There is neither a beginning nor an end to the way of proceeding. It is a continual interplay between the five key elements of the Ignatian ministry of teaching: context, experience, reflection, action and evaluation.

Our aim is to ensure that teachers and students grow in their understanding of the Ignatian ideals and values.

Curriculum Chart Years 9 to 11

Year 9

Religious Education

English

History

Mathematics ^

Personal Development

Science

^ In Semester Two the subject is offered as either an accelerated, standard or essential course. Entry to the accelerated and essential course is by invitation from the Deputy Head – Curriculum and the Curriculum Coordinator of Mathematics.

Four Units from

Art (1 or 2 units)

Chinese* (2 units)

Digital Technologies (1 unit)

Drama (1 unit)

French* (2 units)

Geography (1 unit)

Indonesian* (2 units)

Italian* (2 units)

Latin* (2 units)

Literacy and Numeracy Support (1 or 2 units)

Music (1 unit)

*The study of at least one foreign language is compulsory until the end of Year 9 except where advised otherwise by the Faculty Director of English & LOTE and the Deputy Head - Curriculum.

Year 10

Religious Education

English

History

Mathematics

Personal Learning Plan (PLP)

Science

Four Units from:

Art (1 Unit)

Chinese* (2 Units)

Commerce (1 Unit)

Design (1 Unit)

Engineering Technology (1 Unit)

Drama (1 Unit)

Film and Media Studies (1 Unit)

French* (2 Units)

Geography (1 Unit)

Indonesian* (2 Units)

Italian* (2 Units)

Latin* (2 Units)

Music (1 or 2 Units)

Personal Development (1 Unit)

Commencing at Year 10 the College offers a **Senior Years Accelerated Pathway Program** known as **SYAPP**

Information about SYAPP is included on page 7 of this Curriculum Booklet.

*Taught through a 'compacted' curriculum mode. As a result, students will gain 10 credits of Stage One language in Year 10 and complete Stage 2 in Year 11.

Year 11

Arts

Art (10 or 20 credits)

Design (10 or 20 credits)

Drama (10 or 20 credits)

Music (10 or 20 credits)

Business, Enterprise and Technology

Accounting (10 credits)

Business and Enterprise (10 credits)

Communication Products (10 or 20 credits)

Engineering Technology (10 credits)

Workplace Practices (10 or 20 credits)

Cross-Disciplinary Studies

Jesuit Service and Hospitality - Integrated Learning (Stage 2) (20 credits)

English

English (20 credits)

English Literary Studies (20 credits)

Essential English (20 credits)

Health and Physical Education

Physical Education (10 credits)

Humanities and Social Sciences

Ancient Studies (10 credits)

Economics (10 credits)

Geography (10 credits)

Geography (SYAPP - Stage 2) (20 credits)

Legal Studies (10 credits)

Modern History (10 or 20 credits)

Modern History (SYAPP - Stage 2) (20 credits)

Philosophy (10 credits)

Philosophy (SYAPP - Stage 2) (20 credits)

Religion Studies (10 credits)

Languages

Chinese (SYAPP - Stage 2) (20 credits)

French (SYAPP - Stage 2) (20 credits)

Indonesian (SYAPP - Stage 2) (20 credits)

Italian (SYAPP - Stage 2) (20 credits)

Latin (SYAPP - Stage 2) (20 credits)

Mathematics

Essential Mathematics (10 or 20 credits)

General Mathematics (10 credits)

Mathematical Methods (10 credits)

Mathematical Methods (SYAPP - Stage 2) (20 credits)

Specialist Mathematics (10 credits)

Sciences

Biology (10 or 20 credits)

Biology (SYAPP - Stage 2) (20 credits)

Chemistry (20 credits)

Physics (20 credits)

Psychology (10 credits)

Scientific Studies (10 or 20 credits)

Religious Education 7 – 9 Overview

Religious Education at Saint Ignatius' College has two aspects; the formal class work conducted in the classroom and the development of a sense of faith and spirituality which underpin all of the College's activities.

