



A GUIDE TO YEAR 9 SUBJECT SELECTION FOR 2010

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INTRODUCTION

For most students the Year 9 experience is one of their most eventful and interesting years at Scotch College, as it is the beginning of their time in Upper School. The year coincides with an important stage of adolescence when boys grapple with the need to determine who they are and how to engage with the world. Boys have to learn to reconcile the pressures of physical change, peer influence with a more complex school experience and the increasing demands of the formal academic curriculum.

Scotch College offers both a core compulsory curriculum and a number of elective Semester Units in Year 9. By the end of Year 9 they begin to comprehend and appreciate the importance of setting goals for themselves, for their senior years at School and for their future.

Students should consider the Semester Units offered and select a general course with a range of units that will enhance their academic development. Students who have previously had an amended program through the Educational Support Unit may be invited to participate in the Core Studies Unit.

Year 9 students are expected to undertake LOTE for the full year. Below is a diagram of the Year 9 academic program. It should be noted that the core History unit will be taught in Semester One for approximately half the students and in Semester Two for all others. NB: The numbers represent periods allocated to each subject per semester – 36 period cycle every six days of school.

Semester One						
English	Maths	Christian Education Physical Education Health Education	Science	LOTE	History	Elective
6	5	5	5	5	5	5

Semester Two						
English	Maths	Christian Education Physical Education Health Education	Science	LOTE	Elective	Elective
6	5	5	5	5	5	5

Homework should be completed every week night. Friday's homework may be spread throughout the weekend. Students should aim to complete at least one and a quarter hours to one and a half hours per night, in sessions of 15 to 20 minutes with a five minute break between sessions. On the weekend, students should to spend an average of about one hour revising and reviewing previous work. In the weeks leading up to both mid-year and end-of year exams, these sessions should be increased in number and length.

Homework should be considered in two parts:

1. Work set by teachers
2. Student-directed revision or extension study

We look forward to working with the class of 2013as they begin their time in the Upper School and embark on a challenging and exciting part of their school lives.

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YEAR 9 UNITS OFFERED

Below is a list of all Year 9 Units offered in 2010 by Scotch College. Any Unit may be withdrawn if the number of students selecting that Unit is too few.

CORE UNITS:	Australian History	5
	Christian Education	6
	English	7
	Mathematics	8
	Physical/Health Education	9
	Science	10-11
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	Your Rights & the Law	22
	Investment & Money	23
	Design & Technology	
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	Resistance Materials	25
	Product Design	26
	Drama	
	Drama.....	27
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	Geography	
	Violent Earth: Living with Natural Hazards	29
	Two Worlds: Rich & Poor	30
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	Crime & Punishment	31
	Australians at War – Research	32
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	Information, Communication & Technology (ICT)	
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- **AUSTRALIAN HISTORY: MODERN AUSTRALIA**
- **CHRISTIAN EDUCATION**
- **ENGLISH**
- **MATHEMATICS**
- **PHYSICAL / HEALTH EDUCATION**
- **SCIENCE**
- **LANGUAGES OTHER THAN ENGLISH (LOTE)**

LOTE – CHINESE SECOND LANGUAGE (SL)

LOTE – CHINESE ADVANCED LEVEL (AL)

LOTE – FRENCH

LOTE – GERMAN

LOTE – INDONESIAN

LOTE – ITALIAN

- **CORE SUPPORT**

RATIONALE

The core unit explores key ideas and issues of the 20th century in Australia. The main aim is to promote understanding of the foundations of Australian society. This will give students a better understanding of themselves and the world they inhabit. It will promote tolerance and a sense of perspective and make them better prepared to be informed and active citizens in a changing world.

STUDENT OUTCOMES

- develop their sense of time, chronology and periodisation
- consider changing relationships between Australia and the rest of the world in modern history
- explore significant developments in Australia's political, social and cultural history
- analyse the changing nature of indigenous and non-indigenous relations
- develop the following enquiry skills: hypothesis formation, relevant and appropriate question-asking, identification of relevance, adjustment of hypotheses, synthesis of 'evidence', effective preparation of findings, improved oral communication
- develop the following analytical skills: identification of (recognising the difference between) fact and opinion; understanding cause and effect, distinguishing between long and short term causes, recognising different perspectives and interpretations, identifying and using appropriate historical terminology, such as 'social', 'economic', 'political' and being able to recognise different social groupings
- develop their writing skills, particularly in constructing an analytical or argumentative essay using historical understandings as well as further developing their note-taking skills
- develop the following research skills: working independently, defining the purpose of investigation, locating, collecting and organising information from a variety of sources, evaluating the usefulness of sources for the purpose of an investigation and using appropriate annotation

COURSE DESIGN

Introducing Australian: A snapshot view of Australia over time, significant places, events and people, Federation, The Constitution, White Australia Policy, early legislation

The First World War: Causes, Gallipoli and the Western Front, the ANZAC legend

Between the Wars: Legacy of World War I, Boom and Bust, Social Effects of the Depression, Indigenous Australians.

The Second World War: Causes, Australians in Europe and the Pacific, the home front, the war and foreign relations

Modern Australia: Australia in the post-war world, Cold War, immigration, women, Indigenous Australians, and society and culture

ICT SKILLS

Students will need to use tables and flow charts as techniques of analysis and presentation.

They will also be required to access and analyse Internet sites for research purposes.

ASSESSMENT

Examination

Essay

Interpreting Evidence, including IT exercises

Research

PATHWAYS

This subject to Year 10, 11 and 12 History, notably VCE Australian History Units 3/4.

RATIONALE

Christian Education is taught at all levels throughout the School. It provides opportunity for students to examine the foundations and principles of the Christian faith. The Christian Education curriculum seeks to apply a Christian perspective to the personal development of the individual, to ethical problems and moral dilemmas posed by modern society, especially for young people, with a re-evaluation of Christian beliefs, attitudes and values in issues relevant to students.

STUDENT OUTCOMES

- Explore a variety of creation stories and compare these with the Judeo-Christian stories in Genesis 1-11. Investigation of the Judeo-Christian stories will lead to an understanding of the significant truths they transmit with respect to God, the human God relationship, human relationships and the environment
- Introduce students to the concept of Social Justice by exposing students to a range of human rights issues. Issues to be explored through the application of a variety of media and method. Research based activity will be promoted and supported as students undertake project work designed to broaden their understanding of justice issues. Students will also be encouraged to consider appropriate responses
- Explore a number of personal development and human relationship issues, encouraging serious reflection on a range of topics of significance to adolescents. The objective is to foster healthy lifestyle choices and build resilience by enhancing student understanding of the pressures encountered by young people
- Encourage students to reflect seriously on the nature of God, considering the biblical image and a variety of contemporary images of God as presented in film and other media. Encourage reflection upon the nature of the response called for from human beings to a creator God

COURSE DESIGN

Coursework is taught in modules and in various sequences to ensure a spread of demand on resources. The Bible is used with particular reference to Genesis and a Christian theological framework of redemption. A variety of contemporary resources are utilised to provide stimuli for the various personal development modules.

ALLOCATION

This course is taught at two periods per cycle for one semester and three periods per cycle for one semester.

ASSESSMENT

Written Tasks

Class Activity

RATIONALE

The Year 9 English Course is a literature-based course designed to engage and challenge students. We introduce students to a variety of texts aimed at developing an awareness of how print and non-print texts construct meaning. Throughout the year, students participate in learning activities that seek to complement various learning styles. The course builds on the English programs developed at Years 7 and 8 levels and provides an important step in the preparation for future years.

STUDENT OUTCOMES

- to write competently and accurately
- properly constructed sentence and paragraph form
- personal, imaginative, informative and argumentative mode of writing
- essay planning, following brainstorm and essay structure guidelines
- a range of drafting, editing and self and/or peer evaluation procedures
- in a range of set and wider reading texts
- develop a range of Listening and Speaking Skills, incorporating the abilities to follow a discussion and contribute to it
- listen to others attentively and politely
- disagree with others while respecting their points of view
- come to group decisions
- take part in reasoned argument and discussion
- present to a small group or full class setting as appropriate
- appreciate the importance that varied audiences and purposes have on content and meaning
- engage in a range of Reading tasks encompassing close study of set class texts, including novels, a Shakespearean play and poetry
- to respond to wider reading texts, including daily newspapers, film and non-print texts
- to use on-line research

COURSE DESIGN**Semester One:**

Class Texts: Of Mice and Men
and Deadly Unna
Media Unit
Wider Reading
Writing Folio

Semester Two:

Class Texts: Teacher Choice Text
and Romeo and Juliet
Poetry
Wider Reading
Writing Folio

ICT SKILLS

Students are further encouraged to strengthen their communication skills through interactions with various Information Technologies. By engaging in activities such as online discussions, forums, web-based research projects, animation and movie making software programs, and word processing technologies, students construct a dynamic relationship with the changing technologies of their world.

