

JUNIOR HANDBOOK 2021

....Continuing the Journey



Inspiring young women since 1964



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FROM THE PRINCIPAL

Dear Parents/ Carers and Student,

This handbook provides information to assist you in understanding the subject offerings and curriculum framework at Our Lady's College. It is designed to help you to make your elective choices from the subjects offered.

Years 8 and 9 are important years in both personal and academic formation. The knowledge, skills and processes learnt, and the study techniques developed, will form the basis from which further habits and skills will grow. It is important that each student feels happy and successful in her studies. Hence, it is important that you consider your choices carefully.

The Australian Curriculum provides direction for the College's course structures and delivery. Our Lady's draws on this to offer a broad-based education in the middle years with opportunities for student specialisation, enrichment and extension. Core subjects including Religion, English, History, Mathematics and Science provide strong foundations. The following pages contain valuable information about each of the subjects offered in Years 8 and 9 at Our Lady's College.

Subject choices are best made when parents and students spend some time together discussing the options available. In making your selection, it is wise to reflect on personal interests and talents so as to choose a relevant, realistic course of study that will prove to be both personally rewarding and a solid foundation for senior studies. Subject teachers, Curriculum Leaders and our Guidance Counsellor are also available to assist you in the decision-making process.

Always remember that the College motto "Ad Altiora—Ever Higher" encourages us to "lift our hearts" and to be active in striving to make our ideals a reality in our lives.

Best wishes,



Paula Goodwin
Principal

THE COLLEGE VISION & MISSION STATEMENT

The community of students, parents, teachers and friends of Our Lady's College seeks to uphold the ideals of Mary MacKillop (foundress of the Josephite Order) and values excellence as embodied in the College motto, "Ad Altiora - Ever Higher". Within the wider context of the universal Catholic Church, we believe in the importance of the family and respect the dignity of each person.

Our Mission

Our Mission is to provide a high-quality Catholic education for young women in a vibrant, caring and engaging environment that prioritises Tradition, Excellence and Community.

Our Vision

Our Vision is to empower young women to become self-directed and reflective individuals who enact Christ's mission by contributing positively to a changing world.

Our Values

Our values of compassion, justice, integrity and service, as lived through the example of St Mary of the Cross MacKillop, are strengthened through the three priorities of Tradition, Excellence and Community.

PASTORAL CARE

Under the priority of COMMUNITY:

Our aim is to:

- Encourage in students a willingness to be responsible for their own actions and decisions
- Nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.
- Develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.
- Pastoral Care expresses this ethos and philosophy of the College. It is experienced whenever the people within our community interact to make positive choices about life.

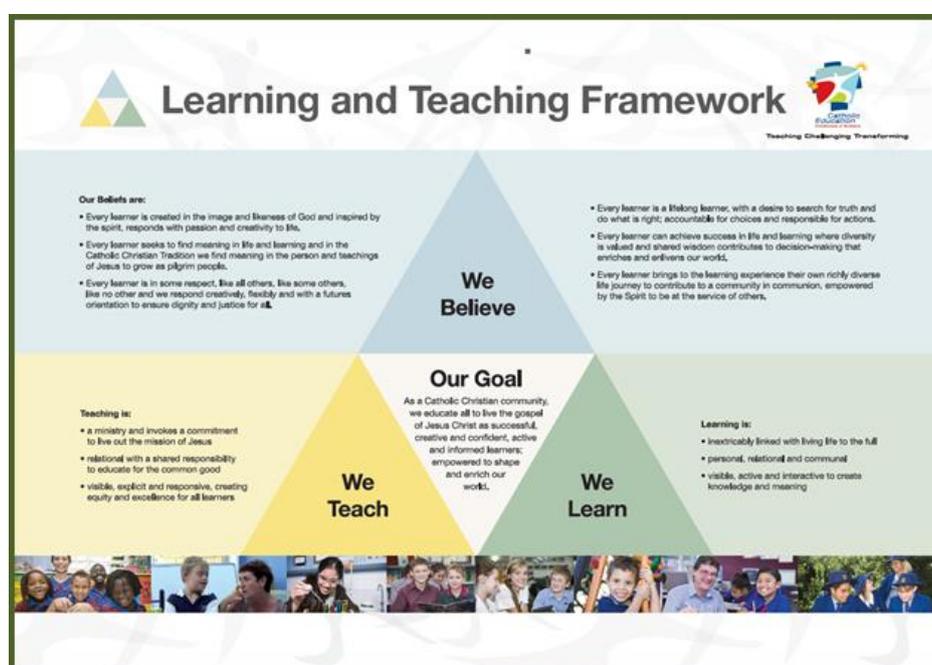
As well as the day to day care of the girls, there are also aspects of personal and social development education that are included in Pastoral Care lessons. In Years 9 and 10 the focus is on building healthy relationships, perseverance and resilience, and working towards a career plan for the future.