This development of faith and spirituality is facilitated through our pastoral care programs, our school liturgies and days of reflection, our social justice work and in our daily living of Christian ideals as they are practised in a Jesuit College. This is not something that can be measured or assessed. The goals of the Religious Education formal class work programme are as follows:

GOALS

- Students develop an awareness and understanding that Religion is a body of knowledge that adds to our understanding of the world.
- Students acquire skills to examine this body of knowledge in the areas of sacred texts, history, beliefs and practices, and cultural and social integration.
- Students develop the ability to relate Religion and Religious beliefs to cultural and social activities.
- Students examine the aspects of their Catholic Jesuit identity and heritage as it applies to their lives.
- The formal classwork deals with Religion as an observable phenomenon; and is studied under the following four strands.

Believing

This Strand explores the Church as a believing community. It enables students to explore the rich heritage of the thoughts and beliefs of the Catholic Tradition and its meaning and significance for their lives.

Living

This Strand examines the qualities of discipleship as an invitation to promote the Reign of God. It explores ethical issues, moral decision making and conscience formation in light of the ethical codes of the Gospels and Catholic Tradition.

Celebrating

This Strand reflects on the Church as a celebrating community. It explores the nature of prayer, the liturgical and sacramental life of the Church, and its relationships with other religions and their traditions.

Praying

This Strand is integrated across the three conceptual Strands and emphasises the importance of prayer across the life of the Church: in its beliefs about the nature of God and the human person, in its moral teachings, and in its liturgical life.

ASSESSMENT

The strands can be assessed at each year level in a manner appropriate to that level. Assessment tasks may include tests, examinations, assignments, projects, oral and drama presentations.

Religious Education

Length	Full Year
Subject classification	Studies of Society and Environment
Prerequisites	Nil

GOALS

- Students will understand how the author of the Gospel of Mark used particular sources for his Gospel and crafted his work so that the life, death and resurrection of Jesus would have particular meaning for his audience.
- Students will have some understanding of the background to the New Testament and the stages in the writing of the Gospels and of the literary forms in the Gospel of Mark.
- Students will explore the tradition of Christianity, as a living history, up to the Second Vatican Council.
- Students will be able to identify the essential element of prayer as communication with God. They will be familiar with a diverse range of communications that this involves; from contemplation and meditation to formal and traditional prayer forms, from children's prayers to adult and formalised prayer (prayers of praise, petition and thanksgiving). They will have some knowledge of prayer as a unifying expression of belief across different religions.
- Students will have some knowledge of the figure of Mary. They will develop skills to distinguish the characteristics fundamental to Mary from the first century CE in Palestine and from the various art forms of Mary displayed throughout history.
- Students will also have some knowledge of Church teachings pertaining to Mary and her sanctity, and will recognise the importance of Mary in Catholic beliefs.
- Students will explore Buddhism as an Eastern religion. They will gain an understanding of the main precepts inherent in the Buddhist philosophy. They will develop the ability to contrast and compare Buddhism with their own Christian faith.

LEARNING OUTCOMES

The student:

- examines and evaluates beliefs about the mystery of God's revelations and identifies key beliefs in the Catholic tradition about God, Mary and the Saints;
- explores Scripture in the light of modern methods of biblical criticism to find how Jesus is revealed in the Gospels;
- demonstrates familiarity with a variety of prayers, liturgical forms and reflects on the value of prayer and meditation as a necessary aspect of the spiritual journey;
- researches and names moral values that are grounded in the wisdom of Jesus' teaching and the lived tradition of the Christian community and evaluates in groups their relevance for young people.