ASSESSMENT

Examination	Listening and Speaking
Analytical Writing	Creative Writing

RATIONALE

Mathematics touches on many and various aspects of our lives. It has applications in many activities and provides a universal way of solving problems in areas such as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in Mathematics may enhance both our understanding of the world and the quality of our participation in society. Regular Problem Solving Assignments will be an integral part of the course.

At Year 9 there are three levels of study in Mathematics:

- core classes provide an opportunity for reinforcement of core concepts of the Year 9 course
- analysis classes which provide a standard course
- advanced analysis classes, for the more able students, provide additional course content and advanced analysis classes, for the most able students, provide additional course content and enrichment material

By studying Mathematics students will work towards:

- acquiring mathematical skills and knowledge in order to cope confidently and competently with daily life
- developing knowledge and skills in using mathematics for employment, further study and interest
- being able to interpret and communicate quantitative and logical ideas accurately
- using technology to support the learning of mathematics, and in carrying out mathematical activities in context

Students will engage in activities that develop:

- knowledge, facts and technical skills
- depth of conceptual understanding
- ability to communicate using clear and precise mathematical language
- ability to tackle non-routine problems systematically
- ability to conduct investigations using mathematics
- logical reasoning and a conception of the nature of proof
- practical ability in measuring, estimating and making
- sensible use of calculators and computers

COURSE DESIGN**Semester One:**

Calculators and percentages
Statistics
Distributive Law
Linear equations and inequations
Quadratic relations
Formulae
Index Laws
Pythagoras' Theorem and Surds

Semester Two:

Measurement
Co-ordinate Geometry
Congruent and similar triangles
Quadrilaterals
Intersection of Linear Relations
Trigonometry - right triangles
Rational expressions (Advanced Analysis only)

ICT SKILLS

Students will make constant use of the TI-nspire (CAS) graphics calculator and should be familiar with the basic operations, the relevant statistical features and graphing features.

ASSESSMENT

Examination (Facts, Skills and Applications)
Problem Solving

Examination (Advanced Analysis or Analysis)
Class Tests

RATIONALE

Physical Education is an essential part of the total education process. Through sporting and physical activities it provides the opportunity for continuous development of each student’s physical, mental, social and emotional capabilities. It is aimed to stimulate an awareness of one’s own physical fitness and simultaneously develop an interest and appreciation of sport and physical activity.

STUDENT OUTCOMES

- teach the basic skills, rules, strategies and tactics of a wide variety of sports
- develop an interest and enjoyment in sport and physical activity
- give each student the opportunity to develop fundamental motor skills to full potential
- develop an attitude of sportsmanship and fair play
- provide opportunities for leadership and to show the advantages of friendship, co-operation and communication developed in a sporting situation
- have a positive influence on students’ self image
- develop teamwork skills
- develop and educate students in the benefits of physical fitness, strength, muscular power, muscular endurance, agility, flexibility, co-ordination and aerobic endurance
- provide students with water survival and rescue techniques
- a semester of Health Education covering topics including: diet, adolescence, birth, contraception, lifestyle diseases and drugs

COURSE DESIGN

The following activities will be covered throughout the year:

- Aquatics
- Athletics
- Basketball
- Fitness
- Health
- Gymnastics
- Rowing
- Volleyball
- Weight training

ASSESSMENT

Aquatic Skills	Ball Game Skills
Fitness	Gymnastics
Health (one semester)	

UNIFORM

The Physical Education Department has a strict uniform policy the Year 9 uniform is:

- white, black, blue shorts or Scotch track suit pants
- house polo top or white tennis shirt or plain white T-shirt
- white socks
- Scotch slicker (optional)
- blue Speedos

RATIONALE

The Science units at Years 9 consolidate and develop the knowledge and skills introduced in Years 7 and 8, and together with the Science studied at Year 10 constitute a coordinated program with three broad aims.

These are to develop:

1. Each student's awareness and understanding of the working of the world about them, and to encourage and empower students to make informed decisions about themselves and their environment.
2. Skills in practical investigation, library (and other media) research, and written, graphic, and oral communication.
3. The groundwork which enables students to adequately undertake a VCE course which includes Science subjects.

The course is based on an extensive program of practical work. Students are encouraged to learn by doing, with emphasis on safety, the proper use of equipment, careful observation, enquiry, and deduction. While students must acquire a certain amount of factual knowledge, the emphasis is placed rather on their gaining a grasp of the basic underlying concepts and successfully applying them to new situations. Computer technologies will be used in the laboratory with a data-logging interface for the collection, processing, and analysis of primary data.

STUDENT OUTCOMES

- study a broad cross-section of scientific topics ranging across the spectrum of scientific disciplines
- participate in regular and varied practical work. These are designed to develop skills in practical experimentation, and to challenge thinking and support effective learning in difficult conceptual territory
- gain a broad understanding of key scientific theories as they apply to familiar situations and phenomena
- extend their understanding of fundamental concepts previously introduced, and study several important new ideas
- increase their awareness of the importance of scientific theories and methods in the context of current and relevant social, economic and environmental issues
- obtain information from a wide range of sources and learn to value, interpret, and critically analyse research data
- use a variety of media and techniques to present results of experimentation and research

COURSE DESIGN

This comprises short independent Topic across the science disciplines. They are introduced to several key that lay important groundwork for future science studies within the specific disciplines of Chemistry, Physics, and Biology.

These include:

- the nature of chemicals and an awareness of both the usefulness and hazards of certain classes of chemicals, particularly acids and alkalis
- the nature of the Earth's atmosphere and the various related environmental threats faced
- the relationship between the body's energy input from food and output in exercise and the importance of a proper balance
- the fundamental chemical concepts that govern our knowledge of chemical substances and chemical reactions;
- the fundamental ideas of electricity and magnetism
- diseases caused by microbes, and their transmission and treatment, and the importance of hygiene
- the beneficial roles certain microbes play in food production
- the fundamental nature of light and sound as they apply to everything from human senses to communications technologies

.../2

ASSESSMENT

Assessment is both formative (aiding development) and summative (summarising achievement). The formative assessment will include ongoing marking of notes, practical work and other tasks.

Examination (Theory Knowledge)
Research and Communicative Skills

Class tests (Theory Knowledge)
Practical Work Skills

PATHWAYS

Year 10 Sciences (Chemistry/Physics/Biology – compulsory), Psychology to Year 11 & 12 Sciences (all areas).

SEMESTER COURSE OUTLINES

It is expected that in Year 9 students will normally study a minimum of two semesters of LOTE. This will enable them to develop a deeper understanding of the particular language and its culture through various explorations of the way of life of its speakers, their thinking, behaviours and attitudes in a rapidly changing world. It will also maintain the sequence of study necessary for admission to VCE LOTE study. Two LOTE can be studied through to VCE at Scotch College, if desired.

GENERAL AIMS

The course aims directly to develop students' communicative skills and literacy in the LOTE, and indirectly to promote cognitive growth and divergent thinking. It enables students to explore a wider social and intellectual environment, and to encounter different ways of looking at the world.

RATIONALE

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increased globalisation and Australia's cultural diversity.

Learning a language offers students the opportunity to:

- use the language to communicate with its speakers;
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function;
- gain insights into the culture or cultures which give the language its life and meaning;
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken;
- add to their general knowledge; and
- enhance their vocational prospects.

THE ROLE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN THE LOTE CLASS

The use of ICT is a regular part of the LOTE-learning experience at all levels. Some examples are: students create multimedia tasks using generic software such as PowerPoint or Photo Story; the Internet is used for communication, e.g. with e-pals or exchange partners, for research, to locate language (listening, speaking, reading and writing) and intercultural on-line tasks, to access on-line bilingual dictionaries and grammar resources, and to download podcasts in the LOTE. Some use is also made where appropriate of interactive CDROM software designed to drill, consolidate and extend particular language skills, and of generic software such as MS Word, and MS Excel for writing skills, vocabulary lists, intercultural comparisons, etc. Classrooms equipped with a digital projector enable teachers to use live websites as part of the course delivery. Authoring software is also used where appropriate.