CURRICULUM OVERVIEW

The curriculum at Our Lady's College is flexible and relevant to the needs of all our students. Quality teaching and learning are valued and all students are encouraged to strive for excellence by achieving to their full potential.

In Year 8 and 9, students have access to the Australia Curriculum. This provides a comprehensive basis for subject choices in later years increasing pathway options available to all students. The curriculum program is designed in core and elective semester units. Each unit provides links to the academic rigour of senior schooling, to assist with the smooth transition into the senior phase of learning.

Literacy and Numeracy will be a focus for all Key Learning Areas where responsibility is shared across the curriculum.



CURRICULUM DESIGN

Year 8 and 9 students study no less than six subjects in any one semester, consisting of core and electives.

Core include the following Key Learning Areas:

- Religion
- English
- Mathematics
- Science
- Health and Physical Education
- History

Students will study Religion, English, Mathematics, Science and HPE for four semesters.

Electives

Over the course of Year 8 and 9, students will be asked to study a number of semester units across various key learning areas. The elective classes, where appropriate, will be vertical in nature comprising a combination of Year 8 and 9 students.

Students will be required to select their choices of units at the end of Year 7 and Year 8.

It is important to note that the selection of subjects at the end of Year 7 will only be valid for the following year (their Year 8 studies). Year 7 students will then re-select at the end of Year 8 for their Year 9 choices. In this way, students are informed by most up-to-date information and their own evolving interests.

This year, in response to demand, we have continued to offer Spanish and expanded our offering in the Arts and in Technologies to include a combined Drama/ Dance unit and a third Digital Technologies unit which is an extension to the existing coding unit.

Students choosing to undertake studies in Spanish in Year 8 and 9 are required to choose both semester units to ensure adequate grounding in this language.

CHOOSING A COURSE OF STUDY

All students will study core across the two years which includes:

- Religion
- English
- Mathematics
- History
- Science
- Health and Physical Education

In addition, they will need to choose elective units which will be studied over the course of Years 8 and 9. Most elective units are discrete and can be studied in isolation of other units, with the exception of Spanish.

Students are asked to select semester units of electives to complete their curriculum plan. In making choices, it is important for students to choose what they enjoy and what they are good at. These choices in Year 8 and 9 are intended to be **career forming** rather than career informing. That is, they will give students an idea of what they might like to, or not like to, pursue in the future.

Subject choices made at this stage should not be designed to feed into a career path. Whilst consideration towards what this might look like has its place, the decision to study (or not) an elective should not be based on whether one wants to work in this industry. It should be understood that in many cases career paths are as individual as those working in the career. So, with this in mind, the decision should be based on whether the student has an interest in this area which can be utilised to develop the global problem solving, communication, research and presentation skills which can be found in all elective courses. Students should select subjects in which they will experience success. This success will allow higher level skill sets to be accessed throughout the course of study which will transfer across all areas when mastered in the subject of interest.

It is important that decisions are based on a student's particular strengths, needs and requirements which can be quite different their friend's choices.

We advise students to take time to read the course overview provided in this handbook for each subject offered and to talk further with classroom teachers. This will ensure that the decision is an informed one.

There are always occasions where a particular combination and timing of unit choices for an individual student may cause an unsolvable clash. In these cases, students are interviewed to ascertain their preferences and reselect. Often, the clash is easily resolved by selecting another unit in the same subject offering, e.g. MYDRAc21 instead of MYDRA1. As the skill sets across both units of the same subject are similar, it is advisable to consider this option if required.

Students will be allocated their classes for core subjects**Choosing elective units...**

1. Students will be issued with a Junior handbook (electronic) and subject selection planning form (paper) in term 4 of Year 7 and Year 8.
2. Students and their parents/carers are to familiarise themselves with the units being offered by reading through the Junior Handbook.
3. Using the codes listed for each unit in the Junior Handbook (e.g. MYECBUS to choose the Business unit titled *Calling all Entrepreneurs*), students will, on the subject selection planning form, indicate the units that they wish to complete in priority from the most desired to least desired.
4. Students entering Year 8 (2021) will complete one unit of History (8HIS), hence choose and complete 3 elective units and students entering Year 9 (2021) will also choose and complete one unit of History and 3 elective units.
5. On the subject selection planning form, all students are asked to also include two additional preferences.

It is important to note that subjects will not run **if there is insufficient interest from the required number of students**. Similarly, classes will be allocated in order of receipt and some popular classes may fill quite quickly.

