

TABLE OF CONTENTS:

Year 9 Information

Personal Development
Sport

CORE SUBJECTS

Religious Education
Religious Education in Indonesian/Italian/French (CLIL)
Mathematics
Enhanced Mathematics
English
Enhanced English
Languages (Core)
Humanities (Core and Elective Units)
Humanities in Italian (CLIL)
Health and Physical Education
Science

ELECTIVE SUBJECTS

Performing Arts

Dance
Drama
Music

Visual Arts

Art
Media
Visual Communication

Design and Technology

Design & Technology: Wood
Design & Technology: Textiles
Food Technology
Digital Technologies
Systems Technology

Languages

Languages Elective* (additional language)

Multilevel assessment

Health and Physical Education

Soccer Academy

Year 9 Information

Just a reminder to parents and guardians that in 2016, Year 9 students will use an iPad to support their learning. More information will be made available in Term Three regarding the implementation of this program.

Selecting a Year 9 program

This booklet is designed to help students, with the support of parents and guardians, make informed decisions about the elective program offered at Year 9. The Year 9 elective program allows you to select a varied program from the faculties of Performing Arts, Visual Arts, Design & Technology, Languages and Humanities. You will study two elective subjects each semester, a total of four over the year. If you choose the Elective Language, this counts as two of your four electives.

In 2016, some students will be invited to study Enhanced English, Enhanced Mathematics and the subject descriptions can be found in this booklet. Some students will also be invited to study Humanities in Italian or Religious Education through the CLIL (Content and Language Integrated Learning) program, as well as Accelerated French or Indonesian.

If a student has a question regarding any subject they should discuss this with their Mentor, Academic Companion, Heads of Learning, subject teachers or the Deputy Principal ~ Teaching and Learning. The Careers Advisor is also available to assist students and parents with this process. Students will enter their subject preference online. Please refer to the instructions found in your Transition Package. If you have any difficulties, please contact the Loyola ICT Department. The online subject selection form needs to be returned with the **2016 Transition Package by 10 August**.

Year 9 Core

All Year 9 students will study eight core subjects including Religious Education, English, Humanities, Mathematics, Physical Education, Science and Sport. Students will also be able to select a Humanities Semester Elective subject. Students will also study one of the core Languages. All Year 9 students will also attend Personal Development classes and the Surf Coast Walk Camp.

Year 9 Elective subjects

Students may select any four units from any of the following faculties:

Performing Arts

- Dance
- Drama
- Music

Visual Arts

- Art
- Media
- Visual Communication and Design

Design and Technology

- Food Technology
- Digital Technologies
- Design and Technology: Wood
- Design and Technology: Textiles
- Systems Technology

Languages (if you select a second language, you must study it for the whole year)

- Languages (second Accelerated Language from either French or Indonesian) Semester 1
- Languages (second Accelerated Language from either French or Indonesian) Semester 2

Health and Physical Education

- Soccer Academy

Year 9 Core Subject Descriptions

Personal Development

Students in Personal Development learn about specific issues that are affecting them at their year level. At the Year 9 level the Personal Development Program is presented via a scheduled fortnightly period which includes small group discussions and activities, class group circle gatherings and year level activities incorporating guest speakers, dramatic performances and multi-media presentations.

At Year 9, the following key issues may be explored:

- Leadership and teamwork
- Goal setting, career planning and strategies for success
- Organisational tools and study skills to maximise learning
- Lifestyle balance
- Developing positive relationships with oneself and others
- Acting responsibly to minimise risk-taking behaviours
- Responsible use of Social Networking & Cyberspace
- Preparing for the Year 10 Work Experience Program
- Planning for Year 10
- A hands-on university experience

Sport

Sport is compulsory for Year 9 students. Every student will have the opportunity to be part of a team, travel with the team and experience interschool sport. All students are provided with the opportunity to represent the school in the following teams.

