



Mount St Benedict College

Year 9 2014

Elective Subject Selection Handbook



*Inspiring Young Women
Transforming the Future*

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Mission and Vision

Mount St Benedict College is an independent Catholic girls' school in the Good Samaritan tradition, offering holistic education based on Benedictine values of Pax, Hospitality and Stewardship.

In offering elective choices for Year 9 students consideration is given first and foremost in how this will reflect the underlying philosophy of the College and then how the choices can be managed using the resources, both human and material that are available.

As a Catholic school emphasis is given to the development of values and attitudes as well as to the acquisition of knowledge.

Guidelines for selecting courses

Remember when choosing courses for the next two years to think of the two years as a whole

So when considering your choices do:

- Select courses that you are interested in.
- Select courses that you believe you could be good at.

Although not essential, you may also wish to:

- Select courses that you can further pursue in Senior school.

It is important that you:

- Do not select courses only because your friend has chosen it.
- Do not choose courses because you think you know who will teach that course. These decisions are not made until much later in the year.

Important considerations when selecting elective courses:

- That all courses initially offered, may not run in 2014 if student numbers do not warrant it.
- Unless there are exceptional circumstances, once the students' choices are made they will stay with their courses until the end of Year 10.
- Please note that some courses have costs involved.

Steps in the Process

In Term Three Year 8 students will receive this booklet outlining the Year 9 Elective choices for 2014. Students are encouraged to discuss their subject choices at home and also at school with relevant teachers prior to the Information Evening on Tuesday 6 August.

The Year 9 2014 Subject Selection Information Evening will be held on Tuesday 6 August at 7.00pm in the College Hall. The subject selection process and the Board of Studies requirements for Years 9 and 10 will be explained and students are able to talk to respective staff involved in the elective choices the College offers.

During that week students are encouraged to further meet with relevant course teachers to clarify elective options.

Students will be emailed a username and password and the link to the Subject Selection Online (SSO) system where they will lodge their choices. Bookings will open at 4.00pm on Wednesday 7 August and will close at 4.00pm on Thursday 15 August.

This form must have the four preferences in order (1 - first preference, 2 - second preference, 3 - third preference and 4 - fourth preference).

These subject selection forms will then form the basis on developing two lines, which contain a 'best fit' arrangement of the courses chosen. Students will study ONE course on each of the two lines.

Some negotiation may need to take place between the Assistant Principal Dean of Curriculum and students where clashes occur. Some students may need to choose their 3rd or 4th preferences depending on the construction of the lines.

Every effort will be made for students to get at least ONE of their first TWO choices. Therefore it is important that students think carefully about their priority of choices.

It is anticipated that this process should be finalised before the end of Term Three.

Patterns of Study in Years 9 and 10

In the light of the Mission and Vision of Mount St Benedict College the following course is also mandatory at the College for Years 9 and 10:

Religious Education *** see page 6*

Board of Studies (BOS) mandatory curriculum requirements for the Record of School Achievement (ROSA) are included below. These subjects must be studied in each of Years 9 and 10:

Australian History, Australian Geography, Civics and Citizenship
English
Mathematics *** see page 7*
Personal Development/Health/Physical Education
Science

In addition, a Computer Skills Assessment will take place in Year 10 for all students. Competencies will be assessed via an online exam.

The College requires all students to study TWO courses in Year 9 and the same two courses for Year 10. Satisfactory completion of 200 hours of study during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Attendance (ROSA).

The choices will come from the following courses.

- Commerce
- Dance
- Design and Technology
- Drama
- Food Technology
- French
- Geography
- German
- History
- Information and Software Technology
- Japanese
- Music
- Physical Activity and Sports Studies
- Visual Arts

Academic Support is available for students who may otherwise struggle with the academic demands of Years 9 and 10. It provides the opportunity for students to receive regular support tailored to their individual needs within a small group setting. Students who choose Academic Support as an elective subject choose only one other elective. Students and/or parents who are interested in finding out more information about this option should contact the Learning Support Coordinator at the College.

