Padua College

Years 9 and 10
Subject Selection Handbook

2015 & 2016
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INTRODUCTION

Queensland Legislation requires all students to remain at school until they are at least sixteen years old and to be “earning or learning” after they have completed Year 10. This legislation commenced 1 January 2006 and thus affects all students currently completing Year 8. Years 9 and 10 are now viewed as the ‘end of the Middle phase’ and the ‘Transition’ period to Senior education (Years 11 and 12).

In common with all other Australian States and Territories, Queensland uses the concept of Key Learning Areas (called “the KLAs” for short) as the main framework for the common curriculum for Queensland students during the compulsory years of their education. At Padua, we will refer to these as Subject Areas.

Curriculum documents have been provided by the QCAA (formally QSA) and now by ACARA for these KLAs. The Key Learning Areas or Subject Areas provide a useful way of categorizing the areas of learning for our students.

There are nine Subject Areas in the Junior curriculum at Padua.

- Religious Education
- Languages
- Mathematics
- Science
- Social Sciences
- Physical Education
- Industrial Technology & Design
- The Arts (Performing & Visual)
- Business and ICT

The Curriculum for Years 9 and 10, for 2015 and 2016 at Padua is based on these nine Subject Areas.

For each of the Subject Areas a number of semester-long units are offered, over the four semesters. Several subjects are compulsory, but not all. Students are offered choices within some Subject Areas, with certain guidelines, as detailed later in this handbook.

During these years we require students to make an increasingly more serious commitment to their studies and to show increasing maturity in their acceptance of the need to work to the best of their abilities in all aspects of their school life.
**AIMS**

The curriculum at Padua College operates in two distinct blocks, with three distinct learning phases operating across those two blocks as outlined below. Our aims for Padua students during Years 9 and 10 are to enable them to make the transition from the middle phase of learning to the senior phase of learning in preparation for their post-school pathway.

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<th>Teaching and Learning 5-12</th>
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<td>5-9 Teaching and Learning</td>
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<td>10-12 Teaching and Learning</td>
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<td>Junior Phase 5-6</td>
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<td>Middle Phase 7-9</td>
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<td>Senior Phase 10-12</td>
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We offer the students opportunities to explore their interests, and to assess and develop their own talents and skills in a range of the Subject Areas. They are offered increasing numbers of choices and options, so as to cater for the range of their interests and abilities. In the process of selecting and tracking their own courses of study students are encouraged to develop their decision-making skills, their independence and the attributes of a lifelong learner.

Additionally, as at all other stages of education at Padua, during these years we endeavour to expose our students to Christian values and attitudes, especially the Franciscan ethos. We offer them opportunities to grow in their own faith and their membership of our school community and our wider society, including the opportunities to develop the skills of active citizenship.

**EXPECTATIONS**

Every student at Padua is expected to work to the best of his ability at all times. He is expected to attend school regularly, to be punctual and prepared for all his classes, to be attentive and cooperative during lessons, and to complete all set work including assignments, exams and assessments tasks set by his teachers in all subjects.

The College rules, called “Expectations of Students”, are clearly stated in the Student Handbook, together with expectations with regard to assessment tasks. These apply to all students in the school.

Additionally, it should be noted that students usually find that the work in most subjects becomes progressively more challenging during Years 9 and 10. Thus, all students will need to increase their efforts and the amount of time spent on their studies during this time.

Each boy is also expected to develop increasingly his sense of personal responsibility and maturity. This would be demonstrated by his ability to meet the school’s expectations of him, and by being increasingly accountable for his own behaviour and his own commitments.
FEATURES OF OUR CURRICULUM ORGANISATION

1. The curriculum for Years 9 and 10 is organised according to the 9 Subject Areas listed earlier in this handbook.

2. Within the Subject Areas the curriculum is organised in semester-long units of work. For each of the Subject Areas at least one unit is offered every semester, while for some Subject Areas several choices of units are available each semester.