Summer Sports

Girls – Soccer, Softball, Tennis and Volleyball

Boys – Basketball, Cricket, Hockey, Softball and Table Tennis

Winter Sports

Girls – Basketball, Hockey, Netball and Table Tennis

Boys – Football, Soccer, Volleyball and Tennis

All Year 9 ACS matches are on Thursdays and training will be on Tuesdays after school. The students must show ability in the sports or a willingness to train and develop competency in their chosen sport.

Those students who do not compete in the ACS competition will be involved in Loyola Championship Sport (LCS). LCS sports may vary according to numbers and facilities. The LCS program runs parallel to the ACS with games running at the same times.

The ACS competition is based on the following principles:

- To bring together similar sized schools, that are co-educational and hold similar philosophies and commitment to sport.
- A commitment to the agreed list of teams and sports at all year levels.
- A commitment to a high standard of competition, appearance, punctuality and sports personship.
- A comprehensive program that includes traditional sports as well as other popular sports.
- A program that would involve a large number of students and maximise participation.
- Finding a balance between participation and a higher level of competition.
- A commitment to make it work, to fulfil fixtures and minimise intrusion into school time.
- To provide equal sporting opportunities and access to sport for boys and girls in all year levels.
- To provide opportunity for students to play sport who would not play at all otherwise.

Religious Education

In the Year 9 Religious Education course students improve their knowledge and understanding of key practices and beliefs of Christian communities both past and present. They are involved in regular prayer, class liturgies and explore and respond to social justice issues. Specific areas of study include My Spiritual Identity, Social Justice: Ancient and Modern Prophets, Good and Evil, Healing and Hope, Sacrament of Reconciliation and the City Experience related topic, Catholic and Other Faith Identities. Assessment takes a variety of forms with students working both individually and in groups.

Meaningful prayer and liturgy is integral to Religious Education. At Year 9 students are involved in a reflection day program that focuses on sexuality and relationships, attend a year level Mass as well as a class Mass and have the opportunity to receive the Sacrament of Reconciliation.

Religious Education Indonesian/Italian/French (CLIL)

Students who are accepted into the CLIL program, study their RE subject (Semester one and Semester two) in Indonesian/Italian/French. The subject descriptions for the RE in CLIL are below.

In a CLIL class the language teacher will also be the subject teacher. In this case, students who take the CLIL class will have more opportunity to be exposed and use the target language, which in the end will improve their language proficiency and their language competency. On the other hand, the subject teacher will find opportunities to develop language skills. This subject requires the acquisition of new knowledge and simultaneously develops new skills through reflection through the use of a variety of thinking skills.

Students are assessed on their understanding of the content concepts and also the language objectives. Tasks include reading/listening and labelling, reorganising information, completing tables, taking notes, multiple choice and presentations.

There are four topics for the year long course. The first one is Our Christian Identity, in which students explore and reflect on their identity as a person, part of community and as a Christian. Students are also reflecting on St. Ignatius' life as a pilgrim and put it into context with their personal journey. The second topic is Social Justice, in which students are introduced to the work of a prophet's work, particularly in the modern world. In the third topic, students are discussing reconciliation as a sacrament, as well as how it is related to healing and hope in daily life. Finally, students are doing a multi faith Investigation.

The process for selection into Religious Education CLIL- Indonesian/Italian/French, is as follows:

1. Subject teachers will recommend students for consideration based on their 2016 Semester one Religious Education and Indonesian/Italian/French Language report, the student's confidence and willingness to be extended in their language learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students will also need to provide a 200 word submission outlining why they wish to study CLIL RE and what they could contribute to the CLIL class. They should attach the application form to their Transition package.
4. The Head of Religious Education and Languages will evaluate all candidates and determine those most suitable.

Offers of places in the Year 9 CLIL RE in Indonesian/Italian/French will be mailed to selected students in **Term 4**.

Mathematics

There is a need for students to have a complete command of the mathematical language at the level they are studying at, and in order for this to occur each unit will have a literacy component. This involves glossaries, word concept comprehension and the use of visual aids to support this.

Each topic that is covered will require students to be able to manipulate the information with and without the aid of technology. It is important therefore that students have a good understanding of the skills taught and are able to operate a calculator adeptly.