Religious Education

SCOPE

Mary

Mother of Jesus and wife of Joseph
Mary as portrayed in the four Gospels
Qualities - model of faith
Establishment of Mary as a figure in the Church
Mary's role in the world today
Modern day female role-models

The Gospel of Mark

The historical and geographical background to the New Testament
Stages in the creation of a Gospel
Comparing the Synoptic Gospels
Literary Forms in the Gospel of Mark
Jesus as presented in the Gospel of Mark
Understanding the meaning of Jesus' Crucifixion and Resurrection

World Religions

Buddhism
The Noble Eight Fold Path
The development of Buddhism
Life of Siddhartha

The Catholic Church in Australia

The Irish Heritage
A history of the Church in Australia
Australian Catholics
Catholic Schools in Australia
Catholic Church Organisations

Art

Length	Semester or Full Year
Subject classification	The Arts
Prerequisites	Nil

INTRODUCTION

Students may participate in four main areas: Drawing, Painting, Printing, and Mixed Media.

GOALS

In the areas of creating, making and presenting, the aims of the program are to:

- give students experience in making works of art, which will contribute to their intellectual and emotional development in ways not generally encountered in other subjects.
- make them aware that Visual Art is an integral part of the cultures and histories of all human beings.
- consolidate on past aesthetic experiences.

The students will be taught a range of skills in Art, and will use these acquired skills to express their own creative ideas. Learning to see, perceive and make images of the visual world will be a major thrust in the course, together with writing and discussing historical and contemporary aspects of Art.

LEARNING OUTCOMES

On completion of Year 9 Art, students will be able to demonstrate:

- a knowledge and understanding of the media covered;
- an ability to discuss Art orally and to use subject specific language when writing about aspects of Art;
- an acquisition of skills, both of independent enquiry and teacher directed enquiry.

SCOPE

Making

Students will explore ideas, practice and refine specific skills in Drawing, Painting, Printing, and Mixed Media.

Students will be exposed to artists' work as inspiration for their own work.

Students will share artworks through presentation or display.

Responding

Assignment work will consist of investigating and researching aspects of the art of Aboriginal and Torres Strait Islander Peoples and the art of North East Asia.

Students will analyse and evaluate their own artwork and that of others.

Art

ASSESSMENT

Practical

Students will keep notes and visual information on each discipline. Activities related to each discipline will require sketches and final piece(s). These will be assessed according to the level of skills demonstrated, evidence of ideas developed and quality of the final work.

Theory

Oral tests may be given to assess knowledge and understanding of media used as well as assignments for the theoretical aspects of each discipline.

Art History

Students will complete an assignment on the art of Aboriginal and Torres Strait Islander Peoples and the art of North East Asia to assess knowledge and understanding of the meaning and relevance of the art of these times.

Digital Technologies

Length	Semester
Subject classification	Technology
Prerequisites	Nil

GOALS

- To build on the skills gained in Year 8 Digital Technologies, particularly in the areas of design processes and internal computer systems.
- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Information and Communication Technologies.
- To make students aware of various aspects of Information and Communication Technologies in today's world.
- To enable students to use digital devices as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to gain skills and attitudes required to use computer technology in other curriculum areas.
- To enable students to gain an understanding into the relationship between technology and society.
- To enable students to design, develop and evaluate their work effectively.
- To develop students' abilities in areas such as time management, organisational skills and creativity.
- To further develop digital languages and programming applications.

SCOPE

Applications

Graphic Manipulation – Adobe Photoshop

Introduction to programming languages

Game Development, programming and various multimedia applications

Computer Systems and Virtual Identities

Social issues reports/homework assignments

When appropriate, students undertake a project using the Investigate, Plan, Production, and Evaluation process

ASSESSMENT

Assessment tasks include:

Skills tests

Classroom-based assignments

Practical involvement

Theoretical Testing

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

GOALS

- To generate opportunities for development of self-confidence, empathy, awareness, discipline and the ability to communicate.
- To foster creativity through improvisation experimenting with roles and structured dramatic situations.
- To develop performance skills, group skills and spectator skills.
- To develop skills to express opinions about their own and others' drama, based on observations and feelings.
- To identify and become aware of the beginnings of Drama history.
- To enable students to reflect and analyse orally and in written form using appropriate terminology.
- To create progressively more challenging situations in which students are engaged in researching, discussing and problem-solving.

