



## A GUIDE TO YEAR 9 SUBJECT SELECTION FOR 2012

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## INTRODUCTION

For most boys 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. 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.

Scotch College offers both a core compulsory curriculum and a number of elective Semester Units in Year 9. Boys should consider the Semester Units offered and select a general course with a range of units that will give them a breadth of experience, allow them to identify their academic strengths and interests and learn more about themselves as learners and individuals. Three elective units may be selected. Each boy will be guided in the course selection process by his Year 8 Form Teacher, 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 Form Teacher but also the Head of Year, the Dean of Studies and Course and Careers Services. Boys may also seek information from their Class Teachers and Heads of Department.

Year 9 boys are expected to undertake a Language for the full year and the core History unit will be taught in Semester One for approximately half the boys and in Semester Two for the other half. The structure of Year 9, which is based around a 36 period 6 day cycle, is as follows:

Semester One						
English	Maths	Christian Education Physical & Health Education	Science	Languages	History	Elective
6 periods	5 periods	5 periods	5 periods	5 periods	5 periods	5 periods

Semester Two						
English	Maths	Christian Education Physical & Health Education	Science	Languages	Elective	Elective
6 periods	5 periods	5 periods	5 periods	5 periods	5 periods	5 periods

Although boys undertake 3 electives (1 if a second Language is chosen), they are asked to identify 5 electives (3 if a second Language is being selected) which they would be happy to study. These should be listed 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 boy. Nonetheless, meeting each boy's requests is the goal of the timetabling process at Scotch College.

A planning guide and information regarding the Year 10 program have been included in the appendices at the end of this booklet. These may be of assistance when designing a Year 9 course.

Please contact Mr. Brian Woolcott, Dean of Studies and or me if you have any queries about this guide or the process of subject selection.

I look forward to working with the class of 2015 as 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 2012 by Scotch College. An Elective Unit may be withdrawn if the number of students selecting that Unit is too few.

<b>CORE UNITS:</b>	<b>Australian History</b> .....	<b>5</b>
	<b>Christian Education</b> .....	<b>6</b>
	<b>English</b> .....	<b>7</b>
	<b>Mathematics</b> .....	<b>8</b>
	<b>Physical/Health Education</b> .....	<b>9</b>
	<b>Science</b> .....	<b>10-11</b>
	<b>Languages</b> .....	<b>12</b>
	Chinese.....	13-14
	French .....	14
	German .....	15
	Indonesian.....	15
	Italian .....	16
<b>ELECTIVE UNITS:</b>	<b>Art</b>	
	Art .....	18
	Studio Art - Photography, Digital Imaging & Animation .....	19
	Visual Communication & Design.....	20
	<b>Commerce</b>	
	Your Rights & the Law .....	21
	Investment & Money .....	23
	<b>Design &amp; Technology</b>	
	Electronics.....	25
	Resistance Materials .....	26
	Product Design.....	27
	<b>Drama</b>	
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	Communication Studies .....	29
	<b>Geography</b>	
	Violent Earth: Living with Natural Hazards .....	30
	Two Worlds: Rich & Poor .....	31
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	<b>Information, Communication &amp; Technology (ICT)</b>	
	Problem Solving with ICT .....	35
	Robotics & Visual Basic .....	36
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- **AUSTRALIAN HISTORY: MODERN AUSTRALIA**
- **CHRISTIAN EDUCATION**
- **ENGLISH**
- **MATHEMATICS**
- **PHYSICAL & HEALTH EDUCATION**
- **SCIENCE**
- **LANGUAGES**
  - CHINESE SL (SECOND LANGUAGE)
  - CHINESE AL (ADVANCED LEVEL)
  - FRENCH
  - GERMAN
  - INDONESIAN
  - ITALIAN

### 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 should give students a better understanding of themselves and the world they inhabit. It should 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, recognizing 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 CONTENT

- **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, Aborigines.
- **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, Aboriginal Australia, society and culture.

### ASSESSMENT

Examination  
Interpreting Evidence  
Research  
Essay

**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 forms its beliefs and values. 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. It seeks to re-evaluate issues relevant to students in the light of the Christian thinking.

**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 our stewardship of the environment
- introduce students to the essential understanding that humans are “made in the image of God’ and this has many implications for our respect for life and for the intrinsic value of the individual
- examine the development of the human body at adolescence in the context of God’s loving plan for relationships and for continuation of the human race
- introduce students to the concept of Social Justice by exposing students to a range of human rights issues
- explore the similarities and differences with some other religious groups.