During this year, students will be assessed using a multi-level approach. Assessment methods will be using a three tiered approach to giving feedback on student's ability in each unit of work.

Level One

The first level, modified, will be directed towards assessing students who find mathematics challenging on every conceptual basis. Hence the test or task will be modified accordingly.

Level Two

The second level, standard, will be directed towards assessing students who are able to work through the concepts taught in the course at this level.

Level Three

The third level, enhanced, will be directed towards assessing students who are able to easily work through the concepts taught in the course and need extension to reach their mathematical potential.

Enhanced Mathematics

Students demonstrating high proficiency in Mathematics ~ from previous assessment data, staff recommendation and diagnostic testing data ~ may be invited to study Enhanced Mathematics in place of their mainstream Mathematics.

Enhanced Mathematics seeks to challenge high-performing Mathematics students to further develop their skills by presenting a tailored curriculum which presents higher order thinking and connection to application based problems. The coursework will have strong links to the Year 9 Mathematics course with relevant components supplemented from the Year 10 Mathematics course. There will be no multi-level assessment in this course. This course is based on the Australian Curriculum and all students studying this subject are **required** to have a CAS N-Spire calculator.

A component of this course is that the students compete in the Australian Mathematics Competition.

The process for selection into the Enhanced Mathematics program is as follows;

1. Subject teachers will recommend students for consideration based on their 2016 Semester One Mathematics report, the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students in year 8 Enhanced Mathematics will be part of the selection process but cannot be guaranteed an automatic place.
4. The Head of Mathematics will vet all candidates and determine those most suitable.

Offers of places in the Year 9 Enhanced Mathematics course will be mailed to selected students in **Term 4**.

English

Year 9 English incorporates the three dimensions of Language, Literature and Literacy, with a focus on reading and viewing, writing and speaking and listening. Through their study and performance of Slam Poetry, students explore the impact language features and structures have on the form and purpose of texts. They create their own literary texts using a variety of genres to reflect their ideas and opinions. Students build on their awareness of media issues and gain a stronger understanding of how persuasive texts use language to persuade a reader. Students compare and analyse the novel and film *The Hunger Games*, exploring and critiquing the ideas and views of the texts in essay form.

In Semester Two, students develop and extend their skills in the field of linguistics, exploring how fiction and media have contributed to the construction of the national identity. Students further develop their analysis of extended fiction through the deconstruction of plays and novels.

Enhanced English

Students demonstrating high proficiency in English – generally those achieving an A or A+ average in the majority of assessment tasks or identified by their teacher as having significant capacity in English – may be invited to study Enhanced English in place of their mainstream English class.

Enhanced English seeks to challenge high-performing English students to further develop their skills by presenting a tailored curriculum that interweaves elements of English, Literature and English Language in the study of texts. The course retains links with the mainstream English classes, reinforcing core skills and utilising many of the same texts, but is designed to offer able students the opportunity to engage in a course focused on strengthening their already sound skills.

Throughout the course, students will be encouraged to write in a variety of forms, with a strong emphasis on peer conferencing to improve their writing.

Research on student engagement demonstrates that students who are connected to their community achieve higher grades. Therefore, Enhanced students are expected to practise their English skills and confidences, to enhance their ability to think critically. Students are required to commit to one or more English-related clubs or societies within the co-curricular options, including House Debating or Public Speaking, DAV Debating, external Public Speaking or College Magazine.

Enhanced English seeks to provide highly able English students with an engaging and challenging curriculum, while fostering the skills they require to pursue the range of English subjects available at VCE: English, Literature and English Language.

The process for selection into Enhanced English is as follows;

1. Subject teachers will recommend students for consideration based on their 2016 Semester One English report, the student's confidence and willingness to be extended in their literacy learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students will also need to provide a 250 word submission outlining why they wish to study Enhanced English and what they could contribute to the Enhanced class. They should attach the application form to their Transition package.
4. The Head of English will vet all candidates and determine those most suitable.

Offers of places in the Year 9 Enhanced English course will be mailed to selected students in **Term 4**.