Please take the time to write down your choices as, whilst it is not common, there have been cases where students forget their choices and assume that there was an error in the allocation of classes. Please select carefully as it is not possible to change subjects after the commencement of the semester. The College does not support changes of course structure because students "change their mind".

KEY LEARNING AREAS

Course and Unit Outlines

RELIGIOUS EDUCATION (CORE)

GENERAL INFORMATION AND COURSE AIMS

The term 'Religious Education' refers to a wide range of activities that take place in homes, parishes, schools and elsewhere. While all of these activities focus on aspects of religion, many of them reflect quite different aims, objectives, styles, expectations and requirements. The subject Religious Education refers to the classroom teaching of religion. This subject follows similar guidelines with regards to learning experiences, assessment and reporting as other curriculum subjects.

This course seeks to:

- promote knowledge, skills, attitudes and values that enable students to participate as active and informed members of the Church and Society
- encourage students to be actively involved in gaining knowledge and understanding of the Catholic/Christian tradition, but also some awareness of other religious traditions
- examine the interaction between culture and faith
- foster values based on the dignity of the human person in the Catholic tradition
- develop a variety of ICLT skills in presentation of work
- foster the desirability of a spirit of service in families, church communities and the wider community.

COURSE OUTLINE

The validated programme is linked to both the current Archdiocesan Religious Education Guidelines and the Liturgical Year. Units of work are of approximately one term each. The Year 7 programme is foundational and the Year 8, 9 and 10 courses build on the topics, themes and skills of Year 7.

Year 7:	<ul style="list-style-type: none"> Beginnings The Power of Words Living Justly Spirituality
Year 8:	<ul style="list-style-type: none"> Unity and Diversity Covenant Changes in the Church Living a Good Life
Year 9:	<ul style="list-style-type: none"> Making sense of Jesus Foundations Living Justly Making the Modern World
Year 10:	<ul style="list-style-type: none"> The Mystery of God Living Justly Responding to the World Religious Voices

Assessment

Oral presentations, written tasks, research tasks, short response exams, response to stimulus exam. Some assessment tasks will be individual and others small group. There will be a variety of assessment genres across each year.

ENGLISH (CORE)

GENERAL INFORMATION AND COURSE AIMS

The English course for Years 8 and 9 aims to develop and refine a student's ability to compose and to comprehend spoken and written English for a wide range of personal and social purposes. Students will learn to use English confidently and with enjoyment; they will learn to think imaginatively, logically and critically; they will learn to use and interpret textual features appropriately according to cultural and social contexts. The English course is organised into the three inter-related strands of Language, Literature and Literacy.

COURSE OUTLINE

Year 8

The Year 8 course builds on what has been achieved during Year 7, and continues the development of skills, knowledge, processes and attitudes, expanding the students' repertoire of English usage. Examples of units studied include: The language of persuasion – Advertising, Poetry – On the page and on the stage, Books and movies – Family stories and Myths in literature.

- Text types studied include persuasive texts, novels, poems, a play-text, films and digital narratives.
- The wider reading program continues, with students given opportunities to use the school library to read for pleasure as well as to do research.

Assessment

A digital narrative, a play-script, a news report and a written analytical exposition. Spoken tasks include a persuasive speech and acting a scene from a play.

Year 9

In this year level, new genres are introduced, and more intensive study is undertaken of set texts to teach critical awareness of how texts work. Topic studied include: contemporary issues in the media, Future Worlds: Sci-fi and Speculative Fiction and Who are our heroes? – The hero in literary and media texts.

- Text types studied include films, novels, non-fiction, poems, plays and texts from popular culture. It is at this level that students have their first opportunity to study a Shakespearean text, usually Romeo and Juliet.

Assessment

Writing personal reflections, analytical expositions and a referenced research assignment. Spoken tasks include persuasive speeches, dramatic monologues and play performance. Students will use digital/media content to create an interpretation of a complex poem.

MATHEMATICS (CORE)

GENERAL INFORMATION & COURSE AIMS

Mathematics is a core subject through Years 8 and 9 and aims to develop and enhance the student's mathematical concepts, processes and skills, paying particular attention to their numeracy skills.

The program aims at providing suitable mathematical experiences which:

- build comfortably on students' previous experiences
- are suited to their particular stages of development
- provide challenge and opportunity consistent with student ability
- adequately prepare students for future life needs and further study

Students study the three Content Strands as set out in the Australian Curriculum. These are; Number and Algebra, Measurement and Geometry, and Statistics and Probability. Throughout each year, Mathematics units are based around these strands and the degree of difficulty of knowledge accumulates through Year 8 into 9.

Assessment

Problem-solving and modelling tasks (PSMT) and exams.

