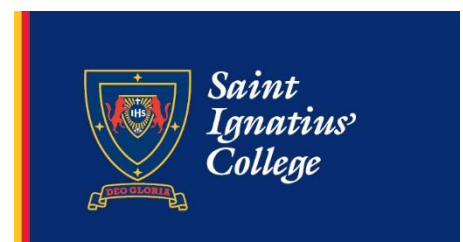


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# YEAR 9, 2022

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## CURRICULUM HANDBOOK



**Go, set the world *alight*.**



## Purpose

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*The purpose of this handbook is to set out the curriculum offerings of Saint Ignatius' College in a clear, concise manner. It is to be used as a quick a reference for the aims and objectives of each subject and it identifies the key concepts learnt and how they are assessed.*

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## An Ignatian Curriculum

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At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience, compassion, and commitment. This requires a full and deeper formation of the human person, and an educational process of formation that calls for excellence – a striving to excel, to achieve one's unique potential – and embraces the intellectual, the academic, the physical and social, the religious, and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others.

Saint Ignatius' College sets out to be a connected and purposeful Catholic school community for all those involved in it. Our caring staff and inclusive College community foster an environment of growth and discovery that empowers young people with passion who effect positive change wherever they choose to go.

Education at Saint Ignatius' College involves the head, heart, and hands. It develops students who think wisely and deeply, act with justice, spend time in reflection, and value community. Saint Ignatius' College reaches beyond academic achievement to shape the morals and ethics of the whole person, as identified by the goals of each subject in this booklet.

The educational outcomes envisaged by Ignatian education are the formation of students who are leaders in service, in imitation of Christ Jesus: men and women of competence, conscience, and compassionate commitment.

Saint Ignatius' College focuses on the learning growth of all its students, not just the most academically able and successful at the SACE. In doing so, the College aims to foster a culture of independent lifelong learning, formation, and development. Benchmark data demonstrates that most of the College's students are making strong academic gains as they progress through school, and in particular that the College is adding value to their results.

Assessment of student learning is done through both formative and summative means. Formative assessment is used to inform the learning and teaching cycle. Formative assessment acts as a learning event. Summative assessment typically sits at progressive endpoints within the cycle and is used for reporting. Assessment of student learning is done by assessing students *for*, *as*, and *of* learning.

*Assessment for learning*, which is formative in nature, seeks to identify what students already know and links to the context within the College's Learning and Teaching Framework.

*Assessment as learning* includes opportunities for students to reflect on their learning as part of the learning process, pairing with reflection, and may be formative or summative.

*Assessment of learning* is where teachers summatively use evidence of student learning to make judgements on student achievement against goals and standards.

These types of assessment together progressively find out what students know and can do (and areas in which they need further learning). This information greatly assists teachers in designing learning activities that better cater for students' needs. There is a focus on progressive formative assessment, whereby teachers are able to monitor student learning, provide valuable feedback in real time, and modify teaching delivery to cater more precisely to student needs.

The teacher creates the conditions, lays the foundations, and provides the opportunities for the continual interplay of the student's experience, reflection, and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation [see left of following diagram]). There is neither a beginning nor an end to the way of proceeding. The continual interplay between the five key elements of the Ignatian ministry of teaching – context, experience, reflection, action, and evaluation – holistically forms each learner's competencies and virtues.