Languages (Core)

Students have the opportunity to undertake two languages for the entire year. They can continue with the language they currently study and elect to commence the study of French, Italian or Indonesian. No previous knowledge of the second language is required.

French

The students learn about getting around town and how to talk about what they do on the weekends or on holidays. These topics allow the students to learn how to ask questions and provide information regarding directions, activities and personal characteristics. They also learn how to use the past tense in context. In addition, they cover the topics of clothes and fashion, sport and a healthy lifestyle and free time with friends.

Indonesian

The students learn about Indonesian sport and entertainment. The course looks at the ways Indonesian students spend their leisure time and the typical sports played throughout Indonesia. They also study the environment and pollution. They will explore holidays and travel in Indonesia as well as celebrations and ceremonies. The students focus on how to write and respond to invitations and study the rituals and practices of particular Indonesian festivals.

Italian

The students continue to explore the everyday activities of Italians. They learn how to describe themselves and other people by writing profiles. The daily routine is discussed and the students are introduced to ways requests are made. The topic of Italian immigration is studied through film and the students discover the successes of the Italian community in Melbourne by going on a school excursion to the Italian museum and a walking tour of Lygon Street. Students are also introduced to the past tense.

Humanities

Each student will undertake two semesters of study in Humanities.

The options are:

- Humanities (Compulsory & Elective)
- Full Year of CLIL Humanities in Italian

Humanities (Compulsory)

In this course, students will undertake a unit of Geography and a unit of History. The Geography unit will focus on globalisation and increasing interconnections between individuals, countries and continents. Students will complete fieldwork, collecting, synthesising, interpreting and presenting data and complete independent research. The History unit will focus on the time period 1750 - 1918.

This unit will cover topics including conflict and colonisation and World War One. Students will acquire an understanding of Australia's place in the world as a colony and then as an emerging nation. They will further develop skills of analysis and investigation that will prepare them for later studies in Humanities and beyond.

The alternate semester will be one of the four options outlined below.

Electives

History

In this History unit students will cover the period of 1750 - 1914. In the first module students will explore the Industrial Revolution, its causes and its impact on society. In the second module students will focus on the interaction between the West and China. Students will be required to analyse historical documents, conduct historical research and synthesis information to create an historical argument, using historical evidence. This subject will enhance students' understanding of historical conventions that will benefit them in senior humanities studies, as well as a range of language and logic-based subjects.

Geography

Students will continue their study of Geography through this elective unit. This unit of study will focus on biomes throughout the world and their varying climates, vegetation and productivity. Students will also undertake investigations of the challenges of food production and how to produce food sustainably. Students will consolidate their skills of inquiry through geographic investigation, including data collection and synthesis of information and presentation of findings.

Legal Studies

This subject introduces students to the study of the Australian legal system. Students will discover the structure of the Australian political system and its connection to the creation of laws in this country. Students will also be introduced to two major types of law – criminal and civil. This unit will enhance skills of data analysis and comprehension of the complexities of legal issues. Students will have to apply their learning to legal case studies and demonstrate their understanding of the court system.

Finance

This subject focuses on personal financial management, economic issues and the world of work. Students will learn about issues that will assist them in their own lives, as well as future studies in commerce subjects, such as Accounting, Economics and Business Management. Skills will focus on analysis of economic issues, identification of financial challenges for individuals and nations, construction of a budget and workplace issues.

Humanities in Italian (CLIL)

Students who are accepted into the CLIL program study their Humanities subjects (Semester One and Semester Two) in Italian. The subject descriptions for the Humanities in CLIL are below.

In Humanities in Italian (CLIL) the language teacher is also the subject teacher. The subject teacher will find opportunities to develop language skills. This subject requires the acquisition of new knowledge and simultaneously develops new skills through reflection and the use of a variety of thinking skills. Students are assessed on their understanding of content concepts and in addition language objectives (key words and phrases). Tasks include reading/listening and labelling, reorganising information, completing tables, taking notes, multiple choice testing, presentations and journal entries.