LEARNING OUTCOMES

To build on the knowledge and skills of Year 8 Drama. The course briefly traces the way that drama has developed from the earliest times to the present day. Students explore many issues and situations using performance and communication as a means of problem solving.

SCOPE**Theory and Practical**

Improvisation based on character development and topical issues

- Poetry as Performance
- Improvisation
- Analysing a script - 'Page to Stage'
- Set Design – interpret, plan, design, make, appraise, communicate and evaluate
- Characterisation (as an actor) – physical, vocal, subtext
- Melodrama - conventions of melodrama, text study, self devised melodramas
- Review Writing/Journal Writing

ASSESSMENT

Assessment is progressive throughout the semester based on both theory and practical work. Group participation, workshops, analytical skills, basic acting techniques, short answer questions and group performances and presentations contribute to students' final results. A written journal of all activities is assessed throughout the semester.

Other expressive activities:

- enable students to reflect orally;
- develop ensemble skills and build self-confidence;
- enable students to foster creativity, challenge themselves and develop expressive skills.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 7 students communicate with peers, teachers, individuals, groups and experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, as well as literary analyses and transformations of texts.

English

Length	Full Year
Subject classification	English
Prerequisites	Nil

GOALS

English involves using speaking and listening, reading and viewing, and writing to:

- learn about texts;
- learn about and use language strategies;
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

Texts and Contexts

Language

Strategies

LEARNING OUTCOMES

This subject aims to develop in all students the ability to:

- support a point of view about themes and issues in texts by distinguishing between a plot and theme, and identifying major point of conflict and resolution within texts;
- discuss topical items published in media such as magazines, local papers, current affair programs and relate these critically to their own experience;
- write sustained narratives on familiar, possibly self chosen, topics with attention to time order, characterisation, consistent narrative point of view and development of a conclusion;
- write informative texts for familiar but wide audiences, providing more than an exclusively personal perspective;
- develop written arguments about ideas and issues for a general audience, stating and justifying a personal viewpoint, and providing more than one argument;
- analyse and evaluate features of written and visual images when reading and viewing;
- control and adjust most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.

English

SCOPE

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage

ASSESSMENT

Continuous assessment is based on Language, Literature and Literacy through a variety of forms including:

- formal and informal talk
- individual and group oral presentations
- formal and informal responses to reading and viewing
- a variety of writing experiences including creative response to literature and analytical response to text
- study of Shakespeare's life and times
- examination

Geography

Length	Semester
Subject classification	Humanities & Social Sciences
Prerequisites	Nil

The Australian Curriculum: Geography has themes for each stage of schooling. Year 9 includes two themes.

The first theme is 'Biomes and food security' which focuses on how the environment impacts on food and fibre production. Natural and agricultural ecosystems are explored, and the impacts of changes in these environments on food production and food security are investigated using studies from Australia and other countries.

The theme may include studies of one or more of the following aspects:

1. The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)
2. The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)
3. The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)
4. The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)
5. The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)

The second theme is 'Geographies of interconnections' which focuses on how the choices and actions of people impact on places and environments. Local and global connections and interconnections are examined using studies from Australia and across the world.

The theme may include studies of one or more of the following aspects:

1. The perceptions people have of place, and how this influences their connections to different places (ACHGK065)
2. The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)
3. The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
4. The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)
5. The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Assessment may include a selection from:

- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks

History

Length	Full Year
Subject classification	Humanities & Social Sciences
Prerequisites	Nil

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the Modern World.

Key inquiry questions for the year level

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long term impact of imperialism in this period?
- What was the significance of World War I?

Key concepts

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview

- The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- The extent of European imperial expansion and different responses, including in the Asian region
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism

SCOPE

The depth studies for this year level include:

1. Making a Better World (**ONE** of Industrial Revolution or Movement of peoples or Progressive ideas and movements)
2. Australia and Asia (History of Australia or an Asian Society)
3. World War I

ASSESSMENT

Continuous assessment including journal work, written tests, use of primary and secondary sources, and practical activities.

Languages

The study of one foreign language is compulsory until the end of Year 9.