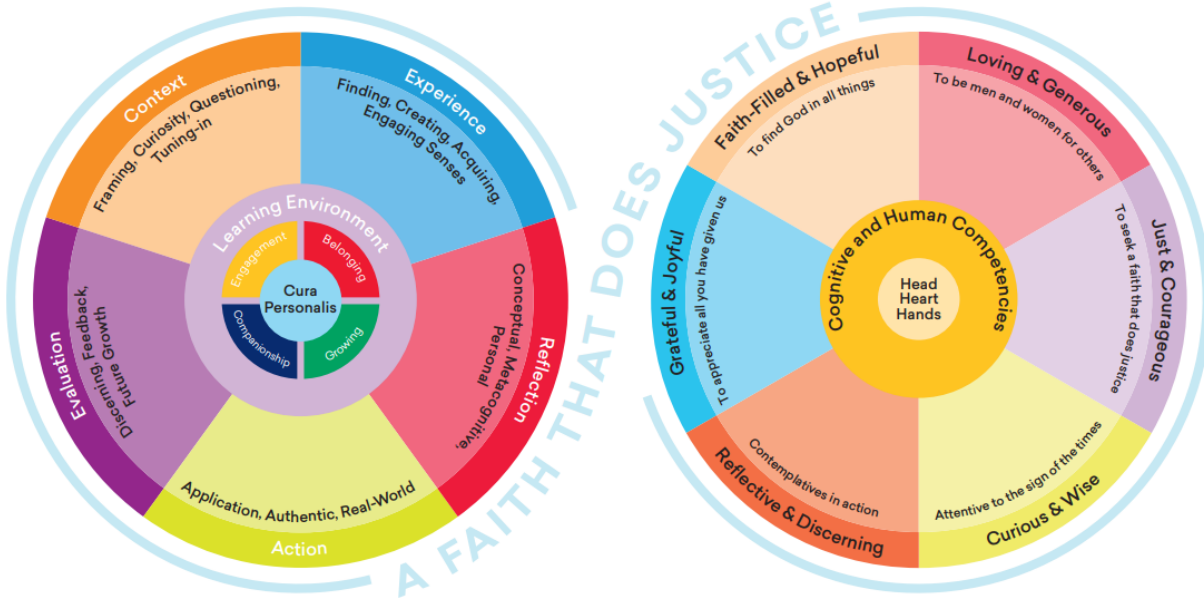


## Learning & Teaching Culture

This frames our way of proceeding. It describes how learning occurs through a contemporary application of Ignatian Pedagogy. Our culture inspires learning to be a life-long process.

## Learner & Teacher Profile

This frames the aspirations for the formation of the whole person. It describes the virtues of an Ignatian person, expressed through competencies that equip one to 'set the world alight'.



The concern for the individual person – *cura personalis* – is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality. The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Mentor Teachers and House Leaders work closely to monitor the developmental programs and to ensure that there are adequate pastoral and co-curricular opportunities to complement the academic formation of our students.

The College's Learning and Teaching Framework is derived from the ongoing development of the Ignatian Pedagogical Paradigm, the contemporary product of five centuries of Jesuit education based on St Ignatius Loyola's *Spiritual Exercises*. The framework has been designed to remind us of the 'why' of our learning and teaching, which is, in line with the College's strategic plan and the third priority of Australian Jesuit Province Apostolic Plan, the desire to "form the young in a faith seeking justice" (Australian Jesuits, 2019). Forming the young in a faith seeking justice requires a focus towards the "total formation of each individual within community" (Characteristics of Jesuit Education, 2002), as represented in the Learner and Teacher Profile (at the right of the diagram). Educating towards achieving this 'why', which is the formation of the 'who', requires reflection on and intentional implementation of learning and teaching strategies and processes – the 'how', as represented in the Learning and Teaching Culture.

The learner and teacher are ultimately striving for the *magis*. That is, they seek a deeper and more intricate understanding of themselves – one where man and woman is fully alive in the world. The Learning and Teaching Framework shapes the way in which the Australian Curriculum is implemented within an Ignatian context, with specific focus towards formation of an Ignatian learner.

Saint Ignatius' College fosters excellence irrespective of the abilities of students. The College recognises that each child is different, and each has different potential strengths, potential difficulties, and ways in which they demonstrate their learning. Thus, the College has structured its curriculum to challenge and reward all students in both core and elective subjects. Students are given the opportunity to gain confidence and experience as part of the lifelong learning process.

Along with the close working relationship with the Junior School at Norwood and other feeder schools, the transition from primary to secondary is aided by the continuum of ACARA's school curriculum (R–10), which is divided into the eight key learning areas listed below.

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

All of these learning areas and the cross-curriculum priorities interconnect the head, heart, and hands as central to the learning process, reflecting the core of our Ignatian learning ideals. All the ACARA programming facilitates transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years R–6. The courses of study in Years 7–9 also form the foundation for progressing beyond the middle years to SACE, the ATAR, further study, and employment, as overseen by the Senior School specialist staff.

Academically, the emphasis of the middle years curriculum is on the core subjects: Religious Education, English, Mathematics, Science, and History. Also compulsory in Years 7 and 8 are a language, Drama, Art, Health and Physical Education, and Information Technology. The chart that follows sets this out.