3. Six of the Subject Areas have been identified as comprising the ‘core curriculum’ for Years 9 and 10:
   - Religious Education (RE)
   - English
   - Mathematics
   - Science
   - Health and Physical Education (HPE)
   - Social Sciences (Semester 1 only)

4. All students are required to study one unit each of Religious Education, English Mathematics and Science every semester, throughout Years 9 and 10 and

5. One semester unit of History in Semester One of Year 9, and another semester unit of History in Semester One of Year 10 (i.e. History is compulsory in Semester One of Year 9 and Semester One of Year 10); and

6. One semester unit of Health and Physical Education every semester until the end of Semester 1, Year 10 (i.e. HPE is compulsory in Semesters One and Two of Year 9 & in Semester One of Year 10)

7. Students will select two elective units in Semester 1 and three elective units in Semester 2 in Year 9. In Year 10 students will select two elective units in Semester 1 and four in Semester 2.

8. Thus, each student will select for himself a curriculum which comprises eight (8) units of work for each semester, (i.e 8 ‘subjects’) across a range of the Subject Areas.

9. Some of the units offered in Semester 2 of Year 10 are designed to introduce students to specific senior subjects to enable them to make informed choices for their senior courses.

10. Please note: Students make subject selections for each semester in Year 9 and 10. It is the responsibility of the student to be aware of any necessary prerequisites.

The subjects and units offered in all the Subject Areas across the four semesters of Years 9 and 10 are summarised on the the next three pages.
SUBJECT AREAS AND SUBJECT SUMMARY

RELIGION
*Religious Education

LANGUAGES
*English
*Japanese

SCIENCE

SOCIAL SCIENCES
*Geography
*History
*Economics

MATHEMATICS

THE ARTS
*Art
*Music
*Drama

BUSINESS & ICT
*ICT
*Business Studies

PHYSICAL EDUCATION
*Health & Physical Education
*Recreation Studies

INDUSTRIAL TECHNOLOGY & DESIGN
*Graphics
*Design & Technology

SUBJECT AREAS

YEARS 9 AND 10 ~ 2015– 2016
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<th>SUBJECT AREAS</th>
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<td>RE 9.1</td>
<td>HEARTLAND: Aboriginal Spirituality</td>
<td>RE9.3 Social Action of the Church</td>
<td>RE10.1 Good and Evil</td>
<td>RE10.3 Gender and Spirituality Plus</td>
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<td>JAP.1 Watashi no Hosuto Famiri</td>
<td>JAP.2 Nihon ni ikimashoo</td>
<td>JAP.3 Yasumi</td>
<td>JAP.4 Hora! Dekita</td>
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<td>HISTORY</td>
<td>HIS 9.1 The making of the Modern World</td>
<td>HIS9.2 The Inter-war Years</td>
<td>HIS10.1 The Modern World and Australia</td>
<td>HIS10.2 An Introduction to Senior Histories “Inquiring Minds”</td>
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<td>GEOGRAPHY</td>
<td>GEOG 9.1 Feast or Famine: Biomes and Food Security</td>
<td>GEO9.2 Global Village: Geographies of Interconnections</td>
<td>GEO10.1 Clean and Green</td>
<td>GEO10.2 Introduction to Senior Geography “People and Places”</td>
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<td>HPE. 1</td>
<td>What’s Happening</td>
<td>HPE.2 Your Choice</td>
<td>HPE.3 Be Healthy</td>
<td>HPE.4 My Program (Intro to Senior PE)</td>
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<td><strong>YEAR 9</strong></td>
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<td><strong>SEMESTER 2</strong></td>
<td><strong>YEAR 10</strong></td>
<td><strong>YEAR 10</strong></td>
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<td>ICT.3</td>
<td>ICT.4</td>
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<td><strong>INFORMATION &amp; COMMUNICATION</strong></td>
<td>Foundations</td>
<td>Introduction to Programming and Databases</td>
<td>Scripting and Intermediate Programming, Animation, Word Processing, Spreadsheets.</td>
<td>ICT Projects: Advanced Excel, Games Programming</td>
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<td>The Global Consumer</td>
<td>A Business Venture</td>
<td>Introduction to Senior Accounting</td>
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<td>Art is about fun</td>
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<td>DRA.2</td>
<td>DRA.3</td>
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<td><strong>THE ARTS:</strong></td>
<td>The World in Focus</td>
<td>Where in the World</td>
<td>A Novel Way To Go</td>
<td>Speaking For Myself</td>
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</table>
GUIDELINES FOR UNIT SELECTION