ASSESSMENT

This is based on the student's performance in:

- end-of-unit common tests based on listening, speaking, reading and writing tasks;
- class tests listening, oral, reading, writing, grammar
- vocabulary
- topic-based projects (often incorporating ICT)
- class tasks
- homework tasks
- end-of-semester examination based on reading comprehension and writing tasks

The above are the basis for the grades given on the semester reports under the skill areas of Listening and Speaking, Reading, Writing and the Examination.

LOTE – CHINESE SECOND LANGUAGE SL & ADVANCED LEVEL AL

ENTRY

In Year 9, there are two courses of Chinese. One, Chinese SL is for students who began Chinese in Year 8, and the other, Chinese AL, is for students who studied Chinese AL in Year 8, or after negotiation with the Head of Chinese.

LOTE – CHINESE SL

SEMESTER ONE

Topics: Birthday celebrations, daily routine of student, housing, and clothing.

Grammar: Present continuing tense, expressing time, date and days, interrogative words and questions, coordinating conjunctions, numerical expressions, particle *le*, pivotal verbs, resultative verbs, directional verbs, auxiliary verbs, perfective, durative, modifier, localiser, particle, tag questions, exclamations and topic comment constructions.

Culture : Chinese birthday celebrations, lifestyle of Chinese student, myths and traditions of Chinese festivals, Chinese meanings in numbers, Chinese tea, traditional Chinese leisure activities, daily routine of Chinese students, characteristics of traditional Chinese house, modern Chinese housing, and Chinese philosophy of building house, traditional Chinese clothes, the development of Chinese clothes, Chinese silk and its legends and Chinese meanings of colours.

SEMESTER TWO

Topics: Shopping, inviting or visiting friend, making phone call, food and eating.

Grammar: Interrogative words and questions, alternative questions, delimitative verbs, modifiers, classifiers including measure words, polite expressions used when visiting, interrogative words and questions, alternative questions, present continuing tense, perfective and experiential aspects, interrogative pronouns, particles, subordinate and coordinate conjunctions, formulaic expressions, cohesive devices, formulaic expressions and cohesive devices.

Culture: The currencies in China and Taiwan, Chinese department stores and markets, Chinese concept of weight and money, addressing friends' parents, handling gifts, courtesy in formal visit, Chinatown and Chinese migrants in Australia and in the world, lifestyle of Chinese migrants, making and receiving phone calls, food balance, bean curd in the Chinese diet, family meals, formal feasts, various styles of Chinese food and Chinese philosophy on food.

LOTE – CHINESE AL

SEMESTER ONE

Topics: Eating, weather, school life.

Grammar: Giving reasons, offering choices, time duration, describing extreme conditions, aspects, use of often, optional questions, compound sentences, auxiliary verbs, verb phrases, special questions, conjunctions, past tense, present perfect tense, verb phrases, resultative verbs, aspects, subordinate sentences.

Culture: Chinese food culture, myth of Chinese diet, Chinese table etiquette, key tourist spots in China and Taiwan, climate in China and key tourist spots in China, Chinese schools' subjects and home classroom and culture of Chinese characters and school life and people's concept of education in China.

SEMESTER TWO

Topics: Asking the way, leisure activities, location and direction and celebrating birthdays.

Grammar: Interrogative words and questions, indefinite numbers, comparison, formulaic expressions, fillers and acclamations, imperative sentences, exclamatory sentences.

Culture: Daily transport and religion in China, Peking opera and other Chinese operas, Chinese orchestra, dragon dance and lion dance, and the Chinese concept and love of jade and traditional food for birthday celebrations and festivals.

LOTE - FRENCH

SEMESTER ONE

Topics: Describing personalities, interacting with others, features of country life, advantages, disadvantages, personal preferences, leisure activities, film genres.

Grammar: Inverted questions, irregular feminine adjectives, object pronouns, semi-regular verbs, passé composé with *avoir* and *être*, irregular noun plurals, expressions with *avoir*, *jouer à/de*, position of adjectives, superlative, irregular verbs.

Culture: Quebec city and province, its history, landmarks, shopping, foods, festivities, train travel, French and Canadian linguistic differences, French-speaking heritage of Vietnam.

SEMESTER TWO

Topics: Holiday aims and destinations, parts of the body, illnesses and symptoms, organising a party, end of year in France.

Grammar: *Il y a*, to mean, *ago*, *depuis* and present tense, *avoir besoin de*, negative and infinitive forms of reflexive verbs, future simple, negatives, *c'était*, *il y avait*.

Culture: French-speaking heritage of Morocco, festivals, New Caledonia, French national day, symbols of the French Revolution, holidays Christmas and New Year.

LOTE - GERMAN

SEMESTER ONE

Topics: Asking for, and giving permission; persuading people; ordering and paying for a meal; talking about sport, with a focus on soccer; discuss main soccer positions and how long you've been playing sport; saying you're feeling ill; describing symptoms; referring to the recent past.

Grammar: Modal verbs, separable verbs, *sprechen*, *wissen*, co-ordinating conjunctions, the accusative case and the direct object, accusative prepositions, subordinating conjunctions, *nehmen*, revision of comparative and superlative, imperatives; *Das tut weh*; the perfect tense; using the formal register (*Sie*)

Culture: The German town of Hann. Münden, traditional housing; Deutsche Bahn; soccer and German sporting stars; German pharmaceutical industry; *Drogerie vs Apotheke*.

SEMESTER 2

Topics: Household chores; describing a house; discussing where to shop; describing a department store; trying clothes on; expressing preference; comparing rules and laws in Germany and Australia; discussing holiday destinations; discussing holiday activities.

Grammar: Introduction to reflexive verbs; selected verbs which take the dative case eg. *gefallen*, *stehen*, *passen*; pronouns *mir/dir*, adjective endings in the nominative and accusative cases; using *man*; interrogatives; dative and accusative prepositions; present perfect tense with *sein*; adverbs of time, manner and place.

Culture: Changes in traditional family structure; the euro and on-line shopping; German school system; German tourism | Australia; distances in Europe vs Australia.

LOTE - INDONESIAN

SEMESTER ONE

Topics: Leisure interests of Indonesian teenagers: making social arrangements, Finding one's way around town: Asking for and finding directions, transport around town, and Shopping: purchasing food and clothing in the market and the shop (bargaining and set price).

Grammar: Words of frequency, invitation questioning, expressing apologies, expressing day, time, place, *ber-*verbs and *me-*verbs, question patterns, prepositions, compass directions, language of comparison, *ter-*verbs, exclamatory statements, question forms, and word order to express emotional responses.

Culture: Similarities and differences in Indonesian and Australian leisure interests, the street scene in an Indonesian town and city, and conventions of purchasing in various settings, negotiating price.

SEMESTER TWO

Topic: Travelling around in Indonesia: making travel arrangements, transport in Indonesia, the physical environment of Indonesia: comparing Australian and Indonesian, landscape, climate, farming and native wildlife.

Grammar: Questions using *berapa*, questions with *-kah*, imperatives, prohibitions, and requests, *me*-verbs, *ke-*an noun and adjectives, *ber-*verbs, verbs with prefix *ter-*, prepositions : *sebelum/sesudah*, *me-*verbs, conjunctions.

Culture: What to expect when travelling inter-island and intra-island in Indonesia, the Indonesian physical environment, and climate, endangered species of Indonesia.

LOTE - ITALIAN

Students wishing to commence the study of Italian in Year 9 are required to select two semester units of Italian and to have achieved no less than a B average in the LOTE they have studied in Year 7 and 8.

It is strongly recommended that another LOTE continue to be studied at least in Year 9, to facilitate ongoing language learning skills.

SEMESTER ONE

Topics:

- greetings and introducing yourself and other people
- talking about where you live
- asking and saying how you are
- classroom objects
- days of the week
- likes and dislikes
- school life in Italy
- peoples ages - numbers
- months of the year
- family members
- telling the time
- animals
- colours

Grammar: Subject pronoun the plural, irregular verbs *essere* and *avere*, formal and informal greetings, asking questions, negating, gender of nouns, the definite article, the indefinite article, agreement of adjectives, the present tense of *-are*, *-ere*, *-ire* and *isc* verbs. *Abitare a/in*, adjectives – gender and position, use of *piacere* with reflexive pronoun, *questo* and *questa*, numbers.