With each task, students are assessed upon the four Proficiency Strands:

- understanding
- fluency
- problem solving
- reasoning

These strands are an essential part of the Australian Curriculum and prepare junior students well for the assessment of Mathematics in Years 11 and 12.

SCIENCE (CORE)

GENERAL INFORMATION & COURSE AIMS

Science, through technology, continues to transform our world physically and socially. To better comprehend this complex, changing environment students need a basic scientific literacy so that they are better able to make responsible decisions, both as users of technology and as responsible citizens. The study of Science, tempered by Catholic Gospel values, is seen as an indispensable part of the College's vision of educating for life.

Thus, we aim to develop further in students:

- a knowledge and understanding of humans, their planet, the Universe and the relationships that exist between them, all within a framework of the four broad scientific disciplines that are Biology, Chemistry, Earth Science and Physics.
- an appreciation and a practical understanding of the Scientific Method and its incredible contribution to the advancement of knowledge.
- a knowledge and understanding of some aspects of science as an intellectual endeavour - its structure, breadth, limitations, historical development and relationships with other forms of human endeavour.
- an appreciation of how Science and Technology have drastically changed our planet and society, balanced by a concern for their wise applications to ensure a sustainable future.
- the skills, processes and vocabulary necessary to cope with the senior Sciences.
- share our passion for Science and the wonderment of the universe that we live in.

COURSE OUTLINE

Over the two years, students study a board range of topics as described in the Australian Curriculum for Science. These topics are grouped in the following areas:

- Biological Science
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Each area is studied for approximately one term in each year level.

Assessment

Comprised of a mixture of exams, data tests, student experiments, research investigations and multi-modal presentations.

HEALTH & PHYSICAL EDUCATION (CORE)

GENERAL INFORMATION & COURSE AIMS

The year 8 & 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and, propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

In year 8 & 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and other' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity and, explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

The course has been divided into UNITS that address a range of opportunities in both theoretical and physical contexts

Requirements

Laptops are to be brought to all theory lessons and students must wear correct sports uniform for all Physical Activity lessons. Should any student be unable to participate for any length of time in any physical activity a medical certificate is required.

Organisation

Strands	Personal, Social and Community Health	Movement and Physical Activity
Sub-Strands	<ul style="list-style-type: none"> • Being health, safe and active • Communicating and interacting for health and wellbeing • Contributing to health and active communities 	<ul style="list-style-type: none"> • Moving our body • Understanding movement • Learning through movement
Focus Areas	<ul style="list-style-type: none"> • Alcohol and other drugs • Food and nutrition • Health benefits of physical activity • Mental health and wellbeing • Relationships and sexuality • Safety 	<ul style="list-style-type: none"> • Games and Sports • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement

YEAR 8

**Movement and Physical Activity
Games & Sports**
Touch Football and Badminton

Lifelong Physical Activities
Group fitness activities

Unit: 8HPE1**Title: Supportive behaviours (Respectful Relationships) Theory Unit 1**

In this unit, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyber bullying and to ensure their safety when engaging in online social-networking situations

Unit: 8HPE2**Title: Get your motor running. Theory Unit 2**

In this unit, students recognize the fitness components and energy systems involved in the game of Touch Football. They will complete a series of in class fitness practical tests and analyse and reflect on their results. They will explore the suitability of their results for Touch Football and other activities.

Assessment:

Written and physical assessment.

YEAR 9

**Movement and Physical Activity
Games & Sports**
Soccer, Badminton, Cricket, Basketball

Lifelong Physical Activities
Group fitness activities

Unit: 09HPE1**Title: Moving More Matters**

Students will propose and evaluate an intervention to improve fitness and physical activity levels in their community.

The student council has decided to organise a fitness workout competition to address the government's concerns about the insufficient participation in physical activity by the youth of Australia. The fitness workout competition is intended to inspire the school community to be more active. The student council plans to film simple workouts that meet specified design features and upload them to the school website for all students to access. The workouts will raise awareness that fitness-related moves can be done easily, anywhere and at any time. You have the opportunity to contribute to this initiative by developing and performing a fitness workout.

Unit: 09HPE2**Title: – First Aid**

Explores the range of safety issues that students may encounter in their daily lives. The content supports students to develop the knowledge, understanding and skills to support them to make safe decisions and behave in ways that protects the safety of themselves and others.

Assessment:

Written and physical assessment.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

At Our Lady's College we offer students the opportunity to engage in study strands of:

- History
- Geography
- Economics and Business

HISTORY

GENERAL INFORMATION & COURSE AIMS

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as an ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world in which they live.