**COURSE CONTENT**

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 utilized to provide stimuli for the various personal development modules.

**ASSESSMENT**

Written Tasks  
Class Activities

**RATIONALE**

The Year 9 English Course is a literature-based Course Contented 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****Listening and Speaking:**

- to listen to others attentively and politely
- to develop a range of listening and speaking skills, incorporating the abilities to follow a discussion and contribute to it
- to disagree with others while respecting their points of view
- to come to group decisions
- to take part in reasoned argument and discussion
- to present to a small group or full class setting as appropriate

**Reading:**

- to engage in a range of reading tasks encompassing close study of set class texts, to include novels, a Shakespearean play and poetry
- to respond to wider reading texts, including daily newspapers, film and non-print texts
- to appreciate the importance that varied audiences and purposes have on content and meaning in a range of set and wider reading texts
- to use on-line research in relevant and appropriate ways

**Writing:**

- to practice essay planning, drafting and writing, following brainstorm and essay structure guideline
- to write competently and accurately, employing properly constructed sentence and paragraph form and accurate expression
- to write in a range of modes including personal, imaginative, informative and persuasive or argumentative modes of writing
- to employ a range of drafting, editing and self and/or peer evaluating procedures

**COURSE CONTENT****Semester 1:**

Creative writing Folio  
The Indigenous Voice in Australian Literature  
Single Text Study: Of Mice and Men  
Media Unit: Advertising

**Semester 2:**

Single Text Study: Romeo and Juliet  
Single Text Study: Visual Text  
Appreciation of Poetry

Additionally, throughout the year, students will work on Creative Writing Folio tasks and engage in a Wider Reading program.

**ASSESSMENT**

Examination  
Analytical Writing  
Listening and Speaking  
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 that provide an opportunity for reinforcement of core concepts of the Year 9 course.
- Analysis classes that provide a standard course
- Advanced analysis classes, for the more able students, that provide additional course content and enrichment material.

**STUDENT OUTCOMES**

- acquire mathematical skills and knowledge in order to cope confidently and competently with daily life
- develop knowledge and skills in using mathematics for employment, further study and interest
- become able to interpret and communicate quantitative and logical ideas accurately
- use technology to support the learning of mathematics, and in carrying out mathematical activities in context
- build knowledge, facts and technical skills
- develop depth of conceptual understanding
- develop the ability to communicate using clear and precise mathematical language
- develop the ability to tackle non-routine problems systematically
- conduct investigations using mathematics
- use logical reasoning and a conception of the nature of proof
- develop practical abilities in measuring, estimating and making
- use calculators and computers sensibly

**COURSE CONTENT****Semester 1 and 2:**

Calculators and percentages	Quadratic relations
Measurement	Intersections of Linear Relations
Statistics	Formulae
Co-ordinate Geometry	Trigonometry – right angles
Distributive Law	Index Laws
Congruent and similar triangles	Rational expressions (Advanced Analysis only)
Linear equations and inequations	Pythagoras' Theorem and Surds
Quadrilaterals	

**ASSESSMENT**

Examinations  
Problem Solving  
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 CONTENT**

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

**ASSESSMENT**

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

**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:**

- 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.
- Skills in practical investigation, library (and other media) research, and written, graphic, and oral communication.
- 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 analyze research data
- use a variety of media and techniques to present results of experimentation and research

**COURSE CONTENT**

This comprises short independent topics across the science disciplines. Students are introduced to several key areas 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.

**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

Research and Communicative Skills

Class Tests

Practical Work Skills

It is expected that in Year 9 students will normally study a minimum of two semesters of a Language. 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 Language study. Two Languages can be studied through to VCE at Scotch College, if desired.

**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. The course aims directly to develop students' communicative skills and literacy in the Language, 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.

**STUDENT OUTCOMES**

- 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
- enhance their vocational prospects

**ASSESSMENT**

Examination

Listening and Speaking Tasks

Reading Tasks

Writing Tasks

**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.

**LANGUAGE: CHINESE SL**

**COURSE CONTENT**

**Semester 1:**

- 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 2:**

- 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.

## LANGUAGE: CHINESE AL

### COURSE CONTENT

#### Semester 1:

**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 2:

**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.

## LANGUAGE: FRENCH

### COURSE CONTENT

#### Semester 1:

**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 2:

**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.

**COURSE CONTENT****Semester 1:**

**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 in Australia; distances in Europe vs Australia.

**COURSE CONTENT****Semester 1:**

**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 2:**

**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.

**RATIONALE**

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

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

**COURSE CONTENT****Semester 1:**

- 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
- colors

**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 2:**

- 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).