The study of languages is very much a part of the tradition of Jesuit education. The training of the memory, the adaptation to new styles of expression, the intelligent challenge from a different cultural approach, the appreciation of one's own tongue, and an ever-shrinking world are all reasons why we place such emphasis on the compulsory study of a language. The College policy, stated above, is based on the academic nature of our curriculum and the recognition that the study of a language develops higher-order thinking as well as improving competency in the student's first language.

Chinese

Length	Full Year
Subject classification	Languages Other Than English
Prerequisites	Satisfactory completion of Year 8 Chinese

GOALS

- To promote students' competence in communicative activities involving listening to and speaking Mandarin Chinese, and reading and writing Simplified Chinese Characters.
- To develop students' understanding of the grammar principles of Modern Standard Chinese in China today and promote their competence in applying these principles in oral and written words.
- To introduce students to the radicals, vocabulary, characters, sentences, and grammar appropriate to a range of topics and situation.
- To promote students' awareness intercultural understanding and their knowledge of the physical and political geography of China.

LEARNING OUTCOMES

The students will be able to participate in activities across the three strands of language:

Communication

Conversation, role-play, presenting reports and responding to written and spoken texts.

Understanding Language

Letters, reports and personal accounts of 150 characters in length, and responding to Chinese texts in Chinese or English.

Understanding Culture

Recognise and provide information on the physical and political geography, Chinese calendar and festivals, celebrations and recent history of China.

SCOPE

Daily routine
Description of house plan
Friends and leisure
Clothes and colours
Shopping (Food)/Eating
Festivals and celebrations
Weather
Travel in China

ASSESSMENT

Oral/Interaction

Conversations, role plays and oral presentations
Listening/reading and responding to audio texts and print texts

Writing

Letters, reports, responding to Chinese texts

Culture and Society

Projects and reports on daily life of young people in China and school life in China

Examination

French

Length	Full Year
Subject classification	Languages Other Than English
Prerequisites	Satisfactory completion of Year 8 French

GOALS

- To extend students' abilities to communicate in written and spoken French through a range of topics and situations.
- To extend students' understanding of the grammar of French.
- To extend students' understanding of the environment, modern society and culture of France and countries where French is spoken.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Engage in conversations and role plays.
Present information about sport and leisure activities, weather, life in France, celebrations, and compare these with life in Australia.

Understanding Language

Write in French using a range of discourse forms on topics listed, including processing information tasks (reading and listening).

Understanding Culture

Write about or discuss aspects of life in France or a French speaking country eg. New Caledonia, introduced through documentaries, magazines and personal research.

SCOPE

Housework/Daily routines
Weekend activities/Sports
Past activities
Cheering at sporting events
Sickness/Health
Paris sites
Holidays/Leisure activities/Weather
French-speaking countries (New Caledonia)
French political figures/French history – the French Revolution
Festivals and traditions (celebrating Christmas etc.)

French

ASSESSMENT

Oral/Interactions

Conversations, role plays and presentations

Listening/Reading and Responding

Processing information from written and oral texts

Writing

Writing letters
Dialogue/narrative essays in French

Cross domain

Vocabulary/grammar (regular class tests)

Culture and Society

Summaries in English connected to topics studied

Examination

Indonesian

Length	Full Year
Subject classification	Languages Other Than English
Prerequisites	Satisfactory completion of Year 8 Indonesian

GOALS

- To extend students' ability to communicate in written and spoken Indonesian, through a range of topics and situations.
- To extend students' understanding of the grammar of Bahasa Indonesia.
- To extend students' cognitive, social and learning skills.
- To extend students' understanding of the environment, modern society and culture of Indonesia.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Engage in conversations and role plays.
Present information about their home, school and daily life, and compare these with life in Indonesia including processing information tasks.

Understanding Language

Write in Indonesian using a range of discourse forms on topics listed, including processing information tasks.
Recognise meaning from different contexts and infer meaning from unfamiliar texts.

Understanding Culture

Write about or discuss aspects of life in Indonesia introduced through film, video documentaries, newspapers and magazines, and through personal research.