Aims

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
 - knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
 - understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

COURSE OUTLINE**Unit: 08HIS (compulsory for all Year 8 students)****Title:** Medieval Europe (The Black Death) and the Renaissance**Unit Description**

Medieval Europe (The Black Death): Students build on knowledge of the ancient world to develop an understanding of medieval life (social, cultural, economic and physical features), the dominance of religion, the role of key individuals, interaction between different social groups and changes brought about by the Black Death plague

The Renaissance Students draw on knowledge of medieval life to understand the progress made during the Renaissance period. They will study key Renaissance personalities and discoveries made during that time and explore the significance of this era in the advancement of humankind.

Assessment

- extended written response
- Multimodal Presentation

Unit: 09HIS (compulsory for all Year 9 students)**Title: The Making of the Modern World: 1750 - 1918****Unit Description**

This is a one-semester unit that is studied by all Year 9 students, either in Semester 1 or Semester 2. The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 – 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was also an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1: 1914 – 1918, the 'war to end all wars'.

Depth Studies

- The Industrial Revolution
- World War One

Assessment

- extended written response
- multi-modal presentation

GEOGRAPHY

GENERAL INFORMATION AND COURSE AIMS

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- an ability to think geographically, using geographical concepts
- a capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Geography students learn to use inquiry questions such as:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?
- What are the economic, social and political impacts? Who are the stakeholders?
- What is being done and should be done to mitigate negative impacts and provide good outcomes?

COURSE OUTLINE**Unit: MYGEO****Title: Landforms and Landscapes / Changing Nations/ Biomes and Food Security - Feeding Our Hungry World and Geographies of Interconnections**

Landforms and Landscapes focuses on investigating the physical world through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Changing Nations investigates the changing human geography of countries (such as Australia, China, India), as revealed by shifts in demographic characteristics including population density and distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant negative and positive environmental, economic and social effects.

Assessment -

- assignment – research multimodal / fieldwork
- exam – short response and response to stimulus

Unit: MYGEOc2**Title: Biomes and Food Security - Feeding Our Hungry World and Geographies of Interconnections**

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and environments. For example, through the products people buy and the effects of their production on the places that make them; the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally.

Biomes and Food Security investigates the range of natural environments which are found around the world. Students will: investigate the innovative ways that people manage these environments and the essential resources which they contain; examine biomes such as rainforests and deserts; learn how people produce food in these biomes; investigate environmental changes and challenges e.g. climate change; consider the future of food production, sustainability and security e.g. edible insects. In the course of study, we will investigate a number of case studies in Australia and across the world.

Assessment -

- assignment – research multimodal / fieldwork
- exam – short response and response to stimulus

BUSINESS

GENERAL INFORMATION & COURSE AIMS

It is important that students have an understanding of the principles on which businesses are organised and on which they operate since all fields of employment involve at least some contact with aspects of business

COURSE OUTLINE

Unit: **MYBUS**

Title: **Calling All Entrepreneurs**

Focus

- Enterprise and Ventures
- Making your own product or developing your own business concept
- Managing financial responsibility

Unit Description

- Students will explore the areas of advertising, branding and promotion.
- They will explore the development of documents used in business in particular a business plan.
- students will learn to deliver a "sales pitch" using multimedia.
- Students will explore how to be financially literate.

Assessment

- Inquiry project

Unit: **MYBUSc2**

Title: **A Solid Foundation to making mega bucks**

As an introduction to the basic concept of Accounting, this unit forms the foundation for further study in this discipline.

Focus

- Foundation Studies, Economics and Electronic Business

Unit Description

- Students will be introduced to basic accounting concepts for a Sole Trader.
- Students will complete the process of accounting from General Journal to Ledger to Trial Balance.
- Students will learn to account for GST.
- Students will also focus on the process of using available, limited resources for competing alternative uses that satisfy society's unlimited needs. They will explore the relationship between needs and wants.

Have you explored on-line businesses such as e-bay and movie tickets online? If so, learn more about them and the concept of conducting an on-line business.

- Students will learn the purpose of buying and selling online.
- They will also explore secure ways of online shopping e.g. e-bay, amazon, movie tickets.
- Students will also research and analyse the laws relating to online shopping and commerce for young people.

Assessment

- multi-media presentation for young people
- practical accounting tasks.

TECHNOLOGY

The Key Learning Area, Technology, will be delivered in the two subjects:

- Design and Technology – Food Specialisation
- Digital Technology

DESIGN AND TECHNOLOGY – FOOD SPECIALISATION

GENERAL INFORMATION & COURSE AIMS

The Design and Technologies curriculum provides students with the knowledge, understanding and skills to develop confidence as critical users of technologies, and designers and producers of designed solutions. Design and Technologies students, individually and collaboratively, investigate, generate and critique innovative and ethical designed solutions for sustainable futures.