Learning in the middle years is supported through the College leadership structure. Curriculum is overseen by the Prefect of Studies – Middle Years under the guidance of the Director of Teaching and Learning. Specialist Middle Years Curriculum Coordinators in the areas of Religious Education, English, Mathematics, and Science have responsibility for coordinating the building of skills, knowledge, and dispositions through appropriate learning activities. Curriculum Coordinators in other key learning areas operate across the senior years. Each Curriculum Coordinator acts under a Faculty Leader of the relevant key learning area. The Inclusive Education Coordinator – Middle Years is responsible for organising and monitoring support for students with special needs. The Challenge Coordinator is responsible for ensuring that highly able students are identified, supported, and monitored on their learning journey. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the middle years curriculum.

All students are exposed to the use of computers and other technology during their time in the middle years, and all the facilities of the Senior School are available to them. SEQTA is used as the College's Learning Management Software.

Ignatian education recognises that intellectual, affective, and spiritual growth continues throughout life. Attitudes and values frame the development of knowledge and skills, and the agency to use these talents for good citizenship and societal wellbeing into the future.

The cognitive and human competencies we seek to develop in our students, to enable them to be successful lifelong learners and people, can be expressed through the conscious development of Ignatian virtues.

The six pairs of virtues in the College's Learning and Teaching Framework express the values, beliefs, and behaviours that define moral excellence. It is this moral excellence that shapes the cognitive and human competencies of our students. It is one's virtues that define one's way of looking at the world, shaping one's competency foundations, and therefore shaping the learner in being truly 'Ignatian'.

## Curriculum Chart

<b>Arts</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Art	✓	✓	✓	✓	✓	✓
Design			✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓				
Music Contemporary			✓	✓	✓	
Music Studies			✓	✓	✓	✓
<b>Business, Enterprise, and Technology</b>						
<b>Business, Enterprise, and Technology</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Accounting					✓	✓
Business Innovation					✓	✓
Commerce				✓		
Digital Communication Solutions – Film Studies					✓	✓
Digital Communication Solutions – Multimedia					✓	✓
Digital Technologies	✓	✓	✓			
Engineering Technology				✓		
Film & Media Studies				✓		
Robotic & Electronic Systems					✓	✓
Workplace Practices					✓	✓
<b>Cross-Disciplinary Studies</b>						
<b>Cross-Disciplinary Studies</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Ignatian Service & Hospitality – Integrated Learning					✓	
Personal Learning Plan				✓		
Research Project						✓
<b>English</b>						
<b>English</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
English	✓	✓	✓	✓	✓	✓
English Literary Studies					✓	✓
English Pre-Literary Studies				✓		
Essential English				✓	✓	✓
<b>Health and Physical Education</b>						
<b>Health and Physical Education</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Health and Wellbeing					✓	✓
Health and Physical Education	✓	✓	✓	✓		
Physical Education					✓	✓
<b>Humanities and Social Sciences</b>						
<b>Humanities and Social Sciences</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Ancient Studies					✓	✓
Economics					✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓		
Legal Studies					✓	✓
Modern History				✓	✓	✓
Philosophy				✓	✓	✓
Religious Education	✓	✓	✓	✓	✓	
Spiritualities, Religion, and Meaning (formally Religion Studies)					✓	✓

## Curriculum Chart

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<b>Languages</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Chinese	✓	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓	
Indonesian			✓	✓	✓	
Italian	✓	✓	✓	✓	✓	
Latin	✓	✓	✓	✓	✓	
<b>Mathematics</b>						
<b>Mathematics</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Essential Mathematics			✓	✓	✓	✓
General Mathematics					✓	✓
Mathematical Methods					✓	✓
Mathematics	✓	✓	✓	✓		
Mathematics 10A				✓		
Specialist Mathematics					✓	✓
<b>Science</b>						
<b>Science</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Aquaculture (VET Certificate II)					✓	
Biology					✓	✓
Chemistry					✓	✓
Physics					✓	✓
Psychology					✓	✓
Science	✓	✓	✓	✓		
Scientific Studies				✓		



## Religious Education (Compulsory)

---

Length:	Full Year
Prerequisites:	Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

Religious Education has two aspects; the formal class work conducted in the classroom and the development of a sense of faith and spirituality which underpin all of the College's activities. This development of faith and spirituality is facilitated through our pastoral care programs, our school liturgies and days of reflection, our social justice work and in our daily living of Christian ideals as they are practised in a Jesuit College. The College aims to educate, inspire, and support students in their religious self-understanding and spiritual awareness. This is not something that can be measured or assessed. Our curriculum follows the Religious Education Framework, *Crossways*, as outlined by the Catholic Education office of South Australia (CESA).