SCOPE

Workplaces in Indonesia
Weekends and leisure
Sightseeing in Jakarta
Shadow puppetry

ASSESSMENT

Oral/Interaction

Conversations, role plays and presentations, shadow puppet performance

Writing

Letters, emails and personal accounts

Reading and Responding

Processing information, recalling key points, questions/answers on texts, grammatical exercises

Culture and Society

Reports in English

Examination

Italian

Length	Full Year
Subject classification	Languages Other Than English
Prerequisites	Satisfactory completion of Year 8 Italian

GOALS

- To extend students' ability to communicate in spoken and written Italian across a range of activities, topics and situations.
- To extend students' understanding of the grammar principles of Italian.
- To extend students' knowledge of the geography, culture and contemporary society of Italy.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of spoken and written Italian.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Conversations and role plays, presenting information about themselves, their leisure time and home life, and comparing these with life in Italy.

Understanding Language

To present ideas and information on a range of topics, and reading texts in Italian and responding in Italian or English.

Understanding Culture

Writing about or discussing aspects of the physical geography, the modern history and culture of Italy, and aspects of modern society in Italy and the Italian community in Australia.

SCOPE

Homes and rooms; where people live
Family life
Daily routines; shopping; markets
Friends and free time
Travel and holiday experiences
Technology and social media

ASSESSMENT

Oral

Conversations, role plays and presentations

Writing

Letters, personal reports and responding to texts

Culture and Society

Reviews and reports in English

Examination

Latin

Length	Full Year
Subject classification	Languages Other Than English
Prerequisites	Satisfactory completion of Year 8 Latin

GOALS

- To extend students' understanding and appreciation of a language which provides the basis for much of our own language.
- To develop students' interest in and awareness of the culture and life of ancient Roman society.
- To continue to extend students' knowledge of the grammatical principles of Latin, and develop their ability to both read Latin fluently and translate with ease.
- To consolidate and extend their knowledge of grammar, vocabulary and culture.
- To understand and respond in written or oral English, to a variety of prose pieces.
- To translate set pieces from a range of sources, including texts studied, into natural, accurate English.
- To research and present information related to the culture and life of ancient Roman society.

SCOPE

Stories from *The Aeneid*
The Olympian Gods
Roman religion
From monarchy to republic

ASSESSMENT

Frequent short tests on vocabulary and grammar
Translation of prose passages
Oral: presentations, reading skills
Aural: dictations, aural comprehensions
Unseen comprehension
Examination

Literacy and Numeracy Support

Length	Semester or Full Year
Subject classification	Nil
Prerequisites	Nil

GOALS

At Saint Ignatius' College we place an emphasis on learning foreign languages and expect that students will attempt at least one language throughout Years 7-9.

However, if a student has experienced difficulty in learning a language, then discussion between the student's family and his/her teacher should take place. It is not acceptable for capable students to abandon their language studies simply because they have found the subject demanding.

While discipline and perseverance can see a student through a difficult stage, we acknowledge that for some students continuing their language studies may prove too difficult. For such students in Year 9, an alternate offering is *Literacy and Numeracy Support (LANS)*, which allow extra time to be spent on strengthening knowledge and skills introduced across the curriculum.

In some cases, a student experiencing significant learning difficulties may be considered eligible for this curriculum offering in lieu of an elective other than language.

SCOPE

The aim of this program is to provide students with additional time to work on core curriculum areas and access individualised and/or small group teaching of essential skills for learning, within the context of subjects. Students may receive assistance to develop their skills in a number of key practices considered integral to academic success, such as:

- Organisation and time management
- Interpreting task requirements
- Planning techniques for the completion of assessment tasks
- Research methods
- Note taking and summarising content from non-fiction sources
- Recognising and applying features of a variety of written genres
- Editing and proof-reading techniques
- Utilising software to support and improve learning
- Incorporating teacher feedback from drafts into final submissions

ASSESSMENT AND REPORTING

Given the nature and aim of this course no assessment will be undertaken by the students and as such they will not be awarded an attainment grade in their report. Only an application grade and a comment will be given as part of term and semester reports.