- **ART**
- **ART: STUDIO ART - PHOTOGRAPHY, DIGITAL IMAGING & ANIMATION**
- **ART: VISUAL COMMUNICATION & DESIGN**
- **COMMERCE: YOUR RIGHTS & THE LAW**
- **COMMERCE: INVESTMENT & MONEY**
- **DESIGN & TECHNOLOGY: ELECTRONICS**
- **DESIGN & TECHNOLOGY: RESISTANT MATERIALS**
- **DESIGN & TECHNOLOGY: PRODUCT DESIGN**
- **DRAMA**
- **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: MUSIC PERFORMANCE**
- **MUSIC: MUSIC & TECHNOLOGY**

**RATIONALE**

The study of Art in Year 9 is centered on the use of traditional and conventional 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 historic and cultural context.

Conflict Resolution is the thematic approach used in Year 9. Historically, artists have found new forms of expression to communicate their thoughts and feelings during times of war and upheaval. Using current local and international events as our source material students are encouraged to explore their personal responses in provocative, humorous and thought provoking ways.

It includes a comprehensive study of idealized depictions of the Anzacs, comparing this work with that of the more assertive and expressive examples produced by the Angry Penguin artists in Australia. Internationally, Modernism has also developed through a similar period of upheaval, commencing with Cubism, then the influence of the First World War on the Dada and Surrealist movements, to Expressionism and Symbolism.

**STUDENT OUTCOMES**

- understand how artworks reflect the values, beliefs and traditions of their own and other cultures
- analyze, interpret and respond to artworks, ideas and concepts using the support of the Analytical Frameworks
- analyze and draw inspiration from the ways in which artists use various visual elements, together with materials and techniques in the production of the individual artworks
- encourage artistic development through personal and independent exploration, with an emphasis on innovative thinking and investigation and aesthetic awareness
- develop personal ideas and a creative visual language through investigation and experimentation in art making
- creating standards and values and generating desirable behavior patterns
- provide a learning experience 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

**COURSE CONTENT**

The practical component of the Art course involves the research, exploration, development and refinement of a theme or idea. These ideas are recorded and developed in a Visual Journal and afterwards refined in a major studio work. Practical work will focus on drawing, painting, sculpture and printmaking. Conventional art forms are combined with collage, photomontage and screen printing as well as more modern techniques such as stencil and graffiti art, to enable students to explore thought provoking art. The students are also encouraged to develop their own self-directed journal pages that explore a range of ideas, media and materials of their choice. Written essays and semester examinations: Based on knowledge of artists both past and present who have contributed to societies cultural development.

**ASSESSMENT**

Examination

Finished Art Work/Folio

ICT Application/Research Assignments

Design and Development Journal

**RATIONALE****Digital Photography: Photography, Digital Imaging & Animation:**

We live in an increasingly digital world overflowing with visual images. Everyone has access to a digital camera. This course gives students the opportunity to explore a range of subjects related to digital photography. It will focus on the skills required to critically interpret the myriad of visual images that they are faced within their everyday life. This will enable the students to develop in their own work a strong visual aesthetic and a discerning eye.

Using an analytical and practical approach, students explore design elements and principles and camera techniques. They develop production skills, and a critical understanding of the way images can reflect and impact on our society, including issues of copyright. The course also assists students to articulate their own positions on issues of ethics, values and the influence of the image, while enabling them to realize a folio of work that expresses their creative response to the world in which they live.

**STUDENT OUTCOMES**

- express themselves creatively through photography and digital imaging, with an emphasis on innovative thinking and investigation
- develop, practice and refine specialized skills and an aesthetic awareness in the production of their photography and digital imaging
- develop and apply skills in visual analysis including the use of appropriate terminology in relation to their own artwork and artists studies
- acquire an understanding of how artists develop styles and interpret subject matter
- contribute to the students confidence in his own ability, cultivating his individuality, giving him standards and values and generating desirable behavior patterns

**COURSE CONTENT**

- Analyze and apply the use of the design elements, principles, camera techniques and digital imaging software to produce a range of photography.
- Consider and formulate their own positions on issues of ethics, values and the influence of photography on society.
- Communicate a story through a photographic topic including story boarding for an animation.
- Using photography, photomontages, drawing and mixed media to create altered images.