The History unit will see students investigating conflict and colonisation and World War One. Students will learn the reasons the British settled Australia, the conflicts that occurred between colonists and Indigenous Australians, the reasons for World War One, reasons Australians enlisted and conditions of war. Students will be required to analyse both primary and secondary historical documents and write creative pieces, based on research and understanding of conditions at the time. History and Geography are studied as part of this year-long course.

The Geography unit explores interconnection. Interconnection between countries and people are demonstrated through the examples of information communications technology and trade, including fair trade. Students will be required to synthesise and present geographic data in a range of forms, including maps and graphs. They will also be expected to analyse a range of geographic data.

The process for selection into Humanities CLIL is as follows;

1. Subject teachers will recommend students for consideration based on their 2016 Semester One Languages report, the student's confidence and willingness to be extended in their language learning. Students will have an A average in Italian.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students will also need to provide a 250 word submission outlining why they wish to study CLIL Humanities and what they could contribute to the CLIL class. They should attach the application form to their Transition package.
4. The Head of Humanities and Languages will vet all candidates and determine those most suitable.

Offers of places in the Year 9 CLIL Humanities course will be mailed to selected students in **Term 4**.

Physical Education

Students undertake a program designed to refine gross and fine motor skills, focusing on teamwork with an emphasis on improving their game play and developing tactical awareness in sports chosen by the students as well as Developing and sustaining healthy relationships.

Students will be introduced to the National Health Priority areas and the program's offered to address these areas.

Science

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems.

Students will conduct an extended scientific investigation while on City Experience and present the group findings on an annotated poster.

Year 9 Elective Subject Description

Students will select four elective units from the following Faculty areas of Performing Arts, Visual Arts, Technology and Languages. They will study four elective units over the year.

Performing Arts

Dance

Dance in Year 9 involves students expanding on their dance building skills and dance technique. Students study choreographic skills to create and choreograph dance works that express an idea/emotion/story. The final assessment requires students to create a group dance performance that is supported with a performance analysis, costume design, lighting design and a music composition.

Students are exposed to the works of contemporary choreographers. Dance Appreciation is introduced through a written review of a live performance seen. Students complete short Dance Appreciation essays which analyse the underlying metaphors, motifs and meanings in the dance works of class members.



Dance technique includes a thorough understanding of warming up, stretching, cooling down and contemporary dance technique. Theory includes 'Safe Dance' practices and an understanding of basic anatomy.

Students' class based dance works are compiled and may be presented to an audience. Other presentations of small group choreographic works will take place in the classroom.

Drama

In Drama at Year 9, students are able to further develop skills such as changing your voice, body movements and facial expressions to become different *characters*. Students will also begin to learn about *non-naturalism*; drama does not always have to imitate real life. Students will explore this new concept by learning about transformation of characters, objects and places. Students then explore the conventions of non-naturalism by exploring various non-naturalistic styles of performance in their work.



Students also develop an awareness of social issues and how drama can be a medium for exploring contemporary issues. Students will explore these issues through various mediums. There is a focus on student wellbeing.

Music

It is assumed that students wishing to take the Music elective can play a musical instrument to a good standard and read music. It is also assumed that students wish to learn about a broad range of musical styles. Students wishing to enter the music elective at Year 9 must meet a minimum requirement in performance (including reading conventional notation) and theory. Students should be able to perform at Grade 3 level (AMEB) or better and they must have an understanding of theory to a Grade 1 level (AMEB). Students wishing to take the course who have not come through the Ensemble Program must audition and attend an interview with the Head of Music.



The course aims to provide a rich and varied experience for young musicians. They will have the opportunity to play arrangements in a number of different styles. However, please note that the course is not essentially based around 'rock' or 'pop'.

They will have the opportunity to learn how to arrange and compose their own music (this will include theory).

Students will learn how to make accurate aural discriminations through various listening activities (e.g. of chords, intervals or stylistic characteristics).

They will learn how to appreciate music and the factors affecting performance including 'psychology' and 'acoustics'. Score reading and conducting are also an important part of this perspective.

The course aims to prepare students for further studies in Music at VCE level. Students admitted to the course will be expected to take individual instrumental lessons on their major instrument. An important work requirement is therefore 'solo performance' where each student will prepare a piece of music and perform it for the class.