Entry to this course is by invitation from the Faculty Director of Specialist Learning Programs in consultation with the Deputy Head – Curriculum and the Curriculum Coordinator of LOTE. Student eligibility will be based on results from independent assessments which identify a Learning Disability or Specific Learning Difficulty. Academic and application grades are also considered in conjunction with results from internal standardised tests undertaken by the Adaptive Education Department.

Mathematics

Length	Full Year
Subject classification	Mathematics
Prerequisites	Nil

GOALS

- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop a solid understanding of the number concepts and processes.
- To develop students' grasp of space, measurement and algebra and enhance their confidence in using Mathematics to interpret information and make decisions.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To foster the use of appropriate technology.
- To provide support and remediation for students who experience difficulties with the mathematics programme.
- To increase the rigor in the students' approach to investigation and communication of problem-solving methods.

SCOPE

Number and Algebra

- Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement, Geometric Reasoning, Pythagoras and trigonometry

Statistics and Probability

- Chance, Data representation and interpretation

ASSESSMENT

Continuous assessment based on: Common topic tests, Folio tasks, Group tasks, Mathletics, Bookwork and an Examination In Semester Two, exceptional students will be invited to undertake an accelerated course that will cover remaining Year 9 content and some Year 10 content. Entry is by invitation from the *Curriculum Coordinators of Mathematics and Deputy Head – Curriculum* based on performance in the Year 9 mathematics course and the results of Mathematical Reasoning tests and Mathematics competitions.

Students who are finding the Year 9 content challenging in Semester One may be invited to undertake an Essential Mathematics course in Semester Two.

OTHER INFORMATION

Throughout the year, students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and the SA Schools Mathematics Competition. Students also use Mathletics – an online Mathematics resource.

A graphics calculator (Casio) is required for some topics. A graphics or scientific calculator is also required for the Australia-wide National Assessment Program for Literacy and Numeracy (NAPLAN) testing.

Music

Length	Semester
Subject classification	The Arts
Prerequisites	Students undertaking this course must have some experience on an instrument or in voice, or will be commencing study on an instrument or in voice this year. Successful completion of Year 8 Music course, or a basic understanding of Grade 1 Theory.

GOALS

- To further develop students' solo and ensemble performance skills.
- To develop student awareness of musical styles and genres.
- To engage students in the creation and manipulation of music through composition, arranging and analysis.
- To develop musical literacy and aural skills

SCOPE

Students study in three areas:

Performance

Students will participate in solo and ensemble masterclasses, and are expected to be involved in any music co-curricular ensemble.

Musicianship

Based primarily on AMEB second grade theory, students will also develop their aural acuity.

Music History

Students will study the origins of Rock and Roll music from the 1950's and 60's.

Composing/Arranging

Students will use Sibelius software to write music for small ensembles.

ASSESSMENT

Assessment is accumulative and weighted according to the following design:

Performance	30%
Theory and Aural	30%
Analysis	20%
Composing/Arranging	20%

Assessment is based on:

- Tests
- Assignments
- Class and co-curricular ensemble participation

Personal Development

Length	Full Year
Subject classification	Health & Physical Education
Prerequisites	Nil

GOALS

- The curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle.
- They experience different roles that contribute to successful participation in physical activity by all.
- Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.
- Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments.
- They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances.
- Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures.
- The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

Personal Development at Year 9 involves both practical and theory lessons. The curriculum aims to contribute significantly to the "total development of each individual person" in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Investigate and analyse factors that shape and influence their experiences as they transition through life, how these changes impact their own and others behaviours and well-being, and identify strategies to manage them.
- Plan, practice and priorities responses to personal, environmental and social factors (such as discrimination, prejudice, harassment, and health and safety) that influence people about their physical and mental health and well-being.
- Explore, develop and rehearse skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
- Critique the effectiveness people, groups and organizations can have on behaviours, beliefs, decisions and actions and how this can impact on others within the community.