Culture: The Geography of Italy.

SEMESTER TWO

Topics:

- countries and cities
- nationalities and languages
- telling the time
- going to places
- types of transport
- directions
- food – pizza and ingredients
- different types of pasta
- the Euro
- sports

Grammar: Irregular verbs *andare*, *venire*, *fare*, a + definite article, da + definite article, *piacere*, quantative words *molto*, *tanto*, *troppo*, reflexive verbs, irregular verbs *dire*, *volere*, articulated prepositions, use of *bello* and *quello*, the suffix *issimo*, possessives, the adjective *buono*,

Culture: The national sport of Italy: *Il Calcio* (soccer).

RATIONALE

This subject is specifically designed for students who have been identified by the Head of Years, Head of Department and/or the Education Support Unit as needing extra support in the core skills of literacy and numeracy. It provides an opportunity to both complement and supplement the skills and knowledge covered in the mainstream English and Mathematics classes. This course is available by invitation only.

COURSE DESIGN**Literacy (English) Component (3 periods per cycle)**

The following topics and skills will be covered throughout the semester:

- Essay Writing Workshop (including the terminology, structure and conventions of various literary essays)
- Language Skills (including vocabulary development such as expression and drafting and mechanics and Structure)
- Reading and Interpreting the Media
- Text Response

Numeracy (Maths) Component (2 periods per cycle)

The following topics and skills will be covered throughout the semester:

- basic number skills
- Algebra and Geometry
- using the TI-89T(CAS) graphics calculator
- practical application of mainstream Maths

ICT SKILLS

Students will use specific ICT multimedia units such as The Sword and the Rose from Year 9 English. 'Core Support' will also provide more individual and specialist help to navigate through these units while helping to develop the various ICT Skills of word-processing, research, planning and mind-mapping. Computers will be utilised whenever it enhances the acquisition of literacy and numeracy skills.

ASSESSMENT

There is no formal semester examination. Reporting will consist of both an 'Application' letter grade (A+ to E) and a written comment.

- **ART**
- **STUDIO ART**
- **VISUAL COMMUNICATION & DESIGN**
- **COMMERCE: YOUR RIGHTS & THE LAW**
- **COMMERCE: INVESTMENT & MONEY**
- **DESIGN & TECHNOLOGY: ELECTRONICS**
- **DESIGN & TECHNOLOGY: RESISTANT MATERIALS**
- **DESIGN & TECHNOLOGY: PRODUCT DESIGN**
- **DRAMA**
- **COMMUNICATION STUDIES**
- **GEOGRAPHY: VIOLENT EARTH – LIVING WITH NATURAL HAZARDS**
- **GEOGRAPHY: TWO WORLDS – RICH & POOR**
- **HISTORY: CRIME & PUNISHMENT**
- **HISTORY: AUSTRALIANS AT WAR – RESEARCH UNIT**
- **HISTORY: SOCIAL HISTORY – SPORT IN MODERN HISTORY**
- **INFORMATION, COMMUNICATION & TECHNOLOGY (ICT): PROBLEM SOLVING WITH ICT**
- **INFORMATION TECHNOLOGY: ROBOTICS & VISUAL BASIC**
- **MUSIC PERFORMANCE**
- **MUSIC & TECHNOLOGY**

RATIONALE

There are two semester length art units: Art and Studio Art, each with its own focus area. It is possible to select one unit per semester. However, students may elect to work in both areas, during the year. Each semester unit involves five periods per cycle. The program is directly linked to the VCE Studies for Art and Studio Art and involvement at Year 9 will enable students to more comfortably select a Unit 3 VCE Study in Year 11.

Art is centred on the use of traditional fine art methods and materials to produce creative work. Students gain an appreciation of an individual artist or group of artists style and practice in a historical and cultural context.

STUDENT OUTCOMES

- encourage artistic development through personal and independent exploration, with an emphasis on innovative thinking and investigation
- students will learn to interpret art, discuss and debate the ideas and issues, which it raises
- through an integrated study of art history and practice, develop an appreciation of art as an integral part of culture and historical identity
- contribute to the students confidence in his own ability, clarifying and extending his conceptual knowledge, cultivating his individuality, giving him standards and values and generating desirable behavior patterns
- provide a learning experience in Art appropriate to the needs of each student and through these experiences to stimulate development according to each students potential
- promote creativity and imagination; to exercise the emotions and intellect simultaneously; and to encourage self expression and individuality while promoting social skills and responsible attitudes

COURSE DESIGN

The drawing component is a fundamental keystone of the course. The drawings are integrated and related to the three major practical tasks undertaken in a particular course. The drawing folio would contain research, and developmental exploration material, for the projects being undertaken in each focus area. These would include brainstorming thumbnails, expanded concept sketches, rendered artwork using a variety of media. It will also contain freehand drawing from life, exploring art styles and approaches employed by artists/designers both past and present. The development of these ideas will be recorded in a visual journal.

Exploring:

- painting a range of media materials and techniques
- printmaking
- sculpture three dimensional art exploring a range of media materials and techniques
- photograph, both analogue and digital

Theory:

Written Essays and Semester Examination: based on knowledge of artists both past and present who have contributed to societies cultural development.

ICT SKILLS

Fine Art theory is related to the particular practical activity being undertaken. Students use the Internet to research artists and art movements, presenting their work as a Microsoft Word and/or PowerPoint Display.

ASSESSMENT

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignments

Examination

RATIONALE

There are two semester length art units; Art and Studio Art, each with its own focus area. It is possible to select one unit per semester. However, students may elect to work in both areas, during the year. Each semester unit involves five periods per cycle.

Studio art reflected the development of contemporary art style and design the emphasis is based on applied design and technology. Exploration of materials and studio practice. This includes promotion of artists, exhibition design and copyright.

STUDENT OUTCOMES

- encourage artistic development through personal and independent exploration, with an emphasis on innovative thinking and investigation
- students will learn to interpret art, discuss and debate the ideas and issues, which it raises
- through an integrated study of art history and practice, develop an appreciation of art as an integral part of culture and historical identity
- contribute to the students confidence in his own ability, clarifying and extending his conceptual knowledge, cultivating his individuality, giving him standards and values and generating desirable behavior patterns
- provide a learning experience in Art appropriate to the needs of each student and through these experiences to stimulate development according to each students potential
- promote creativity and imagination; to exercise the emotions and intellect simultaneously; and to encourage self expression and individuality while promoting social skills and responsible attitudes

COURSE DESIGN

The drawing component is a fundamental keystone of the course. The drawings are integrated and related to, the major practical tasks undertaken in a particular course. The drawing folio would contain research, and developmental exploration material, for the projects being undertaken in each focus area. These would include brainstorming thumbnails, expanded concept sketches, rendered artwork using a variety of media. It will also contain freehand drawing from life, exploring art styles and approaches employed by artists/designers both past and present. This will be presented in a visual journal. This requirement is in line with the VCE practice, of requiring visual support material for practical folio.

Practical Folio:

- Sculpture - Create a figurative sculpture using an armature, plaster and casting
- Jewellery: Design and cast sterling silver jewellery. Digital photography and animation

Theory:

Written Essays and Semester Examination- based on knowledge of artists both past and present who have contributed to societies cultural development, with particular interest in artists who have worked in sculpture and photography.

ICT SKILLS

Fine Art theory will be related to the particular practical activity being undertaken. Students will be required to use the Internet to research artists and art movements, presenting their work as a Word and /or Power Point Display.

ASSESSMENT

Finished Art Work/Folio

ICT Application/Research Assignments

Design and Development Journal

Examination

RATIONALE

Visual Communication and Design consist of training in visual literacy and practical problem solving using graphic techniques. It aims to translate often confusing verbal or written information into a clear, universal and visual language. Visual Communication and Design satisfies the needs of specific clients and solves design problems in a visual way using the design process.

STUDENT OUTCOMES

- ways in which graphics can be used to communicate ideas and information. Students will be expected to analyse, interpret, understand and appreciate the Visual Communication of others
- how to solve communication and design problems creatively, and imaginatively using graphic tools, drawing systems and the design process
- how to draw with/ and use, computer imaging. Students will be encouraged to develop visual thinking and expression
- the role of graphic communication in industry and in the wider world will be explored and developed

COURSE DESIGN

Students are introduced to the major concepts of Visual Communication and Design and taught the drawing systems and rendering techniques required to solve visual problems.