There may be some provision for some students to elect to study their community language at Saturday School or complete a language at Open High School. But various conditions apply and you would need to see the Assistant Principal, Dean of Curriculum if you are interested.

RELIGIOUS EDUCATION

Students will have a choice of two courses they can complete in Year 9 and 10 (Stage 5):

Course A Religious Education

This course is based on the Syllabus Faithful to God, Faithful to People'. This is a continuation of the Stage 4 Syllabus. Students cover a range of content areas related to Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments and Morality and Justice.

Topics to be covered:

Year 9	Year 10
Sacraments of Healing	Personal and Moral Responsibility
Literary Forms in the Bible	A Synoptic Gospel
The Catholic Church in Australia	Ancient and Indigenous Religions
Ten Commandments and Beatitudes	The Church in History
Old Testament: Selected Texts	Working for Justice in Australia
Key church Teachings	Major Christian Denominations
Images of Good and Evil	Eucharist
Mary	Benedictine Spirituality

Course B Religious Education (CYSMA Stream)

This course is also based on the Syllabus Faithful to God, Faithful to People' but it incorporates the Catholic Schools Youth Ministry Australia (CSYMA) program which will be studied in both Year 9 and 10 (Stage 5) and is by application.

This program has a greater focus on faith formation and Christian leadership and aims to develop students so that they can take on roles in the mission and ministry activities of the College.

CSYMA provides opportunities for formation in the areas of Social Justice, Prayer and Community building. The goal is that students would gain the confidence, knowledge and skills to run faith formation activities as well as ongoing faith based groups at the College.

Students will undertake content from the Religious Education Syllabus as well as topics related to Youth Ministry and Christian Leadership.

Topics to be covered:

Year 9	Year 10
Sacraments of Healing	Christian Leadership
Literary Forms in the Bible	Ancient and Indigenous Religions
The Catholic Church in Australia	The Church in History
Ten Commandments and Beatitudes	Working for Justice in Australia
Old Testament: Selected Texts	Major Christian Denominations
Key church Teachings	Eucharist
Youth Ministry	Benedictine Spirituality

Students will be issued an Application Form through their Religion classes which is to be returned to Student Services by Friday 16 August.

MATHEMATICS

In Years 7 and 8, all students study the same Mathematics course. This changes in Year 9 when three specific endpoints or pathways (Stages 5.1, 5.2, 5.3) are available to cater more effectively for the full range of ability of students, and allows more focused support for students' particular mathematical needs.

- Stage 5.1 content is the most fundamental within the pathways. It thoroughly reviews content seen in Years 7 and 8 and also builds upon this content.
- Stage 5.2 content includes and builds upon the content of Stage 5.1 and is designed for students who have generally achieved the Stage 4 outcomes by the end of Year 8 or early in Year 9.
- Stage 5.3 content includes the content for Stage 5.1 and Stage 5.2. Students are expected to have a sound knowledge of the content and processes in Stages 5.1 and 5.2. The content of Stage 5.3 emphasises advanced reasoning, problem-solving, and applications of mathematical concepts and contains topics and skills not covered in the other Stages.

The criteria used by Mount St Benedict College in deciding the appropriate pathway for each student include consultation with her teacher, her performance in assessment tasks in Year 8, her responses and application in class, and completion of homework over the year. This ensures that the pathway selected best suits the student's mathematical knowledge, understanding and skill.

Satisfactory Completion of a Course

The following is an extract from the Board of Studies ACE Manual.

A student will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that the student has:

1. Followed the course developed or endorsed by the Board and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
3. Achieved some or all of the course outcomes.

If at anytime it appears that a student is at risk of receiving an N determination (Unsatisfactory completion of a course) the Principal must warn the student as early as possible and advise the parent or guardian in writing.

Elective Subjects on offer

Commerce

Dance

Design and Technology

Drama

Food Technology

Geography (elective)

History (elective)

Information and Software Technology

Languages - French, German and Japanese

Music

Physical Activity and Sports Studies

Visual Arts

COMMERCE

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a school-developed option.