Students develop dexterity and coordination through experiential activities and the practical application of technologies. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to the family and home, constructive leisure activities, community, and the changing world of work.

Students will develop skills, knowledge and understanding in the key areas of:

- design thinking
- design processes
- production skills

The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- investigating
- generating
- producing
- evaluating
- collaborating and managing.

Design and Technologies is a multi-materials course, which gives students the opportunity to construct projects that are broken up into skills development and design challenges across disciplines.

COURSE OUTLINE

Unit: MYDTFS

Title: Better Latte than Never

Focus

This unit provides opportunity for students to develop basic food and beverage preparation with a hospitality focus. Students will learn the skills needed to run their own successful café or prepare for a job in one of the fastest growing sectors of the economy of our time, the Hospitality industry. Students will work technologically to investigate, design, produce and evaluate throughout the unit of work.

Unit Description

- Basic food and beverage preparation and service skills
- Learn about coffee and how to make a variety of coffees
- Planning and the organisation of functions
- Food and beverage trends
- Food and beverage presentation

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- Industry expectations for hygiene and safety
- Personal attributes required by the hospitality industry
- Teamwork
- Sustainability in the hospitality industry

Assessment

- Design and make a signature beverage
- Design and make a menu item suitable for sale in a café

Unit: MYDTFSc2

Title: Securing Your Food Future

Focus

This unit will explore the fundamentals of good food and nutrition. Students will. Learn about the requirements for a healthy diet. They will prepare a variety of healthy food items and learn to plan and produce affordable, healthy food suitable for busy people.

Unit Description

- Food systems
- Food selection models
- Nutrients
- Design process
- Properties of food
- Key food groups
- What makes up a healthy diet?
- A variety of cooking techniques
- Sustainability
- Hygiene and safety
- Special dietary needs.

Assessment

- Design and produce a healthy lunch box item
- Research the benefits of a healthy diet

DIGITAL TECHNOLOGY

GENERAL INFORMATION & COURSE AIMS

Wherever there is a need for communication, whether private or in a business, a working knowledge of computer systems and programs is desirable. Because of the changing nature of technology, which is so integral to our way of life, it is important for students to develop skills, which enable them to be adaptable.

COURSE OUTLINE

Unit: **MYDIGTEC**

Title: **Who wants to be a YouTuber?**

YouTube has evolved beyond pure entertainment to become a fantastic source of educational video content. The trend globally is to take the step for being media consumers to media makers. Do you want to join the trend?

Focus

- YouTube as a content provider
- Appreciation of current content providers
- Multimedia

Unit Description

- Analyse current content providers on You Tube
- Create your own You Tube clip
- Learn to create multimedia presentations

Assessment

- Create a YouTube clip
- Create a multimedia presentation to promote an event at Our Lady's College

Unit: **MYDIGTECc2**

Title: **Coding Across Applications**

STEM (and particularly Coding) has become the buzzword for the new "must have" skill. This unit will look at the various levels of coding required in different areas of computing. Students will undertake a variety of tasks designed to increase their understanding of what coding can do to increase the power of their computing tasks.

Focus

- Developing an understanding of how codes are used in computers to achieve functionality
- Using simple coding (formulas) to control spreadsheets and databases
- Introduction to programming in SCRATCH or PYTHON languages

Unit Description

- Brief introduction to computers "under the hood"
- The nature of data, privacy, protection and safety
- Introductions to algorithms, coding and languages
- Designing an interactive game using a programming language

Assessment

- Small tests and major project

THE ARTS

The Key Learning Area, The Arts, will be delivered in across a variety of subjects:

- Drama and Dance
- Music
- Visual Arts
- Spanish

DRAMA AND DANCE

GENERAL INFORMATION & COURSE AIMS

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Whilst learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

Based around thematic works of what is considered Contemporary performance, students will engage in two topics within the semester long unit:

- Contemporary Theatre conventions and techniques,
- as well as examine and explore modern/urban/commercial dance trends that are relevant to a 21st Century audience

COURSE OUTLINE

Unit: **MYDRA**

Title: **Contemporary Performance - what is cutting edge?**

Focus: Drama (Term 1)

Unit Description:

This unit will refine and extend students' understanding and use of role, character, relationships and situation within Contemporary drama contexts. Physical theatre, cinematic theatre and contemporary conventions will be explored. Students will learn to maintain focus and manipulate space and time, language, ideas and dramatic action. They will experiment with mood and movement and use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. Exploring meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama, will be a focus.