Students will study the communication of ideas and factual information by graphic means such as charts, diagrams, symbols and other specialised drawing techniques as employed by draughtsman, designers, technical/scientific illustrators and journalists. It is expected that on completion of the course that students will have developed an awareness of elements and principles of design.

Major projects will require independent research and investigation, resulting in the production of both two and three-dimensional solutions which conform to the given design briefs. Themes will be developed from areas of product, packaging or construction design. Skills in freehand, conceptual and observational drawing will developed along with rendering and model making.

Homework will be given and students will sit an examination at the end of semester.

ASSESSMENT

1. Developmental Drawing/Visual Journal:

Freehand sketching, rendering

2. Practical Folio:

Communication Systems - design a path finding signage system for a tourist location.

Architecture - Design a layout and 3D model of a holiday house. Graphic Design - Create a two page layout for a magazine dealing with extreme sports. Packaging- Design a 2D layout and net development for a 3D package.

3. Theory:

Written Essays and Semester Examination- based on knowledge of computer techniques and programs associated with the practical folio, and study of the history of design.

4. Students will use the laboratory and classroom computers to develop specific pieces of folio, as well as research, designers and artists on the Internet.

Finished Art Work/Folio
ICT Application/Research Assignments

Design and Development Journal
Examination

RATIONALE

The course gives a basic introduction to the world of commerce in an Australian context. Students will investigate a range of commercial transactions including the role of the consumer as a buyer and seller of goods and services; as a voter and user of government services; as a legal citizen with rights and responsibilities and as a participant in the global community. The course adopts a practical approach, utilising student inquiry based learning combined with role-plays and formalised individual and group work. Its overall aim is to develop students' financial literacy and understanding of civic rights in order to arm them with the relevant skills necessary to survive in a democratic market economy.

COURSE DESIGN

- examines the place of the consumer in the world of commerce
- the three sectors of commerce – Producers, Consumers & Government
- the basic concepts of economic decision making, including opportunity cost, relative scarcity, factors of production, capital and consumer goods
- an examination of economies, including subsistence, transitional, command and market economies
- consideration of some of the economic problems facing Australia and the world, including unemployment, inflation (or deflation), poverty and the use of non-renewable resources

The Consumer

This topic focuses upon consumers, their basic rights and responsibilities in a commercial environment.

- who are consumers?
- consumers: basic rights and responsibilities
- the effects of advertising on consumer choice and buying wisely
- how prices are set in a market economy

Consumers and Government

This topic examines the relationship between consumers and government

- the role of government including the provision of collective needs through taxation
- the three levels of government: Federal, State and Local
- voting systems and parliamentary procedures
- political parties and their impact upon the political system
- the role of Government in managing the Australian economy

Young people and the Law

This topic examines the legal system and the rights and responsibilities of individuals.

- the Australian legal system, including court hierarchy, civil and criminal law, legal and non-legal rules
- law making – the role of Parliament and the Courts
- changes in the law, proposed and actual
- the role of police and the rights of the individual

Global citizenship

This topic examines the issues of civics and citizenship in a national and global context.

- what makes a good citizen?
- rights and responsibilities of an active citizen
- the notion of good governance
- citizenship, human rights and responsibilities

ICT SKILLS

Students will develop IT skills through the use of generic software such as Microsoft Word, Powerpoint and Excel. They will also be exposed and involved in Web quests, Internet searches and online quizzes and games.

ASSESSMENT

Applied tasks (topic test, homework and mini-assignments)
Examination

Major Assignment

RATIONALE

The course attempts to expose and educate students in the commercial and financial skills required to survive in everyday life. It takes a thematic approach exploring topics such as careers, personal finance, paying tax, investing and buying a car. It develops teamwork and life skills through involving students in case studies and role-plays where they experience, as close as possible, the real life commercial world.

COURSE DESIGN**The Workplace**

This topic examines the role of the consumer as a worker or employee

- working and earning an income, including the differences between wages, commission, profit, fees, income.
- occupations and post school options including: apprenticeships, tertiary study, part-time and casual work and cadet-ships
- job applications including: how to look for jobs (including Internet job ads), how to prepare a resume, applying on line, letters of application and interview techniques

Paying Tax

This topic considers the role of the consumer as a tax payer, both through income tax and sales tax (GST).

- why we pay taxes and where taxes go
- different types of taxes: income tax (progressive), PAYG, BAS statements, GST (regressive), flat tax (proportional)
- tax returns - understanding such concepts as taxable income, group certificates, legal deductions, tax brackets and how to calculate tax payable. This involves submitting a completed TAX PACK

Budgeting and Money

This topic examines the role and history of money and personal financial management

- what is money? Barter, exchange and buying without cash
- personal finances: bank accounts, cheques, credit cards, ATMs, EFTPOS and on line banking
- credit and credit cards
- smart cards and a cashless society
- saving and budgeting, including the development of a personal budget

Investment

Income earned and not spent is savings and savings can be invested.

- investment options: term deposits, managed funds, share market, superannuation, property
- the relationship between risk and return
- investment strategies: lending money compared with owning assets
- the share-market: Students will play the Australian Stock Exchange share-market game and be assessed on their participation and involvement

Buying a car

One of the major purchases for consumers is a car. This topic examines the key elements in buying a car.

- where to start – new versus used cars
- buying advice and what to look for, including finance options
- legal requirements including registration, licensing and insurance

ICT SKILLS

Students will develop IT skills through the use of generic software such as Microsoft Word, PowerPoint and Excel. They will also be exposed and involved in Web quests, Internet searches and online quizzes and games.

ASSESSMENT

Applied tasks (topic tests, mini-assignments and homework) Major Assignment
Examination

RATIONALE

Design and Technology at Scotch College seeks to develop both the intellect and the skills through the processes of designing, producing and evaluating. Central to these tasks is the acquiring and developing knowledge and ability to solve problems through the use of technology. Integrated with the learning experiences will be the skill and ability to communicate effectively in writing, speaking, sketching and drawing about the processes of designing and making in electronics.

PLANNING, GOALS, OBJECTIVES, SKILLS AND KEY CONCEPTS

Be aware of the contribution electronics has on their lives and to society in general; introduce students to the nature of electronics in modern society and its usefulness in solving control problems; give students the opportunity to design and make electronic circuits; be able to work with confidence in a technical environment with due regard for health and safety; introduce the boys to more complex practical projects involving a variety of both analogue and digital components which will teach them a range of skills and content to do with circuit design, component compatibility, testing, fault diagnosis, tools and machines; use ICT in practical ways to produce images and control machines.

SKILLS**The Flip-Flop:**

Boys will construct a simple two-transistor switching circuit, known as a 'flip-flop' and gain an understanding of how the circuit work and applications.

Picaxe Chip:

A programmable chip will be used to learn basic programming to control some simple output devices.

Robotics:

Each student will build a robot from kit form, analyse its function and write a brief report on its design.

Resistant Materials:

Boys will design and make a package or housing for the radio.

ICT SKILLS:

Using a PC the students will complete some of their folio research using web browsers. Learn how to use ProDeskTop to produce 2D and 3D images of their solutions for presentation and for working drawings. Control of machines for electronics using the computer.

ASSESSMENT

Class work

Homework

Research Assignment

PATHWAYS

Design and Technology: Electronics is a useful background and preparation for courses leading to professions such as engineering and information technology.

RATIONALE

Design and Technology seeks to develop both the intellect and the skills through the processes of designing, producing and evaluating. Central to these tasks is acquiring and developing knowledge and ability to solve problems through a variety of materials and media.

Who should take this course? At Year 9 Design and Technology is a useful background and preparation for courses leading to professions such as engineering, architecture, and product design. Design and Technology provides opportunities for developing skills demanded in these professions such as drawing, conceptualising, fabricating and understanding of materials technology and manufacturing.

The course aims to:

- make students aware of the contribution design and technology has on their lives and to society in general
- give boys the opportunity to design and make a simple electronic circuit based on the theme of radio
- assist students to be able to work with confidence in a technical environment with due regard for health and safety
- introduce boys to more complex practical workshop projects involving a variety of materials which will teach them a range of skills and content to do with design, structures, electronics, materials, tools and machines
- enable students to reflect on the process they have been involved in and evaluate their success and recommend improvements after testing
- help students to use ICT in practical ways to manipulate information, produce images and control machines

COURSE DESIGN

Is best listed under subject headings in which we will broadly describe the content. The projects suggested may vary from year to year and are the medium through which the content is taught and approached.