The annual Market Day provides students with an opportunity to put classroom theory into practice by developing a product, creating a marketing plan and then selling their product at the very popular lunchtime market.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

DANCE

Course Description

Dance provides students with opportunities to experience and enjoy Dance as an art form as they perform, compose and appreciate Dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study Dance Performance, Composition and Appreciation. They will learn about the elements of Dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

DESIGN AND TECHNOLOGY

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality-designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. They will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. Students will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

DRAMA

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course.

Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, realism, scripted drama, creative movement, commedia dell'arte, mask and comedy. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

FOOD TECHNOLOGY

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

- Food in Australia

- Food Trends

- Food Selection and Health

- Food Service and Catering

- Food for Special Needs

- Food for Special Occasions

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

GEOGRAPHY (Elective)

Course Description

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

What will students learn about?

The course allows for some student/teacher choice from topics such as:

- Environments at Risk:
 - Plate tectonics, earthquakes and volcanoes.
 - Weathering, erosion and deposition.
- Oceanography:
 - Features, importance, ownership and issues.
- Australia's Neighbours:
 - Environments/issues within the Asia/Pacific Region.
- World Political Geography:
 - Nature and distribution of political tensions and conflicts.
- Communities, Work and Settlement:
 - Types and functions of settlements and the nature of work.
- Development Geography:
 - Patterns and causes of global inequality and how to improve quality of life.

In the 200-hour Geography (Elective) course students will study at least five out of the eight possible focus areas.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

HISTORY (Elective)

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

The History Elective course allows for some choice from the following topics such as:

Family History	The Americas
Film as History	A 19th century study
Historical Fiction	A 20th century study
Museum and/or Archives Studies	Heroes and Villains
Archaeology of the Ancient World	World Myths and Legends
Medieval and Early Modern Europe	Crime and Punishment
The Ottoman Empire	Slavery
An Asian Study	Terrorism

What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography, film or ICT. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history, including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Further, students develop research and communication skills, engage with ICT through their learning for understanding and examine different perspectives and interpretations from a wide variety of viewpoints. Students will also have opportunities to construct logical historical arguments which need to be supported by relevant evidence in order to communicate effectively about the past for different audiences.

INFORMATION and SOFTWARE TECHNOLOGY

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Digital Media
- Robotics and Automated Systems
- Software Development and Programming
- Internet and Website Development

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

LANGUAGES -

French, German or Japanese

When students have completed the mandatory 100 hours language study in Year 8, they may continue the study of that language as an elective in Years 9 and 10 and/or choose to study another language.

At Mount St Benedict College, elective courses are offered in French, German and Japanese.

Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language. Students improve their literacy skills in English, and by moving between linguistic systems develop enhanced mental dexterity.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

Themes typically covered include: clothes and shopping, housing, food, sport and hobbies, directions, travel, personality descriptions, relationships, going out, health and environment.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They develop a capacity to interact with people, their culture and their language.

MUSIC

Students who wish to study Music 2 in Year 11 and 12 must have completed the elective course in Year 9 and 10. However students may select Music 1 in Year 11 and 12 without completing the elective.

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In Music, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Music course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpins the development of skills in performing, composing and listening.

PHYSICAL ACTIVITY and SPORTS STUDIES

Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement. It extends the students who enjoy compulsory PDHPE in both theory and practical content.

What will students learn about?

The course includes modules selected from each of the following three areas of study and school developed practical experience:

- Foundations of Physical Activity
 - Body systems and energy for physical activity (Yr 9)
 - Physical fitness (Yr 9)
 - Nutrition and physical activity (Yr 10)
 - Physical activity for health (Yr 10)
- Physical Activity and Sport in Society
 - Issues in physical activity and sport
ie Olympic games and drug use in sport (Yr 9)
 - Australia's sporting identity (Yr 10)
- Enhancing Participation and Performance
 - Event management (Yr 9)
 - Coaching (Yr 10)

What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

VISUAL ARTS

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students are required to produce a Body of Work, keep a Visual Arts diary and respond to questions related to the study of art.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.