Visual Arts

Art

The study of Art in Year 9 both involves practical and theoretical work. By looking at art made by others we can gain knowledge and understanding of our society's beliefs, values, attitudes and ways of life, and with this we gain knowledge of ourselves.

Drawing skills will continue to develop to increase and deepen the understanding of how the art elements and principals can be manipulated to focus attention and generate ideas. There will be a variety of practical tasks, resulting in the creation and development of a folio of two and three dimensional artworks using drawing, painting, printmaking and sculpture.

Students will be encouraged to research, discuss and analyse artworks from a variety of art movements.

Media

The Year 9 Media course is a balance of theoretical and practical tasks. The main areas of study are Film Analysis, Stop-Motion Animation, Rotoscoping and a Claymation Research assignment.

Film Analysis

Students analyse the role of characters in film, in particular, their establishment and development. Students focus on production elements such as sound, special effects, setting, camera, acting and lighting. This area develops students' knowledge of film making techniques in preparation for animation.

Stop-Motion Animation

This unit builds on the introduction to animation students gained in Year 7. Students explore the structure of films using short films such as *Harvie Krumpet* as an example. Areas focused on are script, audience engagement and storyboarding, as well as practical stop-motion animation techniques.

Students build a set, make characters, then film and edit their own 1 to 2 minute stop-motion animation using digital editing technology.

iPad to Film

Students use an existing script and their knowledge of genre conventions to create storyboards. These storyboards are then utilised as a basis for a short filming shot and edited on their iPads.

Claymation Research Assignment

Students research and report on a chosen animated film. The task allows them to explore all aspects of the film making process from budget to set design and overall marketing and merchandising.

Visual Communication

Communication is a vital aspect of our society and the ability to use the visual medium to communicate with others is an important skill that can be developed with study and practice. The Year 9 course focuses on the design processes involved in creating visual communications.

The areas of study include instrumental and freehand drawing; rendering techniques and illustration using Elements and Principles with a focus on typography. Students learn how to apply two and three-dimensional drawing methods whilst creating a range of visual communications suitable for different applications and purposes.

Practical topics include the creation of a two point perspective interior or exterior and an orthogonal drawing of a structural design. Students will use hand drawn and digital techniques in the creation of their designs. A theory component looks at the analysis of selected visual communications.

Design and Technology

Design and Technology: Wood

In this unit students build on design and construction skills developed in Year 8. They further develop skills in designing, planning and construction techniques whilst practising cutting joints and finishing techniques to make a fold away chair and table of their own design. Students are taught safety requirements of operating machinery and equipment and develop elementary skills in wood-turning, a process that can be incorporated into their products.

Students acquire fundamental skills in the effective use of small hand tools and machinery in the practical application of using materials and processes. Students will use design research inquiry skills, relevant to practical problem solving and use computer technology to design their product. On completion of their product students will evaluate their chosen design option. Students design a product in accordance with a specific theme applicable to their design.

Design and Technology: Textiles

The Year 9 Textiles course is designed to develop student's skills using a broad range of textile techniques. Students work from a design brief and develop skills through design, production and evaluation process.

Fashion Design and Illustration:

Students focus on design skills and elements of design. They are introduced to the basic principles of fashion drawing techniques and are required to produce a fashion illustration through the application of colour rendering techniques. Students are introduced to design and folio work that incorporates inspiration research and visual presentation. Design Brief, constraints and considerations, mood theme board, design specifications, fashion illustrations, care label, construction steps and product evaluation are undertaken.

Pattern Construction and Design:

Students are encouraged to make their own design choices in the selection of materials and preferred colour option for their shorts with the selection of decorative features to be incorporated on the pocket design in the construction processes.

Machine Sewing Skills:

Students are taught fundamental safety and care guidelines associated with the operation of a Bernina sewing machine. Students are introduced to the use of a commercial pattern. They produce textiles products such as a pencil case and designer shorts; including decorative aesthetic finishing techniques. Students will be encouraged to apply their knowledge in the creative application of machine sewing.