STRUCTURES

The boys will design and make a bridge or similar structure designed to take a maximum load. The structure will fit on a set test rig and be tested to destruction. Calculate the strength to weight ratio and determine the most efficient .

Structure - Boys will learn tension, compression, shear, bending, torsion. Behavior of different materials under load, moments. A knowledge of the history of bridge making and some famous bridges and their engineers.

RESISTANT MATERIALS

Students will design and make a storage container using wood. A design folio will document their planning. Finger joints or dovetails will be used. The device must be limited in size and a box style unit is preferred. The container must be for presentation purposes mainly.

ICT SKILLS

Using a PC the students will complete some of their folio research using web browsers. The boys will learn how to use ProDeskTop to produce 2D and 3D images of their solutions for presentation and for working drawings.

ASSESSMENT

Class work
Homework
Research Assignment

RATIONALE

To introduce students to the realm of Product Design. This will involve learning sketching, shading and rendering techniques to create images of products and concepts which will then be modeled and shaped to bring their concepts into finished form. You will be involved in designing and making prototype products in our workshops. The course assumes prior knowledge which could be gained at any school. Some experience in shaping and forming materials with simple tools is expected and would be advantageous. Design and Technology is a useful background and preparation for courses leading to professions such as engineering, architecture, electronics, industrial and product design. Design and Technology provides opportunities for developing skills demanded in these professions such as drawing, conceptualising, fabricating and understanding of materials technology and manufacturing. This study is very good preparation to the VCE study Design and Technology.

STUDENT OUTCOMES

- design folio for each project
- completed models
- research assignments
- tests
- examination

COURSE DESIGN

- basic Graphics
- basic Scale Modeling
- ergonomics
- history of Design
- CAD/CAM

ICT SKILLS

Students will become familiar with a CAD (computer aided drawing) program and learn to draw and render. The use of the computer aided lathe and milling machine is intended. The machine will be used to machine a small project designed on the ProDesktop CAD program.

CUTTING BOARD

The CAD program will be used to design three cutting boards. Some product research will be completed. The boards will be made from wood in the workshop and a folio documenting the planning completed.

COOKING DEVICE

A light-weight collapsible portable cooking device is needed for camping purposes. The students must design and manufacture a solution to this using sheet steel or aluminium. Research will be into camping devices, fuels and the needs of the camping market. A design folio for the project will direct the students' thinking and planning for the production of the project. An attractive package for the device must also be designed from polymer or fabric. This package must be able to be easily mass-produced for a global market. The intention is that it be designed for injection moulding or vacuum forming.

ASSESSMENT

Class work
Homework
Research Assignment

RATIONALE

This course aims to inform students' abilities as general theatre practitioners. Students will further develop their improvisation and play building skills. They will begin to experiment with more sophisticated concepts within their performance work, supported through the study of major acting theorists and non-naturalistic theatrical conventions. This includes considering the impact of stagecraft elements on the development of story and meaning within performance.

COURSE DESIGN

Students will begin with a practical unit reviewing the expressive and improvisation skills learnt during the previous year. Students will extend these skills and begin to apply them in a series of performance workshops based on the work of major acting theorists such as Constantin Stanislavski and his principles of method acting. Students will be shown how to apply these skills in building ensemble performances. They will create, write and perform their own work, considering the creation of mood and meaning through key stagecraft elements. Students will begin to investigate how to apply the techniques associated with non-naturalism and explore how to abstract elements of time and space in performance. The unit will culminate in the development of an ensemble performance.

STUDENT OUTCOMES

- more complex improvisation and expressive skills for play building
- scenario and scriptwriting techniques
- an understanding of the use of areas of stagecraft to enhance meaning in performance
- non-naturalistic theatrical conventions
- performance theory
- to work effectively and creatively as an ensemble or team
- universal performance skills and principals

ICT SKILLS

As part of this subject students will be required to use ICT Skills in the writing and editing of script work. They will also be required to conduct online research to inform their pieces and some experimentation with different media stimuli for creating performance will occur for some performance work. Various theatre technologies will be used in the production of stagecraft work.

Assessment

End of Semester Performance Task
Written Tasks

Class Performance Skills
Ensemble Skill Development

PATHWAYS

This unit bears direct relevance to the Year 10 Drama and Theatre Studies courses as well as VCE Units 1-4 Drama in Years 11 and 12.

RATIONALE

This subject provides the opportunity for students to enhance their understanding of the nature of communication in a range of contexts, from social interactions to workplace communication. The course aims for students to be able to initiate, maintain and manage positive relationships with a range of people in a range of situations and to have the ability to act, interact and react accordingly. Students learn to recognise that their actions have consequences for both themselves and others in social contexts.

STUDENT OUTCOMES

- develop an awareness of different contexts for communicating different ideas
- develop the ability to use questions to clarify meaning and to extend interaction with others
- develop the ability to work effectively as part of a team
- develop the ability to interpret and analyse significant speeches in order to apply this understanding when creating their own work and communicating their own ideas
- develop the individual's self-confidence in communicating their ideas
- develop the ability to listen, view and respond with respect to content and context
- develop an awareness of different contexts for communicating different ideas

COURSE DESIGN

- introduction - An examination of basic communication skills, including listening skills
- communicating in Different Contexts – an examination of the different requirements for communicating in different contexts, in email, phone calls and letters
- co-operative Learning Roles – incorporating Role Play and Group Problem Solving Activities – exploring techniques involved in positive conversation when in different situations and involving tasks designed to promote communication within group situations and within a given time frame
- great Speech Making – A practical exploration of great speeches and examining the elements of communication that has made them great
- civics and Citizenship – A major unit exploring the ways people communicate in a range of organisations, from local government to the United Nations

ICT SKILLS

Basic word processing, online research tools and multimedia integrated into presentations.

Assessment

Final Presentation Examination
Group Dynamic Skills

Class Presentations
Written Work

RATIONALE

Natural hazards such as earthquakes, volcanoes, landslides and tropical cyclones are continual reminders of the earth's awesome power. In this unit the general principles of physical geography and the ways in which people can respond effectively to hazards are studied as are the causes and effects of each hazard. A feature of the unit is the use of GIS (Geographic Information Systems) computer software.

STUDENT OUTCOMES

- apply terms relevant to the unit to describe the global distribution of natural hazards
- describe, explain the main characteristics and processes of natural hazards
- analyse the effects of natural hazards on people and the environment
- identify different proactive and reactive responses to natural hazards
- evaluate the effectiveness of these responses in preventing or minimising the negative impacts of natural hazards on people and the environment
- further develop geographical tools and skills including IT skills
- further develop sound geographical inquiry, research and reporting methods
- apply oral and written communication skills
- critically evaluate, draw conclusions and express opinions in an informed manner
- work co-operatively with others to develop an interest in environmental issues
- demonstrate an awareness that individuals and groups have different values, and these may lead to conflict

COURSE DESIGN

Earthquakes and Volcanoes: Causes, effects and responses to earthquakes and volcanoes are explored. Case studies include Australia's most costly earthquake Newcastle, New South Wales (1989).

Landslides and Avalanches: The surface of the earth may appear to be completely stable but there are many areas where movement of the earth has occurred or may occur. The most common forms of downhill movement are landslides and avalanches. Case studies include the Thedbo landslide.

Tropical Cyclones and other Extreme Weather: Why do they form? How long can they last? Can people do anything to protect their homes and other property? How do they differ from tornadoes? Case studies include Cyclone Tracy that destroyed Darwin, Christmas Day, 1974.

Research: Research linked to one or more of the topics above or to the hazards theme will be set by or negotiated with the class teacher and will involve the use of print and electronic resources. Some activities will involve group work. A variety of presentation/reporting styles will be developed.

ICT SKILLS

Uses include:

- GIS (Geographic Information Systems) software
- the Internet for research and analysis
- CD ROM for research, simulations and problem solving activities
- Excel for the construction of graphs and charts
- inspiration for mental mapping

ASSESSMENT

Research

Examination

Practical Activities

RATIONALE

The focus of this unit is on Human Geography. Access to food, water, shelter, health, employment and education all contribute to people's living conditions and, consequently the quality of their lives. Analysis and explanation of differences in global living conditions involves investigating factors such as physical conditions and their relationship to resource levels. A feature of the unit is the use of GIS (Geographic Information Systems) computer software.