Personal Development

- Explore and devise plans on how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.
- Develop movement and performance skills by responding to feedback, demonstrating more complex movements; which displays a range of ways to alter force and speed, all in an effort to improve performance.
- Develop, implement and evaluate movement concepts, strategies and tactics for successful outcomes in games and sports.
- Investigate how social, cultural and economic factors and prior experiences can enhance or hinder personal and community fitness, health and well-being across a lifespan.
- Explore and critique different components of fitness to plan and implement personalized programs for maintaining and improving physical activity and fitness levels.
- Devise and implement strategies, drawing on the skills and abilities of individuals, when working in groups and teams; to develop innovative solutions to complex movement challenges, where effective communication and the encouragement of others will assist in the overall performance of all.

SCOPE

Theory

Body Systems

Major concepts include: the muscular and skeletal systems; the circulatory and respiratory systems and their relationships to health and exercise.

Body Image and Made In The Image of God

Major concepts include: body shapes and stereotypes; factors influencing body image; the influence of the media; personal relationships and personal values.

Drug Awareness

Major concepts include: Alcohol as part of our culture: potential harm and harm minimisation; prevalent myths; facts; dilemmas and decisions.

Sport in Society

Major concepts include: exploration of issues relating to sport which have and have had an influence on society. These include drugs, media, politics, culture and economics.

Practical

Invasion Games – Field (Flag Football & Tag Rugby)

Invasion Games – Court (Korfball & European Handball)

Striking/Fielding Games (Floor Hockey)

Net/Wall Games (Speedminton & Badminton)

Fitness – Training Methods & Principles

Game Design

Self Defence

Personal Development

ASSESSMENT

Theory 40%

Homework tasks
Tests and Assignments
Common Assessment Tasks
Classroom participation

Practical 60%

Students should:

- ♦ participate in all lessons in correct College PE uniform
- ♦ display satisfactory skill development
- ♦ display a satisfactory knowledge of rules, tactics and movement patterns
- ♦ be able to work successfully with peers, showing respect and care for others and for equipment

Science

7-9 Overview

GOALS

At the end of Middle Years Science courses, students should demonstrate:

- an ability to explain everyday phenomena and solve practical problems;
- development of communication and co-operation;
- knowledge of key ideas of Science;
- recognition of the coherence of Science;
- knowledge of interactions between science, technology and society;
- awareness of interactions between people and their environment;
- scientific literacy (i.e. the ability to understand popular scientific reports).

In any overall Science program there is a continual development and reinforcing of student interests and skills. Of these skills, some are indirectly acquired whilst others are deliberately planned. Some of the skills include:

Problem solving skills
Experimental design skills
Data collection and processing skills
Data recording and processing skills
Data interpretation skills
Communication skills

Science

Length	Full Year
Subject classification	Science
Prerequisites	Nil

GOALS

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous;
- showing commitment to scientific reasoning and striving for objectivity
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims and frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include: questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

LEARNING OUTCOMES

During Year 9, students will develop the following:

- an ability to explain common everyday phenomena;
- an ability to solve practical problems by designing and carrying out simple experiments;
- communication and cooperative skills through laboratory group work;
- recognition of the coherence of the "scientific method" as a way of solving a variety of problems;
- recognition of the interaction between science, technology and society;
- recognition of the interaction between people and their environment;
- developing a range of communication skills including written and oral forms;
- an ability to collect, display and interpret data in an appropriate way;
- an ability to understand popular scientific reports as a way of developing their scientific literacy;
- an ability to apply the design, construct and evaluate process to plan and construct projects from design briefs;
- an ability to be a competent, creative and critical user of information communication technologies.

Science

SCOPE

The Atom
Heat, Light and Sound
Disease
Electromagnetic Radiation
Body Co-ordination
Reaction Types
Electrical Energy
Plate Tectonics

ASSESSMENT

Written tests
Projects
Posters
Oral presentations
Laboratory work
Practical reports
Examination