Assessment for this subject may include:

- Design Folio
- Fashion Illustration
- Production Work
- Product Evaluation

Food Technology

Year 9 Food Technology builds on skills learned in Year 8, and looks at food in a contemporary interesting and relevant manner. Students will be encouraged to question and use enquiry-based learning throughout the semester. The course encourages students to investigate, design, produce and evaluate a wide variety of food products, allow students to prepare food competently and independently as well as make healthy food choices.

The unit commences with an investigation into composting and continues on looking at environmental issues in food, the origins of food, vegetarian diets, and Australia's apparent love of take-away food. Food safety, hygiene and properties of foods are important elements to the course of study.

Students will undertake a practical lesson each week during which they will gain competence in the use of a wide range of tools and equipment within the Food Technology Kitchen. Students will complete a range of assessment tasks, including;

- An Investigative Assignment into the Origins of our Food
- A Design Assignment using a set brief
- A Food Redesign Task

Loyola College is committed to providing as far as practicable a safe learning environment for all its students. This duty of care includes students who experience anaphylactic reactions due to allergies or intolerances to food products. The College ensures that peanut products are not included as ingredients in any Food Technology recipes. **However, students with allergies or intolerance to a food product need to be aware of learning activities that involve the handling of food and equipment and the consumption of food that may cause an anaphylactic or allergic reaction.**

At the secondary school level, it is a student's responsibility to be aware of food products which may cause them allergic reactions and to avoid contact with those products during Food Technology classes. If uncertain of the nature or identity of a food product the student is required to consult with their Food Technology teacher prior to handling or consuming the food product.

In the event of extreme allergies or intolerances it is not advisable to select this subject as the College cannot guarantee that a student will not have contact with a particular product or contaminated equipment known to cause allergies. At the commencement of the course all parents and guardians will receive documentation on this matter.

Digital Technologies

Learning in Digital Technologies (formally Information Technology) focuses on further developing understanding and skills in computational thinking. This subject focuses on providing students with industry Information Communication and Technology (ICT) tools to transform their learning and to enrich their learning environment.

Students will learn to:

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements.
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data.
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.
- Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability.
- Students are challenged to utilise ICT tools such as Adobe Photoshop, Adobe Dreamweaver, Microsoft Access, Microsoft Excel, Data Visualisation tools, TinkerCAD for 3D modelling and online tools to create information products that inform, educate, persuade or entertain their clients.

Systems Technology

Systems Technology promotes systems thinking and problem solving skills through a project-based learning approach. It provides opportunities for students to learn about and engage with systems from a practical perspective and gain knowledge and understanding about technological systems. It integrates aspects of designing, researching, planning, building and fabricating, analysing, testing, diagnosing and evaluating. The course allows hands on practical design and assembly skills that translate ideas and components into the construction and production of integrated systems.

In this unit students will gain appreciation, knowledge, understanding and practical application of integrating electronics and mechanical systems. Students will use a range of designing, planning, creative and organizational skills in the manufacture of their mechanical and electronic projects.

Students will have supervised access to appropriate equipment, tools and machines to safely undertake a range of practical applications, processes, design and technological activities related to working with systems and materials.

Languages

Language Elective

Students who currently study a Language at Year 8 are given the opportunity to commence the study of another Language (offered as an accelerated subject) at the beginning of Year 9. These students will be identified by their Language teachers as competent language students and would be recommended to begin another Language study of their choice from Year 9 onwards. The Language to be studied will be determined from the two Languages with the least amount of students studying those languages in Year 8.

The languages available for the accelerated program in 2016 will be French and Indonesian. Students who choose the Year 9 Language Elective must complete this subject in Semester One and Semester Two. In Year 10, students can choose to continue with both Language choices or continue with one of their Language choices.

Accelerated French or Indonesian

These are full year Beginner's courses available at Year 9 and are taken as a second foreign language being studied alongside another language in the core. No previous knowledge of French or Indonesian is required. These courses receive additional class contact time to enable students to reach a standard that allows entry into Year 10 French or Year 10 Indonesian and beyond.