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Develop knowledge (wisdom) and enduring understanding in 5 key areas; God Us and Faith, Sacred Text, Moral Life, Church for the World, Sacramentality and Prayer
- Deepen knowledge and understanding of, and ability to dialogue with, the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit
- Deepen knowledge and understanding of, and ability to dialogue with, the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- Seek truth and meaning through learning and develop an ability to interpret experience and perspectives.
- Inspire, challenge, and engage more fully in life, the Church and society with growing wisdom, religious identity, and moral purpose to promote a just and nonviolent world.

### WHAT TOPICS WILL I COVER?

- Living with Virtue- Women of the Old Testament and Modern Day Role-Models
- Empathy & Compassion
- Prayer and Meditation
- The Search for Truth: Human Dignity and Creation

### HOW WILL I BE ASSESSED?

- Individual reflections and evaluations
- Group projects
- On-going journaling
- Creative products
- Oral and multimodal presentations

## Art (Elective)

---

**Length:** One Semester or Full Year

**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Give experiences in making works of Art, which will contribute to their intellectual and emotional development.
- Make you aware that Visual Art is an integral part of the cultures and histories of all human beings.
- Consolidate on past aesthetic experiences.
- Teach a range of skills to enable them to express creative ideas.
- Enable you to see, perceive and make images related to their context.
- Foster the development of Visual Art's language so that you can write about and discuss historical and contemporary Art.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Demonstrate knowledge and understanding of the various media investigated.
- Discuss Art orally using subject specific language.
- Write about aspects of Art responding with subject specific language.
- Execute independent and teacher directed enquiry-based projects.

### WHAT TOPICS/DISCIPLINES WILL I COVER?

#### *Making*

- You will practice and refine specific skills in drawing, painting, printing-making, clay and mixed media.
- You will be exposed to artists' work as inspiration/topics for your own work.
- You will respond to current issues and be made aware of the natural world as inspiration for idea/concept development.

#### *Responding*

- Assignment work will consist of investigating and researching aspects of the Art of Aboriginal and Torres Strait Islander Peoples and the Art of North East Asia.
- You will analyse and evaluate your own artwork and that of others.

### HOW WILL I BE ASSESSED?

- Note keeping and visual information.
- Activities will have sketches and final works. These will be assessed according to skills demonstrated, ideas developed and the quality of final work.
- Differentiation of projects will be on an individual basis.
- Assessment will be continual, based on work samples, assignments, practical projects, and homework tasks.

## Design (Elective)

---

**Length:** One Semester

**Prerequisites:** Nil

### **WHAT ARE THE GOALS OF THIS SUBJECT?**

- Enable you to design, invent, make, and form Design products for a specific audience or purpose.
- Develop skills in verbal, graphic and written communication.
- Develop skills in designing, making and appraising Design products and ideas through working with a range of materials.
- Develop an understanding of the impact Design has on society.
- Evaluate and value Design products from different cultures and time periods.

### **WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?**

- Apply the DESIGN, MAKE and APPRAISE process to plan and construct projects from Design briefs.
- Distinguish between Graphic, Product and Environmental Design.
- Demonstrate an awareness of the social implications of Technology and Design in society.
- Apply manual drawing techniques to communicate ideas.
- Use appropriate terminology to communicate ideas.
- Conceptualise and develop imaginative or personally relevant Design ideas.
- Explore to acquire technical skills and use media, materials, and technologies.
- Evaluate their own practical work.

### **WHAT TOPICS/DISCIPLINES WILL I COVER?**

- Develop manual and/or digital Design skills, which will be applied when analysing and designing projects with the focus on Visual Communication.
- Design elements and principles.
- Design techniques.
- Design process from brief to resolution.

### **HOW WILL I BE ASSESSED?**

- Assessment is continual and based on work samples, assignments, practical projects, and homework tasks.
- Differentiation of projects will be on an individual basis.

## Digital Technologies (Elective)

---

**Length:** One Semester

**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- To build on the skills gained in Year 8 Digital Technologies, particularly in the areas of design processes and programming.
- To build confidence and motivation when using computers and associated technology.
- To make you aware of various aspects of Information and Communication Technologies in today's world.
- To enable you to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- To enable you to gain skills and attitudes required to use computer technology.
- To enable you to gain an understanding into the relationship between technology and society.
- To enable you to design, develop and evaluate their work effectively.
- To develop your abilities in a syntax based coding language - Python.
- To introduce the Engineering design process with Vex Robotics and develop their coding skills using their Vex Robot using a Vex coding application.