STUDENTS OUTCOMES

- apply terms essential to each topic
- compare the characteristics of significant regions of the world
- explain how human activities change environments
- predict the effects of resource development and use
- develop a plan to address impacts of change
- further develop geographical tools and skills including IT skills
- further develop sound geographical inquiry and reporting methods
- critically evaluate, draw conclusions and express opinions in an informed manner
- develop an interest in social and environmental issues
- demonstrate an awareness that individuals and groups have different values, and these may lead to conflict

COURSE DESIGN

Rich Nations: The world's richest nations dominate world production. Which nations are the richest and what makes them wealthy? Does so much wealth mean they have no problems? Countries investigated are the United States and Japan .

Poor Nations: Half the world's population lives on less than US\$2 per day. The causes of poverty and ways of trying to improve living conditions are investigated.

Emerging Nations: Are becoming more industrialised and living standards for many people have risen dramatically. The characteristics and processes these nations are going through are investigated with a focus on South Korea.

Food and Water: The worldwide production of food, including positive and negative effects of increasing the amount of food produced are investigated as well as conflict over water resources and the building of large water management projects.

People: Where do the world's people live? How rapidly are these populations growing? How do populations change over time?

Research: Research linked to one or more of the topics above will be set by or negotiated with the class teacher and will involve the use of print and electronic resources. Some activities will involve group work. A variety of presentation/ reporting styles will be developed.

ICT SKILLS

Uses include:

- GIS (Geographic Information Systems) software
- the Internet for research and analysis
- CD ROM for research, simulations and problem solving activities
- Excel for the construction of graphs and charts
- inspiration for mental mapping

ASSESSMENT

Research

Examination

Practical Activities

RATIONALE

Laws are a basic feature of human history. They provide great insight into the civic values of the societies that make them. This course is a study of how and why laws have been made, enforced, and broken through history.

Students will examine changing ideas about what constitutes justice, a fair trial, fitting punishment and reform.

Students are encouraged to follow their own research interests. For example they choose and research one of the great trials of the 1600s including those of the Spanish Inquisition. They also examine outlaws, such as Robin Hood, and the advent of modern organized crime.

STUDENT OUTCOMES

- investigate historical views about lawmaking and enforcement
- learn to use the apparatus of humanities research, notably footnotes and bibliography
- conduct research on historical trials using reputable Internet sites
- synthesise the results of their research

COURSE DESIGN

Justice in History: Changing views of how those accused of lawbreaking should be treated, including trial by ordeal, torture, vigilante justice, trial by jury and capital punishment.

Great Trials: For example, witch trials and Church trials.

Politics and Crime: including terrorism, assassination, genocide and revolutionary agitation.

Outlaws: An examination, through case studies, of the sometimes uncertain concepts of 'outlaws', 'bandits', 'bushrangers' and 'pirates'. These include men like Robin Hood, Ben Hall, Henry Morgan and Jesse James.

Fair Punishment: Conclusions on developments and reforms over time.

Major Research Assignment: Students will undertake a major research assignment on one of the great trials of history and another on a famous criminal or criminal gang.

ICT SKILLS

In this course, students will be required in several assignments to use the Internet as a tool for interpretation and analysis.

ASSESSMENT

Examination

Research Assignment

Essays and Unit Tests

PATHWAYS

The skills and knowledge acquired in this course are useful for Year 10, 11 and 12 History.

RATIONALE

Australians are fascinated by their military history, including the tragic loss of life, the stories of compassionate individuals like Simpson or Weary Dunlop, the heroics of Victoria Cross winners, the tragedy of Gallipoli, the horror of the Kokoda Track or the controversy of Vietnam and Breaker Morant. In this elective semester course boys can explore the details of military history topics that interest them, while also developing skills that should be useful in any area of life that involves research and analysis. They will undertake research in libraries, on the Internet and museums. Students who undertake this course need to be willing to work independently and to do a good deal of writing.

STUDENT OUTCOMES

- learn to conduct historical research in libraries and on the Internet;
- investigate the experience of Australian soldiers;
- learn to use the apparatus of humanities research, notably footnotes and bibliography;
- learn to conduct interviews;
- conduct research using reputable Internet sites: for example, the Australian War Memorial site; Department of Veterans' Affairs World War II Nominal Roll site; and Commonwealth War Graves Site
- synthesise the results of their research;

COURSE DESIGN

Explaining the Second World War

Australian involvement in:

- The Middle East and Europe – Tobruk, El Alamein, the bombing campaign
- Asia and the Pacific – Singapore, Kokoda and New Guinea, Borneo, HMAS Sydney

Researching the Second World War

- Scotch Collegians killed in the Second World War
- the organisation and equipment of Australians at war
- bravery in war – Victoria Cross winners, Scotch Collegians decorated for bravery
- reading assignment on Australians at War

The Vietnam War

- Australians in the Vietnam War
- Scotch Collegians in Vietnam
- comparing the Second World War and the Vietnam War

ICT SKILLS

Students are instructed in the use of the Internet as a tool for interpretation and analysis. Use of Internet databases, including biographical and photographic material, will be integral to the course. Technological skills will thus be enhanced, and will in turn help develop students' broader research skills.

ASSESSMENT

Class Research Assignments

Major Research Assignment. This includes a practical dimension for example, constructing a diorama.

Examination (structured questions)

PATHWAYS

Skills and knowledge acquired in this subject are valuable for Year 10 History (eg. Middle East conflict, American History, Classical Civilizations) and ACE History (e.g. "Rise of Nazi Germany" in Unit 1, Australian History 3/4).

RATIONALE

This course examines modern society's obsession with sport. It is designed to build upon students' interest and expose them to a greater awareness of some of the more important issues and events of recent times. As a knowledge pathway, a thematic history of society and culture is an invaluable base for all humanities subjects as well as the 'issues' components of VCE English. An emphasis will be placed upon individual research skills and an oral history documentary production, presented using new media. As an elective unit, this combination of engaging and popular subject matter, academic research skills and electronic presentation provides a valuable skill pathway.

STUDENT OUTCOMES

Development of

- an understanding of the historic origins of current sports
- a contextual understanding of some of the most significant sporting moments
- an understanding of the importance of particular sports at different times in our history
- hands-on historical research skills, including interviewing and film-making
- an awareness of alternative approaches to the study of our society's past

COURSE DESIGN

Sport 1850 to the present

- origins, development and expansion of Victorian England's sports Industrialisation, urbanisation, class values, amateurism, professionalism and empire
- Football, soccer, rugby league and union, American and Australian Rules
- Cricket - history of empire and the Ashes e.g. Bodyline
- Boxing – entrepreneurs, stadiums, the media and racism
- 1930s depression heroes – including Bradman, Babe Ruth and Phar Lap
- The Champions – Ranking the 20th Century's greatest; a study of opinion, criteria, bias
- The Fans and Supporters – Identity, tribalism, hooliganism, nationalism, religious affiliation

Politics in Sport - The state, propaganda and competing ideologies

- Fascism, Nazism, Communism and Terrorism at the modern Olympics
- Apartheid in South Africa – Boycotts and Rebel Tours

Economics, the Media and Corruption in Sport

- Privatisation and Corporatism - United States, Italian Football, AC Milan
- Formula 1 Car racing, Montreal 1976 and the Olympics
- sportsmen/sportswomen - earnings, sponsorships, endorsements
- newspapers, radio, television and the Internet
- drugs in sport, sports betting and corruption

Sport and Equality - Gender and Race

- sport and race/racism
- gender equality - opportunity, facilities, payment and exposure
- ability - theories, Separation and exclusion
- 19th century Aboriginal Cricket Tours, Indigenous Heroes ATSI Hall of Fame

ICT SKILLS

Students will be required to research the Internet and to present work either on the intranet or by web posting

ASSESSMENT

Oral History Presentation, ICT presentations, Research Essay, Topic Review Tests, Examination

PATHWAYS

The skills and knowledge acquired in this course are useful for Year 10, 11, and 12 History.