Assessment

- Project - Making Task

Focus: Dance (Topic 2)

Unit Description:

In this unit students will build on their awareness of the body and how it is used in particular dance styles. Understanding that safe dance practices underlie all experiences in the study of dance will set the foundation of this unit. They will extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. Extending on technical skills, increasing their confidence,

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accuracy, clarity of movement and projection will be a focus. By evaluating dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform, students will be able to communicate through written practises

Assessment

- Performance Task
- Project - Performance and Choreography Task

Unit: MYDRAc2**Title:** Getting Grounded – Thinking on our Feet**Focus: Drama (Term 1)****Unit Description:**

Students will develop their understanding of the elements of Drama and improvisational skills. They will investigate and explore these skills through improvisation activities and scripted works, whilst developing their stagecraft skills (voice, movement and blocking). Working towards a Project assessment piece, students will engage in both practical making task, and a written responding task that reflects and evaluates their creative works.

Assessment:

- Project – Making and Responding Task

Focus: Dance (Term 2)**Unit Description:**

In this unit students will analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts. Students will build on their awareness of the body and how it is used in particular ritual and contemporary dance styles. They will extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. Students will extend the combinations of fundamental movement skills to include dance style-specific movement skills within ritualistic and contemporary dance trends.

Assessment:

- Responding Task
- Project - Performance Choreography Task

MUSIC

GENERAL INFORMATION

Music is offered to students of all ability levels. It is designed to continue to develop and refine students' understanding of the elements of music, music terminology, composition and performance techniques.

Music is a sequential course that builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program focuses developing rhythm and aural skills, music literacy, numeracy and the ability to sing and/or play on an instrument in increasingly complex parts. Beginning with the most accessible instrument we all have – the voice – students will develop their musical literacy through studying a variety of musical styles.

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In Music, students learn by participating actively in music both within the class and in a wide variety of school co-curricular music groups. Involvement in the Music co-curricular program is optional, however, is recommended. Music studies provides a sense of achievement; it teaches self-discipline; it helps make like-minded friends and it is a powerful therapy for all sorts of conditions. It develops body, mind and soul in balance. MUSIC is for life!

COURSE ORGANISATION:

The study of Music in Years 8 and 9 is organised in a two-year semester elective rotation, which provides students with a wide variety of different music styles, techniques, skills and experiences to enhance and support their musical development. The ability to play an instrument is not a prerequisite for a student to participate in this course

COURSE OUTLINE

Unit: MYMUS

Title: Being Instrumental

In this semester unit, students learn about instrument families and different ensemble types. Students will develop an in depth understanding of orchestral and instrumental styles, instrumental techniques, compositional techniques and participate in hands-on experiences on a variety of instruments. Students will also be able to continue to develop their aural and theoretical skills, musicality and expression through performance and composition. Foundation skills will continue to be developed as part of the curriculum.

Focus:

- learn about and experience a variety of instruments and develop a knowledge of instrument classifications and history
- explore how instruments and ensembles have changed over time.
- explore a variety of musical styles and ensemble types through history
- become familiar with the timbre of different instruments and develop ability to identify instruments by sound
- learn about the development and 'anatomy' of a variety of important musical instruments
- learn about instrument ranges, writing and scoring techniques and playing techniques.
- develop a knowledge and understanding of common ensemble types and scoring.
- develop basic skills of arranging
- continue to develop musical reading and aural skills
- develop performance skills

Assessment (Responding and Making)

- Performance
- Composition
- Project (*an analysis research task that links to a practical learning task*)

Unit: MYMUSc2

Title: Lights, Camera, Music - Soundtracks

This semester unit focuses on the creation of mood and character through music. Students develop fundamental knowledge of what, how and why musical elements are used to express ideas through music. The unit explores mood and character through a range of musical genres from the media including music from film, TV, the stage and video games. Students will develop their musical skills through performing, composing

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and analysing music that promotes storytelling, character, emotion and mood. They will participate in group and individual performances, use technology and music software to create their own compositions. The ability to play an instrument is not a prerequisite for a student to participate in this course. Foundation skills will continue to be developed as part of the curriculum.

Focus:

- investigate and explore the history of music from the stage, film and TV
- understand the concepts or elements of music, including pitch, rhythm, texture, timbre, harmony, structure and music notation
- study the music elements and understand how they can be used to capture and communicate mood, character, purpose and meaning
- use and structure the music elements to bring to life emotion, stories, time, place and identity
- develop performance skills and compositional techniques (solo and group work)
- create and record music by using music technology
- continue to develop music reading and aural skills

Assessment (Responding and Making)

- Performance
- Composition
- Project (*analysis research task that links to practical learning tasks*)

VISUAL ARTS

GENERAL INFORMATION & COURSE AIMS

In visual arts students learn through direct engagement with two-dimensional and three-dimensional art and design practices and key concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting art, design works and engaging critically within these works and processes.