### WHAT TOPICS WILL I COVER?

- Continuation of Python programming.
- Coding in action – Introduction to Vex Robotics.
- Computer Systems and Virtual Identities.
- Project Based learning through use of PCBs and electronics.
- Social issues reports/homework assignments.

### HOW WILL I BE ASSESSED?

- Classroom-based assignments
- Extended written tasks
- Tests
- Physical Project builds

## Drama (Elective)

---

**Length:** Semester  
**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Generate opportunities for development of self- confidence, empathy, and awareness.
- Communicate creativity through experimenting with roles and structured dramatic situations.
- Develop performance and spectator skills.
- Develop analysis and evaluation ability to express opinions about their own and others' drama, based on observations using theatre terminology.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Expand on the Year 8 drama course to further explore Drama as an art form and cultural medium.
- Develop skills and talents in self-confidence, performing and communication.
- Strengthen planning, concentration, and self-discipline.
- Work both independently and collaboratively to achieve dramatic outcomes.
- Learn the skills of voice production, audience skills, expressive movement, improvisation, characterisation, tableau, elements of theatre, musical theatre, ensemble collaboration, journal writing, review writing, scriptwriting.

### WHAT TOPICS WILL I COVER?

- Creative Presentation – Infomercials: concepts associated with the infomercial genre, culminating in an on-stage and off-stage performance/presentation.
- Group Production – Duologues: introduction to working in partnership within a performance context.
- Evaluation and Creativity – journal responses and production log entries.

### HOW WILL I BE ASSESSED?

- Group and individual performance assessment
- Focus questions and designing for stage -analysis and evaluation.
- Design Boards
- Journal responses
- Development of performance skill, focus, collaboration, listening, reacting, and responding (continual assessment)

## English (Compulsory)

---

<b>Length:</b>	Full Year
<b>Prerequisites:</b>	Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

The study of English is separated into three strands: Language, Literature and Literacy  
English involves using listening, reading, viewing and speaking, writing and creating to:

- Learn about and apply language features to create texts (*Language*)
- Learn about and engage with a diverse range of text types (*Literature*)
- Use knowledge and understanding to suit a range of contexts, purposes and audiences (*Literacy*)

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- By the end of Year 9, students analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.
- Listen for ways texts position an audience.
- In creating texts, you will demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues, interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

### WHAT TOPICS WILL I COVER?

- Novel study
- Film techniques and analysis
- Introduction to Shakespearean verse and drama
- Reading for pleasure
- Public speaking skills
- Critical reading of a broad range of familiar and unfamiliar text types
- Grammar

### HOW WILL I BE ASSESSED?

- Formal and informal speech
- Individual and group presentations
- Formal and informal responses to reading and viewing.
- Full literary essay responses
- Diverse range of text type creation for varying contexts, purposes, and audiences
- Multimodal and digital text forms

## Geography (Elective)

---

**Length:** One Semester

**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Create a sense of wonder, curiosity and respect about places, people, cultures, and environments throughout the world.
- Develop a deep local, Australian, Asian region and the global geographical knowledge.
- Develop the ability to think geographically, using geographical concepts.
- Develop the capacity to be competent, critical, and creative users of geographical inquiry methods and skills.
- Form responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts.
- Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate.
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view.
- Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate.

### WHAT TOPICS WILL I COVER?

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

### HOW WILL I BE ASSESSED?

- Journal Work
- Individual and paired assignments
- Problem Based Learning
- Fieldtrips
- Common Assessment Tasks

## Health & Physical Education (Compulsory)

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**Length:** Full year  
**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Foster the knowledge, understanding and skills that enable students to develop their personal identity and wellbeing.
- Develop movement competence and confidence to promote students' lifelong engagement in physical activity.
- Facilitate personal, emotional, social, and cognitive skills to promote students' sense of, and the ability to manage, respectful relationships.
- Equip students with the ability to access, evaluate and synthesise information to take positive action in order to enhance and advocate for their own and others' health, wellbeing and safety.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Applies decision-making and problem-solving skills to promote their own and others' fitness improvement.
- Analyse evidence to make judgments about participation and performance.
- Propose, implement, and evaluate the use of constraints when designing practice environments.
- Demonstrate collaborative skills when working in groups to make decisions and promote fair play.
- Plan, implement and critique strategies to enhance health, safety, and wellbeing of their communities.