Looking at how artists have used photography and animation to address **Conflict**. The practical component of this course involves the research, exploration, development and refinement of a theme or idea within a contemporary context. Exploring such topics as:

- the history of photographic journalism, especially wartime photography past and present and how it relates to current visual mediums such as video games
- the influence of photography on Surrealism and its attempt to portray the subconscious
- modern and contemporary Portraiture and the way it comments on societies
- animation that uses simulated violence and aggression to relate to viewers own feelings and emotions to entertain, instruct and tell stories i.e., Tom & Jerry and Dali and Walt Disney's collaborative animation 'Destino'.
- 

These ideas are recorded and developed in a visual journal and afterwards refined in a major studio work. Students are expected to develop their own themes and self-directed journal pages that explore a range of ideas, media and materials. This requirement is in line with the VCE practice of requiring visual support material for a practical folio.

**ASSESSMENT**

Examination

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignments

**RATIONALE**

Visual Communication and Design consists 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**

- discover 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
- students will explore how to solve communication and design problems creatively, and imaginatively using graphic tools, drawing systems and the design process
- students develop drawing skills and computer skills in the manipulation of images and layout
- students will be encouraged to develop visual thinking and expression
- students will explore the role of graphic communication in industry and in the wider world

**COURSE CONTENT**

- 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 specialized 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 the 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 be developed along with rendering and model making.

**ASSESSMENT**

Examination

Finished Art Work/Folio

Design and Development Journal

ICT Application/Research Assignments

### 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, utilizing student inquiry based learning combined with role-plays and formalized 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.

### STUDENT OUTCOMES

Will be able to describe:

- the basic features of a market economy
- a consumer in our society
- the rights and responsibilities of a consumer
- the role of government in society
- the Australian legal system

and also

- outline the system of voting in Australia and identify the government's role in managing the economy
- identify and describe the rights of young people
- distinguish between civil and criminal law

### COURSE CONTENT

- 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

### **ASSESSMENT**

Examination

Applied Tasks

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.

**STUDENT OUTCOMES**

Students will demonstrate financial literacy by being able to:

- describe the advantages of organizing personal finances and budgeting
- describe the different sources of income available in Australian society
- compare the strengths and weaknesses of the options available for organizing personal finances
- identify and assess a range of investment options
- explain the purpose of the different types of tax payable by individuals and business
- complete a basic tax return using TAX PACK
- describe different strategies that individuals can use to minimize tax

**COURSE CONTENT**

- **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

**ASSESSMENT**

Examination

Applied Tasks

Major Assignment

### 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.

### STUDENT OUTCOMES

- 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
- undertake complex practical projects involving a variety of both analogue and digital components
- have an understanding of circuit design, component compatibility, testing, fault diagnosis, tools and machines
- use ICT in practical ways to produce images and control machines

### COURSE CONTENT

The subject headings 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.

- **Audio Devices:** The boys will design and make an audio device and amplifier with speakers or radio. There will be simple soldering and circuit board assembly and construction.

An introduction to the Picaxe programmable chip will be the second element in the course structure.

- **Fabrication:** Boys will design and make housing for the amplified speakers or radio using CAD and Laser cutting technologies. Learning how to use these technologies will be integral to the course.

### ASSESSMENT

Home Work

Class Work

Research Assignment

### 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, conceptualizing, fabricating and understanding of materials technology and manufacturing.

### STUDENT OUTCOMES

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

### COURSE CONTENT

The subject headings 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:** Boys 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.

### ASSESSMENT

Examination

Class work

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, conceptualizing, 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 CONTENT

- Basic Graphics.
- Basic Scale Modeling.
- Ergonomics.
- History of Design.
- CAD/CAM.

**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 aluminum. 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

Examination  
Class work  
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.

**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

**COURSE CONTENT**

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.

**ASSESSMENT**

Performance Examination  
Class Performance Skills  
Written Tasks  
Ensemble Skill Development

**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 CONTENT**

- **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.

**ASSESSMENT**

Examination (Final Presentation)  
Class Presentations  
Group Dynamic Skills  
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 minimizing 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 CONTENT

- **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.

### ASSESSMENT

Examination

Research

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 CONTENT

- **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 industrialized 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 is 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.

### ASSESSMENT

Examination  
Research  
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
- synthesize the results of their research

### COURSE CONTENT

- **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.