The topics covered in Accelerated French include: school life, interests, home life, family, food, holidays, heroes and heroine, clothes and fashion as well as explore the lives of French adolescents and learn about French customs and culture.

The topics covered in Accelerated Indonesian include: school life, interests, home life, family, food, holidays, clothes and fashion as well as explore the lives of Indonesian adolescents and learn about Indonesian customs and culture.

The process for selection into Accelerated French or Indonesian is as follows;

1. Subject teachers will recommend students for consideration based on their 2016 Semester One Languages report, the student's confidence and willingness to be extended in their language learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students will also need to provide a 250 word submission outlining why they wish to study an accelerated language and what they could contribute to this class. They should attach the application form to their Transition package.
4. The Head of Languages will vet all candidates and determine those most suitable.

Offers of places in the Year 9 Accelerated French or Indonesian course will be mailed to selected students in **Term 4**.

Health and Physical Education

Soccer Academy

This subject is designed for anyone who has an interest in Soccer. You don't need to be an elite player, you don't even have to play for a team, but you must be committed to learning more about soccer.

This subject is Physical Education taught through a soccer lens. Both the theoretical and practical components of this subject will focus on developing student's game sense and awareness and developing tactics utilised in soccer. Skill development will focus on a biomechanical and sports science approach. Students will also investigate coaching styles, techniques and approaches.

A requirement of this subject is that students are active members of the College ACS soccer program and must attend one before school training session a week.

Multilevel Assessment

In 2016, we will continue to offer multilevel assessment in Year 8 Mathematics, Religious Education, English, and Science. At Year 9, it will be extended and offered in all three Languages; Italian, Indonesian and French, Physical Education classes, Science and Mathematics. Multilevel assessment allows students in negotiation with their teachers to select the level of assessment that is appropriate for their successful learning and to provide students with the opportunity of being further challenged or with developing their confidence through achieving success within the subject depending on their level. There will be three levels; 'modified' (level 1), 'standard' (level 2) and 'enhanced' (level 3).

In the designated subjects, students are given the opportunity of selecting assessment tasks at two levels; at standard (level 2) or enhanced (level 3). For example, students who believe that they are coping well with the work at the standard level, that is at a Year 9 standard (in Mathematics, Religious Education, Science and English) and are looking to be further challenged may decide to sit assessment tasks at an 'enhanced' level. On the other hand, students may believe that completing the assessment task 'at standard' is more appropriate for their level. Their teacher who has firsthand knowledge of their progress in a particular topic or with the different concepts being taught will guide students' decisions.

Students who would benefit from sitting assessment tasks that allow them to increase their confidence and skill level will be able to complete the assessment at a 'modified' level (level 1). However, Student Services will seek parental permission for any student who may benefit from this level of assessment.

Students may select one level for a particular topic or subject and another level for a different topic. There will be flexibility to allow students to develop their confidence at their own pace. This also increases the student's ownership of their learning, progress and interest in the subject.

When the assessment task is returned to the student, it will show the grade that the student has achieved. For example, if the student achieves 75% or a B+ for the assessment, it will indicate this regardless if it is a task set at any of the three levels. The student can feel pleased with their achievement. On the student's report in the assessment task section it will inform parents of the grade and which level the task was sat at.

However, the overall grade for the subject will be affected according to the level the task has been sat at. We will use a similar method for calculating the overall grade as the VTAC scaling used at Year 12. A student who achieves a raw score of 75% (B+) at a standard level will not be affected, no scaling occurs. A student who achieves a raw score of 75% (B+) at the enhanced level will be rewarded by a scaling factor of 1.05, as they have completed the task at a more difficult level. Their overall result will become $75 \times 1.05 = 78.8$ and therefore remains as a B+. Student B who achieves a raw score of 75% (B+) at a modified level will be scaled down by .9. Their overall result will become $75 \times .9 = 67.5$ and therefore a C+.

Students learn at different stages of their education and we hope that by offering multilevel assessment in some subjects we are allowing students to be more actively involved and responsible for their learning. We feel that Year 8 and Year 9 are the two year levels that will benefit from this implementation.