### WHAT TOPICS WILL I COVER?

- Fitness and Training for Sporting Performance
- Decision Making around Alcohol and Other Drugs
- Manipulating Constraints through the development of Inclusive Game design
- Data collection and analysis in Net-Wall Sports
- Relationships and Interactions in Field Invasion Sports
- Movement Quality and Execution in Self-Defense
- Respectful relationships and Made in the image of God (MITIOG)
- Health and wellbeing in the community

### HOW WILL I BE ASSESSED?

- Demonstrating physical and social capabilities in a variety of contexts
- Investigating healthy behaviours, relationships, and wellbeing
- Justification of performance and/or participation using data collection and analysis of evidence.
- Reflecting and evaluating on movement experiences, communicated through a variety of modes.



## History (Compulsory)

---

**Length:** Full Year

**Prerequisites:** Satisfactory completion of Year 8 History

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Curiosity for the past by making real world connections.
- Understanding and empathy by examining the cause and effect of people, places, and events.
- Wisdom to analyse the cause and effect and significance and contestability.
- Ability to reflect and discern when examining different perspectives.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Examine the changing features of the movements of people from 1750 to 1918.
- Understand how new ideas and technological developments contributed to change in this period.
- Appreciate the origin, development, significance, and long-term impact of imperialism in this period.
- Critically examine the significance of World War I.
- Use and sequence historical terms and concepts.
- Formulate inquiry questions.
- Locate, compare, and analyse primary and secondary sources.

### WHAT TOPICS WILL I COVER?

#### *The Modern World and Australia*

Study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

The depth studies for this year level include:

- World War I
- The Enlightenment and Imperialism
- Industrial Revolution
- Movements of people (slavery)
- Making a Nation (impact of Australian Colonisation)

### HOW WILL I BE ASSESSED?

Continuous assessment including:

- Biography of a World War I soldier
- Source analysis tests
- Research tasks (podcasts, screencasts, infographics, reports)
- Using primary and secondary sources
- Essay Writing

## Chinese

---

<b>Length:</b>	Full Year
<b>Prerequisites:</b>	Successful completion of Year 8 Chinese or is a background speaker or has previous experience with the language.

### WHAT ARE THE GOALS OF THIS SUBJECT?

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

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Conversation, role-play, presenting reports and responding to written and spoken texts.
- Letters, reports, and personal accounts of 150 characters in length, and responding to Chinese texts in Chinese or English.
- Recognise and provide information on the physical and political geography, Chinese calendar and festivals, celebrations, and recent history of China.

### WHAT TOPICS WILL I COVER?

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

### HOW WILL I BE ASSESSED?

- Conversations, role plays and oral presentations.
- Listening/reading and responding to audio texts and print texts
- Letters, articles, responding to Chinese texts.
- Culture and Society
- Conduct investigation and write responses on daily life of young people in China and school life in China.
- Examination

**Length:** Full Year

**Prerequisites:** Successful completion of Year 8 French or is a background speaker or has previous experience with the language.

### **WHAT ARE THE GOALS OF THIS SUBJECT?**

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

### **WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?**

- Engage in conversations and role plays.
- Present information about sport and leisure activities, weather, life in France, celebrations, and compare these with life in Australia.
- Write in French using a range of discourse forms on topics listed, including processing information tasks (reading and listening)
- Write about or discuss aspects of life in France or a French speaking country eg. New Caledonia, introduced through documentaries, magazines, and personal research.

### **WHAT TOPICS WILL I COVER?**

- Clothing and fashion
- Holidays/Leisure activities/weather
- Body parts and illnesses
- Transport
- The futur proche and Passé composé tenses

### **HOW WILL I BE ASSESSED?**

- Conversations, role plays and presentations.
- Processing information from written and oral texts
- Writing letters
- Dialogue/narrative essays in French
- Vocabulary/grammar (regular class tests)
- Summaries in English connected to topics studied.
- Examination

## Indonesian

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**Length:** Full Year

**Prerequisites:** Successful completion of Year 8 Indonesian or is a background speaker or has previous experience with the language.