RATIONALE

Information Communication Technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

COURSE DESIGN

Students will evaluate and choose software and hardware appropriate to solve a range of problem solving tasks using ICT. Students will examine the evolution of technology in communication and the effect it has had on changing methods of presentation. Students will be asked to:

- create a data base
- create a Newsletter
- use digital data in a variety of presentations formats
- design a web page
- manipulate graphical images
- understand and appreciate the different file formats and their uses
- design and create a spreadsheet
- appreciate the effects of E-waste on the global community
- develop an appreciation of evolving digital devices used to access information

PRACTICAL SKILLS

- Know the parts of a computer (hardware) and its influence on storage and retrieval of information.
- Learn select and apply appropriate software applications to solve information problems.
- Completion of outcomes using application software.

ICT SKILLS

Students will:

- apply correct methodology to solving an information problem using appropriate software and hardware
- learn to recognise the appropriate use of a selection of the software
- learn to use software to complete high quality tasks efficiently

ASSESSMENT

Examination

Work Requirements (assignments to be completed using specific software applications and tools)

Digital Portfolio

RATIONALE

The course deals with technology and problem solving. Students will design, build and program robots. The practical skills developed in the course will be complemented by a broader examination of the role and significance of robots in aspects of everyday life such as home, work and leisure. Students will consider the social, economic and technological implications of using robots and will examine their use in specific areas, such as medicine, manufacturing and science.

The course is designed to help students:

- solve problems using the steps of investigation, design, production and evaluation
- develop an understanding of algorithms and the use of programming languages to
- to combine input from touch and light sensors with output from motors to create models for use in everyday tasks
- create event driven modules
- work co-operatively towards a group of common goals
- develop an interest in social and technological issues in developing technologies

STUDENT OUTCOMES

- plan and design Robots using Lego
- program robots for specific functions using Robolab
- examine the changes robots have made to the nature of work
- visit a manufacturing setting to observe the functions performed by Robots
- research the implications of the use of robots in society and future uses of robotic technology
- plan and develop event driven modules using Visual Basic

COURSE DESIGN

- building and programming robots
- investigation of use of robots and robotics in society and their effects in industry
- developing algorithms
- programming in Visual Basic

ICT SKILLS

Students will follow the steps of the system development life cycle in the building and completion of robots.

Internet Research

- classroom presentation skills. Involving digital photography and use of presentation software such as Powerpoint or web pages to document their project
- programming skills

Assessment

Examination

Research Assignment

Digital Portfolio documenting the completion of a functional robot and program

RATIONALE

The Year 9 Music Performance course is designed to present students with and develop a greater understanding of as many aspects of the unique language of music as possible. It is intended to be primarily a performance and appreciation course where students will explore a number of avenues of musical expression through listening, aural and historical studies as well as both group and solo performance.

The performance and composition of music is a key area of personal expression, and as such, the student's solo and ensemble performance skills will be particularly encouraged as a means of developing confidence in presentation and authenticity in performance.

The understanding of the evolution of musical style is crucial for the advancement of performance and composition skills and thus students will be presented with a study of important musical genres relating most specifically to the Baroque, Classical and Romantic periods.

COURSE DESIGN

This course incorporates a number of areas of study designed to broaden the student's understanding and appreciation of a wide range of musical styles. Students will be required to focus on an instrument (or voice), which they must be studying on an ongoing basis. This performance aspect will form a significant part of the course content through solo and group rehearsal and performance, as well as creative organisation exercises for class ensembles in a range of styles.

Other important areas of the course include music language studies, appreciation and listening skills and aural skills, and score reading and analysis work.

ICT SKILLS

The use of computers for creative organisation, including both composition and arrangement, is integral to the course. Students will further develop the keyboard and sequencing skills learnt during music coursework in Years 7 and 8. Advanced composition opportunities facilitated by the Music Technology Laboratory will be available to those students who wish to further extend themselves in this area.

ASSESSMENT

Examination

Aural Development Music Language Skills

Solo and Group Performance

Music Composition and Arrangement

RATIONALE

The course aims to introduce students to the world of music technology, with a view to enhanced understanding of the electronic and acoustic knowledge needed for recording and performing. It is designed to interest students with a classical music background as well as those who wish to develop their skills in a contemporary popular style.

COURSE DESIGN

The course will involve both theoretical and practical techniques for:

- composition directly using computers
- song writing
- electronic realisations of compositions - performances using computers and recordings
- composing and matching music with other media (eg films)
- recording techniques

IT Skills

The use of computers for creative organisation, including composition, arrangement and performance is integral to the course. Students will further develop the keyboard and sequencing skills learnt during music coursework in Years 7 and 8. Advanced composition opportunities facilitated by the music technology laboratory will be available to those students who wish to further extend themselves in this area.

ASSESSMENT

Creative Projects & Assignment Work
Music Literacy

Compositional Techniques & ICT Skills
Examination

APPENDIX 1 : PLANNING GRIDS**YEAR 10 PLANNING GRID**

Subject	Semester One	Semester Two
1	English	English
2	Mathematics	Mathematics
3	Science	Science
4	CE/HE/PE	CE/HE/PE
5		
6		
7		

VCE PLANNING GRID**YEAR 11**

Subject	Semester One	Semester Two
1	English Unit 1	English Unit 2
2		
3		
4		
5		
6		
7		

YEAR 12

Subject	Semester One	Semester Two
1	English Unit 3	English Unit 4
2		
3		
4		
5		
6		
7		

APPENDIX 2

During Year 10 at Scotch College students will continue an exciting and important phase of secondary education, the middle years. Their experience and achievements in Years 9 and 10 will assist them in making sound decisions about what they will study in the vital VCE years and beyond. While there continues to be a set of core studies: English, Mathematics, Science (composed of trimesters of Biology, Chemistry and Physics), a combination of Christian Education and Physical Education, including Health Education, Year 10 will have the opportunity to select from a greater range of semester length elective units as well. These elective units provide an introduction or a continuation, from Year 9 studies, to areas of study that often lead to VCE Units. Year 10 electives allow students to explore their strengths and their preferences before committing to a subject in VCE.

Three elective units may be selected for each semester. Each student will be guided in the course selection process by his House Tutor, who will act as a mentor on the student's behalf. This process will assist each student in his decision-making. He will be able to obtain advice from not only his House Tutor but also the Head of Year and Course and Careers Services. Students may also seek information from their Class Teachers and Heads of Department. It is important that students make good use of these elective subjects, exploring a range of possible subject and semester combinations.

Semester One						
Maths	English	Science	CE/HE/PE	Elective	Elective	Elective
6	5	5	5	5	5	5

Semester Two						
Maths	English	Science	CE/HE/PE	Elective	Elective	Elective
6	5	5	5	5	5	5

While students are not expected to commit themselves to a set of VCE subjects until towards the end Year 10, they should make use of the opportunity provided by the Year 10 electives to become better informed and familiar with subjects that may develop into the focus of their VCE studies. Planning grids including Year 10 and VCE can be found at the back of this document. All VCE studies at Scotch College have a Year 10 subject that leads to it.

Some issues that every student entering Year 10 should consider:

Continuing LOTE: in addition to the inherent benefits of studying a language other than English, Unit 3/4 LOTE studies attract 'bonus' points toward the VCE Study Score.

Selecting Year 10 and VCE Units

- because of personal interest
- that maximize academic strength and learning styles
- that lead to desired tertiary and career pathways
- that prepare one for a changing global community

As many of the Year 10 electives have been very popular in past years, all students must list their selection in order of preference. Timetabling is a complicated and complex process that sometimes creates clashes and thus difficulties in meeting all the wishes of every student. Nonetheless, meeting each student's requests is the goal of the timetabling process at Scotch College.

APPENDIX 3: YEAR 10 SUBJECTS AND UNITS

Art	Art Studio Art Visual Communication & Design
Christian Education	(Core)
Commerce	International Business Modern Business Management Small Business in Operation
Design Technology	Electronics Product Design Resistant Materials
Drama	Drama Communication Studies
English	(Core) Film & Media Studies
Geography	From Sea to Summit Planning a Sustainable Future Water; too much or too little
History/Politics	American (1865 – present) Classical Greek Civilisation Classical Roman Civilisation Contemporary Issues & Politics Middle East Conflict (1900 – present)
Information Technology	Computer Programming
Interdisciplinary Studies	Communication Studies Web Authoring, Computer Graphics & Animation
Languages Other Than English (LOTE)	Chinese (SL) Chinese (AL) French German Indonesian Italian
Mathematics	(Core)
Music	Music Craft Music Performance
Physical Education & Health Education	(Core) Sports Science & Studies
Science	Biology (Core) Chemistry (Core) Physics (Core) Environmental Science