COURSE OUTLINE

Unit: **MYVAR**

Title: **From Canvas to Digital**

Unit Description:

This unit explores the stylistic features from the Pop Art and Impressionist periods to Contemporary Art movements. Students will create their own acrylic paintings inspired by a variety of artists through formal and contemporary contexts. Students will also explore digital art, media manipulation and how technology has influenced various styles within different Art movements.

Focus:

- Introduction to Pop Art and Impressionist Art movements
- Editing photos, artworks and videos with digital tools
- Painting, designing, colour theory, digital technologies and drawing skills

Assessment

- Practical folios (artwork and visual diary)
- Assignment/s

Unit: MYVARc2**Title:** Public Art and Ceramics**Unit Description:**

This unit explores the key concepts of Visual Art through the contemporary lens of public art and three-dimensional sculpture using clay and found objects. Students will create their own ceramic clay sculptures inspired by contemporary artists using traditional and personal contexts. Students will design and pitch their own maquette sculptures for a variety of audiences and public spaces

Focus:

- Introduction to ceramics and clay technique
- Designing sculptures for public spaces
- Sculptural techniques, hand-building, glazing and painting skills

Assessment

- Practical folios (artwork and visual diary)
- Assignment/s

SPANISH GENERAL INFORMATION & COURSE AIMS**Why study a language?**

Spanish is a truly global language with 21 countries identifying it as their official language. It is the second most widely spoken language in the world with over 400 million native speakers worldwide. Spanish has become a major community language in Australia. The migration of Spanish speakers to Australia from Europe and Latin American has been ongoing over the centuries and continues into the present. It is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration, Spanish remains an important community language throughout Australia and there are many opportunities for students to engage with the Spanish language and culture in daily life. Learning Spanish provides opportunities for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

Learning Experiences

Year 8 and 9 students have the opportunity to elect Spanish as a yearly subject. They will continue to build on the language skills and knowledge they have learnt in the previous years. Students will explore the Spanish-speaking world by investigating different aspects of Spanish-speaking countries. They will learn language to describe their world, their environment, past events and future directions.

This course is designed to fulfill the ACARA achievement standards of years 8 and 9. Students are required to have prior experience of learning Spanish to build on previous language experiences. The focus is to expand on the student's knowledge and use of the Spanish language to interact in their everyday lives. It is highly recommended that students take this course in years 8 and 9 to order to attain the necessary knowledge and skills to succeed in Year 11 and 12.

Studying Spanish will enable students to:

- communicate effectively in a range of situations on familiar topics.
- comprehend and compose a range of simple information in realistic, practical situations.

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- comprehension is developed through listening and reading tasks and composing Practical folios (artwork and visual diary)
- through writing and speaking tasks.

COURSE OUTLINE

Unit: MYSPN

Title: 'El Verano Pasado' and 'Mi vida, mis intereses'

Unit Description

In this unit, 'El Verano Pasado', students in Term 1 will draw on past experiences and describe the events of their summer holidays using cognates and logic to work out the meaning of new vocabulary. They will learn to conjugate regular and irregular verbs using the preterit tense. Students will provide opinions about their holidays.

In 'Mi vida, mis intereses' in Term 2, Students will discuss youth related activities and cultural events that attract the interest of young people in Australia and in Spanish speaking countries. Students will compare issues relating youth culture in Latin America with their own and provide their opinion.

Assessment

The following criteria summarise how you will be assessed in this course:

- Oral presentation "Mi verano pasado.
- Reading and responding test: describing an amazing holiday.
- Create a "Ficha del artisita" (timeline of an artist's career) and present information to the class.
- Listening Test.

Unit: MYSPNc2

Title: 'Organising to meet friends' and 'Operación Verano'

Unit Description

In this unit, 'Organising to meet friends', students will use the conditional tense "would you like" to organise to meet friends. They will learn to accept invitations and plan where to meet and what activities to do. Students will also learn to make excuses when unable to accept. They will discuss rules set by parents and share their opinion. They will describe sporting or musical activities they are involved in and provide an account of their experiences.

In this term, 'Operación Verano', students will build on prior learn vocabulary and grammatical concepts to compare and contrast holiday destinations, accommodation and leisure activities. They will learn to ask and provide and follow direction. Students will reinforce their knowledge and use of the three tenses (Present, preterit and immediate future) studied to date. Students will embark on a project creating a tourist brochure of a holiday destination in their own city.

Assessment

The following criteria summarise how you will be assessed in this course:

- Writing Project: 'Baile de disfrases' describing fancy dress outfit
- Project: Tourist brochure
- Listening Test