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Extend abilities to communicate in written and spoken Indonesian, through a range of topics and situations.
- Develop understanding of the grammar of Bahasa Indonesia.
- Strengthen cognitive, social, and learning skills.
- Extend your understanding of the environment, modern society, and culture of Indonesia.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Engage in simple conversations and role plays.
- Present information about their home, school, and daily life, and compare these with life in Indonesia including processing information tasks.
- Write in Indonesian using a range of discourse forms on topics listed, including processing information tasks. Recognise meaning from different contexts and infer meaning from unfamiliar texts.

### WHAT TOPICS WILL I COVER?

- Workplaces in Indonesia
- Weekends and leisure
- Sightseeing in Jakarta
- Shadow puppetry

### HOW WILL I BE ASSESSED?

- Simple conversations, role-plays, and presentations, shadow puppet performance
- Letters, emails, and personal accounts
- Processing information, recalling key points, questions/answers on texts, grammatical exercises
- Examination

**Length:** Full Year

**Prerequisites:** Successful completion of Year 8 Italian or is a background speaker or has previous experience with the language.

### **WHAT ARE THE GOALS OF THIS SUBJECT?**

- Extend ability to communicate in spoken and written Italian across a range of activities, topics, and situations.
- Extend understanding of the grammar principles of Italian.
- Extend knowledge of the geography, culture, and contemporary society of Italy.
- Provide opportunities for individual and group activities to broaden knowledge and use of spoken and written Italian.

### **WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?**

- Conversations and role plays, presenting information about themselves, their leisure time and home life, and comparing these with life in Italy.
- To present ideas and information on a range of topics and reading texts in Italian and responding in Italian or English.
- Writing about or discussing aspects of the physical geography, the modern history and culture of Italy, and aspects of modern society in Italy and the Italian community in Australia.

### **WHAT TOPICS WILL I COVER?**

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

### **HOW WILL I BE ASSESSED?**

- Conversations, role plays and presentations.
- Letters, personal reports and responding to texts.
- Reviews and reports in English.
- Examination

<b>Length:</b>	Full Year
<b>Prerequisites:</b>	Successful completion of Year 8 Latin or has previous experience with the language.

### WHAT ARE THE GOALS OF THIS SUBJECT?

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

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Translate set pieces from texts into an English style that is appropriate to the year level.
- Understand and respond in written or oral English to pieces containing unfamiliar topics.
- Research and discuss the influence of Roman culture on modern society.

### WHAT TOPICS WILL I COVER?

- Stories from *The Aeneid*
- Roman daily life
- Roman republic
- Roman politics

### HOW WILL I BE ASSESSED?

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

## Literacy and Numeracy Support

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<b>Length:</b>	Semester or Full Year
<b>Prerequisites:</b>	Nil

At Saint Ignatius' College emphasis is placed on learning foreign languages and students attempt at least one language throughout Years 7-9.

However, if a student has experienced difficulties in learning a language, then discussion between the student's family and his/her teacher should take place.

While perseverance can see a student through a difficult stage, we acknowledge that for some students, the study of a foreign language may prove too difficult, especially if a student has a Specific Learning Difficulty or Disability that impacts their access to curriculum. For such students in Year 9, *Literacy and Numeracy Support (LaNS)* may be an appropriate alternative, allowing extra time to be spent on strengthening knowledge and skills introduced in core subject areas. However, it is not acceptable for otherwise capable students to abandon their language studies simply because they have found the subject demanding.

In exceptional cases, a student experiencing significant learning difficulties may be considered eligible for LaNS in lieu of an elective *other than* a language.

Given the nature and aim of this course, no assessment is undertaken by the students, and they are not issued a report.

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

### **WHAT ARE THE GOALS OF THIS SUBJECT?**

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

### **WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?**

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

## Mathematics (Compulsory)

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<b>Length:</b>	Full Year
<b>Prerequisites:</b>	Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Curiosity, confidence, creativity and mathematical communication to enable them to investigate, represent and interpret situations in their personal and work lives, and as active citizens.
- Knowledge and understanding of mathematical concepts, and skills and fluency with processes so they can pose and solve problems, as well as reason.
- Recognition of connections between areas of Mathematics and other disciplines.
- Interest to reflect on their learning and appreciate Mathematics as an accessible and enjoyable discipline to study.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Increasing understanding of mathematical concepts and techniques in Number and Algebra, Measurement and Geometry, Statistics and Probability with increasing problem-solving complexity.
- Use of appropriate technology as a problem-solving tool, for calculation and visualisation.
- Mathematical thinking, logical argument, reasoning, and communication of mathematical ideas.
- An interest in Mathematics and an awareness of its impact and relevance in everyday life.

