CURRICULUM INFORMATION

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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. Middle Years Subject Coordinators in the areas of Religious Education, English, Mathematics, Science and History and Geography, 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. In Years 8 and 9, some subjects are also made compulsory, for example a Foreign Language, 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

**Four Units from:**
- Art and Design (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)

### Year 10
- Religious Education
- English
- History
- Mathematics
- Personal Learning Programme (PLP)
- Science

**Four Units from:**
- Art (1 Unit)
- Chinese* (2 Units)
- Commerce (1 Unit)
- Design (1 Unit)
- Digital Technologies (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**

*Taught through a ‘compacted’ curriculum mode. That is, Years 10, 11 & 12 are taught over two years. As a result, students will gain 10 credits of Stage One language in Year 10.

### 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)
  - Information Technology (10 credits)
  - Workplace Practices (20 credits)

- Cross-Disciplinary Studies
  - Integrated Learning (Stage 2) – Jesuit Service and Hospitality (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 (10 or 20 credits)
  - Indonesian (SYAPP - Stage 2) (20 credits)
  - Italian (10 or 20 credits)
  - Latin (SYAPP - Stage 2) (20 credits)

- Mathematics
  - Essential Mathematics (10 or 20 credits)
  - General Mathematics (10 credits)
  - Pure Mathematics (20 or 30 credits)

- Sciences
  - Biology (10 or 20 credits)
  - Biology (SYAPP - Stage 2) (10 or 20 credits)
  - Chemistry (20 credits)
  - Physics (20 credits)
  - Scientific Studies (10 or 20 credits)

* Students who have undertaken studies in a Modern Language at Year 8 level continue with that language in Year 9 except where advised otherwise by the Head of Languages and the Deputy Head - Curriculum.
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.

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**YEAR 9 SUBJECT OUTLINES**

**Religious Education**

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<th>Length</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Studies of Society and Environment</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**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

GOALS

The students will be taught the basic 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

Practical

Students will practice and refine specific skills in Drawing, Painting, Printing, and Design. Students will be exposed to artists' work as inspiration for their own work.

Art History

Assignment work will consist of investigating and researching aspects of Early Australian, Colonial Art and Australian Impressionist 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 the theoretical aspects of each discipline.

Art History

Students will complete an assignment on Australian Colonial Art and Australian Impressionist Art 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 Information Technology particularly in the areas of multimedia 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 Technology in today’s world.
- To enable students to use the computer as a powerful tool to solve various problems.
- To develop skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- 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 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.

SCOPE

Applications
Graphic Manipulation – Adobe Photoshop
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, Develop, and Evaluation process

ASSESSMENT
Assessment tasks include:
Skills tests
Classroom-based assignments
Practical involvement
Theoretical Testing

Drama

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.
English as a subject area is constantly involved in the components of appraising, designing, composing and communicating. For example, before a genre of writing, such as narrative is taught, one would first look at a range of narrative models, thereby appraising the narrative style. This is equally true for any genre or type of text students are required to produce. Once the appraisal process is completed and students have developed an understanding of the common elements and features that must be understood, they would then be required to design and compose their own example. This is typically the process of students producing work for assessment. The element of communication is inherent in most tasks in the English Learning Area, which should also involve a reflection on both the process and the outcome that has been reached. Students are asked to appraise their own work, either in a written or oral reflection, which provides an opportunity to consider the decision making undertaken in order to arrive at a final product.

Specific tasks where this process might also include the use of Information Communication Technology in the production of work may include the following:

- Construction of a newspaper report in response to an issue raised in a course of study. This includes appraisal of the appropriate format, designing one's own report, composing the article, thereby communicating information.
- Students composing their own writing, in a wide range of genres, ranging from single writing pieces, through to the composition of larger texts, such as an entire children’s story.

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:

- read and view novels and films which raise complex social issues and engage in a guided discussion of the attitudes, concerns and themes underlying these texts;
- discuss orally and in writing texts read or reviewed in relation to a point of view;
- construct sustained and unified narratives that attempt to raise issues as well as present actions and events;
- construct a written argument for a general audience that demonstrates a clear understanding of the structural and linguistic features associated with the genre of writing;
- explore ideas in discussions by comparing their ideas with those of peers and others, building on others’ ideas to advance discussion, and questioning others to clarify their ideas;
- imaginatively create and interpret original and existing texts through improvised and “page to stage” performances.

SCOPE

Comprehension

Passages are chosen for their high interest level and for aspects of style and language. Questions accompanying the passage probe the student’s understanding, response and sensitivity.

Language

Students independently read, view and interpret a range of written, visual and multimode texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and learn to discuss how these work to influence readers’ and viewers’ responses and understandings.
English

Essential to these processes is a functional awareness of how language operates within these given contexts. Students will be exposed to the functional model of grammar that examines the form and function of language and the grammatical rules that apply.

Study of Literature
In this section students are introduced to the study of literature, focussing on issues of construction, theme and characterisation.

Students will complement this study with analytical essay writing as well as creative response to literature.

Students use Drama methodology to imaginatively explore original work and class texts.

Speaking and Listening
Students participate in formal and informal contexts. They listen for ideas and information, and develop an understanding of the ways others speak to influence audiences.

In conveying ideas and information, and reflecting on the significance of context and audience, students extend their talk to suit language to purpose.

ASSESSMENT

Continuous assessment based on speaking and listening, reading and viewing, and writing 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 Includes:
- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks
### History

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 Chinese</td>
</tr>
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</table>

**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 use in China today.
- To introduce students to the characters, vocabulary and grammar appropriate to a range of topics and situation.
- To promote students’ awareness of contemporary China 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 in China
Friends and leisure
Clothes and colours
Shopping (Food)/Eating
Festivals and celebrations
Weather

**ASSESSMENT**

**Oral/Interaction**

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

**Writing**

Letters, reports, responding to texts

**Culture and Society**

Projects and reports in English

**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.)

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

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
Home life
Shopping
Italian festivals
“Made in Italy” Assignment
Weekends and leisure
Sport
Culture and society - life in Italy today

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

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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 Head of Adaptive Education in consultation with the Deputy Head – Curriculum and the Head of Languages. 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 Satisfactory completion of Year 8 Mathematics

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:
Problem solving
Folio tasks
Group tasks
Mathletics
Common topic tests
Examination
Bookwork

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 prepare students for senior music studies.

SCOPE
Students study in two areas:

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

Musicianship
Based primarily on AMEB second grade theory, students will also be introduced to modern harmony and will develop their aural acuity.

ASSESSMENT
Assessment is accumulative and weighted according to the following design:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>50%</td>
</tr>
<tr>
<td>Theory</td>
<td>30%</td>
</tr>
<tr>
<td>Units</td>
<td>20%</td>
</tr>
</tbody>
</table>

Assessment is based on:
Tests
Assignments
Class and co-curricular ensemble participation
## Personal Development

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### 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**

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

**Sports Injuries**

Major concepts include: prevention, identification, assessment and treatment of common sporting injuries.

**Alcohol**

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%

- Bookwork
- Homework tasks
- Common Assessment Tasks
- Classroom participation
- Examination

**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

**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

**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
Important Materials
Electromagnetic Radiation
Body Co-ordination
Electrical Systems
Plate Tectonics
Ecosystems
Disease

ASSESSMENT

Written tests
Projects
Posters
Oral presentations
Laboratory work
Practical reports
Examination