### ASSESSMENT

Examination  
Research Assignment  
Essays and Unit Tests

### 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
- synthesize the results of their research;

### COURSE CONTENT

- **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 organization 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

### ASSESSMENT

Examination

Class Research Assignments

Major Research Assignment

### 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 CONTENT

#### ➤ Sport 1850 to the present:

- origins, development and expansion of Victorian England's sports Industrialization, urbanization, 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:

- Privatization 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

### ASSESSMENT

Examination

Oral History Presentation

ICT Presentations

Research Essay

Topic Review Tests

**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.

**STUDENT OUTCOMES**

- 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

**COURSE CONTENT**

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.

**ASSESSMENT**

Examination

Assignments

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 CONTENT**

- Building and programming robots.
  
- Investigation of use of robots and robotics in society and their effects in industry.
  
- Developing algorithms.
  
- Programming in Visual Basic.

**ASSESSMENT**

Examination  
Research Assignment  
Digital Portfolio

**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.

**STUDENT OUTCOMES**

- solo performance of music for peers to enjoy and constructively criticize
- listen to and analyze music in a variety of styles and forms
- develop a range of aural analysis skills
- develop a greater understanding of a range of music and notable composers of the Romantic period through music analysis and research work
- digitally record their performances ensemble and solo performances

**COURSE CONTENT**

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 organization 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.

**ASSESSMENT**

Examination

Solo and Group performance

Aural Tasks

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.

**STUDENT OUTCOMES**

- study compositional method used in traditional and contemporary styles
- listen to and analyze music examples in order to develop compositional techniques
- create music compositions in a variety of styles
- perform their music in instrumental ensembles as well as using computer technology in order for class members to enjoy and constructively criticize
- write music for class members to play on their instruments
- record their music digitally

**COURSE CONTENT**

- Composition directly using computers.
- Song writing.
- Electronic realizations of compositions - performances using computers and recordings .
- Composing and matching music with other media (eg films).
- Recording techniques.

**ASSESSMENT**

Examination

Creative Projects & Assignment Work

Compositional Techniques & ICT Skills

Music Literacy

**APPENDIX 1: PLANNING GUIDE****YEAR 10 PLANNING GRID** (See page 38 for an explanation of the Year 10 structure)

Subject	Semester One	Semester Two
1 <b>Core</b>	English	English
2 <b>Core</b>	Mathematics	Mathematics
3 <b>Core</b>	Science	Science
4 <b>Core</b>	CE/HE/PE	CE/HE/PE
5 <b>Elective 1</b>		
6 <b>Elective 2</b>		
7 <b>Elective 3</b>		

**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: YEAR 10 STRUCTURE

The Year 10 program is made up of core studies: English, Mathematics, Science (composed of trimesters of Biology, Chemistry and Physics), a combination of Christian Education, Physical Education and Health Education, and semester length elective units. 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. Language is not a core study in Year 10 – it takes the place of two electives (one each semester). The period allocation in Year 10 is as follows:

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

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

## APPENDIX 3: YEAR 10 SUBJECTS AND UNITS

Below is a list of all Year 10 Units offered in 2012 by Scotch College. An Elective Unit may be withdrawn if the number of students selecting that Unit is too few.

<b>Art</b>	Art Studio Art - Photography, Digital Imaging & Animation Visual Communication & Design
<b>Christian Education</b>	(Core)
<b>Commerce</b>	International Business Modern Business Management Small Business in Operation
<b>Design Technology</b>	Electronics Product Design Resistant Materials
<b>Drama</b>	Drama Communication Studies Theatre Studies
<b>English</b>	(Core) Film & Media Studies Literature Extension English
<b>Geography</b>	From Sea to Summit Planning a Sustainable Future Water - Too much, Too Little
<b>History/Philosophy/Politics</b>	American History Classical Greek Civilization Classical Roman Civilization Middle East Conflict (1900 – present) Philosophy Politics
<b>Information Technology</b>	Computer Programming Web Authoring, Computer Graphics & Animation
<b>Languages</b>	Chinese (Second Language) Chinese (Advanced Level) French German Indonesian Italian
<b>Mathematics</b>	(Core)

**APPENDIX 3: YEAR 10 SUBJECTS AND UNITS CONT'D**

<b>Music</b>	Music Craft Music Performance
<b>Physical &amp; Health Education</b>	(Core) Sports Science & Studies
<b>Science</b>	Biology (Core) Chemistry (Core) Physics (Core) Environmental Science Psychology