### WHAT TOPICS WILL I COVER?

- Number and Algebra
- proportion, index laws, scientific notation, simple interest and financial decisions, further algebra, linear and non-linear relationships, and graphs
- Measurement and Geometry
- space in terms of dimensions, surface area and volume, trigonometry, and Pythagoras
- Statistics and Probability
- probability calculations for two-stage events, further development of statistical sampling, representations, and interpretation of data to answer everyday questions.

### HOW WILL I BE ASSESSED?

- Problem solving and investigations.
- Common topic tests
- Engagement with interactive and game-based mathematics learning software
- Mathematical communication (written and verbal)
- End-of-year examination

Students who are identified as finding the Year 9 content too challenging in Semester One to achieve success may be invited to undertake an Essential Mathematics course in Semester Two. This is done on a student-by-student basis in consultation with the student's family, the class teacher, Faculty Leader of Mathematics and Business and the Inclusive Education Department.



## Music Contemporary (Elective)

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**Length:** One Semester

**Prerequisites:** Nil students must have an interest in learning either guitar, bass, drums, keyboard or pop vocals.

### WHAT ARE THE GOALS OF THIS SUBJECT?

- To introduce you to the main instruments in a rock/pop band.
- To develop performance skills in a rock/pop music setting.
- To develop awareness of contemporary musical styles and techniques.
- To engage in the creation and manipulation of music through rehearsing, performing and recording.
- To develop knowledge of music production techniques including editing and mixing.

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- On completion of Year 9 Contemporary Music, students will be able to:
- Demonstrate an understanding of music production equipment and processes.
- Demonstrate an understanding of music notation, listening skills and rock instruments.
- Perform short pieces on guitar, bass, drums, keyboard and/or voice.
- Create and mix a multitrack recording.

### WHAT TOPICS WILL I COVER?

- Information about guitar, bass, drums, keyboard, and voice.
- Performing short pieces on guitar, bass, drums, keyboard, and voice.
- Rehearsing and performing a song in a small band setting.
- Contemporary Music Theory.
- Recording and Audio Production Techniques.

### HOW WILL I BE ASSESSED?

- Theory and production Workbooks.
- Short individual performances on several instruments.
- Performance in a class band.
- Recording and mixing projects using Mixcraft Software.

## Music Studies (Elective)

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**Length:** One Semester

**Prerequisites:** Successful completion of Year 8 Music, or an understanding of Grade 1 Theory. Students enrolling this course must undertake instrumental or voice lessons.

### WHAT ARE THE GOALS OF THIS SUBJECT?

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

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Demonstrate an understanding of music theory.
- Develop aural acuity and listening skills.
- Perform as a soloist and in a small ensemble.
- Write music for a small group of instruments.
- Analyse and recognise musical features from different composers and periods.

### WHAT TOPICS WILL I COVER?

- Solo and Ensemble Performing
- Theory and Musicianship
- History of Rock and Roll Music 1955-1969
- Composing/Arranging using Sibelius Software

### HOW WILL I BE ASSESSED?

- Theory and aural exercises and tests
- Solo and ensemble performances
- Analysis/listening assignments.
- Composing/arranging projects

## Science (Compulsory)

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**Length:** Full year

**Prerequisites:** Nil

### WHAT ARE THE GOALS OF THIS SUBJECT?

- Explain everyday phenomena and solve practical problems
- Investigate, explain and predict events, and devise solutions in everyday endeavours in physical, social and biological worlds
- Communicate scientifically to different audiences for a range of purposes
- Use science to link with, and across other subjects, with lifelong learning, work and community ideas
- A positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous
- Show commitment to scientific reasoning and striving for objectivity
- Pursue and respect evidence to confirm or challenge current interpretations
- Appreciate that science is evolutionary in nature
- Development of questioning and predicting, planning, and conducting, processing and analysing data and information, evaluating and communicating skills

### WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

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

### WHAT TOPICS WILL I COVER?

- Materials and Reaction Types
- Electricity
- Disease and Body Co-ordination
- Heat, Light and Sound
- Cosmology

### HOW WILL I BE ASSESSED?

- Written tests
- Projects
- Posters
- Oral presentations
- Laboratory work
- Practical reports
- Examination