◆ The core Subject Areas of Religious Education, English, Mathematics and Science must be studied for all semesters.

◆ The Subject Areas of Social Sciences and Health and Physical Education are to be studied for a minimum of three semesters each. Students can select two units of Social Sciences (i.e. History and Geography) in one semester if they wish. Students may select both HPE and Recreation Studies during Semester Two of Year 10.

◆ Students are advised that the semester units confirmed for each semester will depend upon several factors, especially the combinations of units requested by all students for that semester. It cannot be guaranteed that all units listed in this Junior Handbook will be offered each semester.

◆ Students will be asked to review and submit their ‘subject selections’ at the end of each of the first three semesters, but they may not change subjects or units of study for a particular semester once that semester has begun.

◆ If a particular unit has stated pre-requisites, a student can enrol in that unit only if he has successfully completed the pre-requisites. This applies particularly to the subjects of Graphics, Japanese and Music.
POINTS TO CONSIDER

FOR STUDENTS

In selecting units, students should:

◆ Be aware that the units listed in this handbook are all offered subject to availability of relevant staff and resources, and subject to viability. Thus, some of the units may not be available every semester, and may have to be re-selected. Therefore you are required to indicate ‘second preferences’ on your selection form.

◆ Choose subjects that will give a range and balance of studies, leaving open as many options as possible for the future.

◆ Take into account present interests and past performances. Results on past reports need to be reviewed during subject selection processes.

◆ Remember that courses taken in Years 9 and 10 are intended to assist you to move on to senior studies, so you must also consider possible senior subjects when selecting Year 9 and 10 options. Before you complete your selections for next semester, please study the summary of the Senior Curriculum at Padua which is published later in this handbook.

FOR PARENTS

◆ If you are uncertain about your son’s ability to cope with a particular unit, please consult a member of staff or Head of Curriculum for that subject.

◆ It is often unrealistic for students at this stage of their education to be absolutely sure of their career path. A narrow range of subjects may restrict career opportunities and further courses of study.

◆ Some students make their choices for social reasons (e.g. wanting to be in classes with friends etc.) rather than for academic or vocational reasons. A close examination of your son’s motives in choosing particular subjects is essential. Some ‘parental guidance’ in this area is recommended.

◆ Encourage your son to consider his future beyond Year 10 when he makes his selections for the next two years. Remind him that he may need to choose Junior school subjects which are necessary for intended study in Senior.
THE RELATIONSHIP BETWEEN THE JUNIOR AND SENIOR CURRICULUM

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<th>SENIOR SUBJECTS YEARS 11 AND 12</th>
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<td>RELIGION</td>
<td>Religious Education</td>
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<td>Religion and Ethics*</td>
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<td>Certificate II Engineering**</td>
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</table>

Senior Subjects listed above without an * are Authority Subjects which contribute to an OP.

*Authority Registered Subjects (non-OP).
** Vocational Certificate courses which do not contribute to the OP.
DETAILS OF ALL SUBJECT AREAS AND UNITS
Each student must take RE every semester throughout Years 9 and 10.

In this Subject Area the course is planned in one-term units. A semester's work will comprise two of these units.
YEAR 9 RELIGIOUS EDUCATION – SEMESTER 1

TITLE: HEARTLAND: Aboriginal Spirituality

CONTENT:

1. Impact of White Settlement
   - Pre-colonisation
   - Clash of cultures

2. Introduction to the Dreaming
   - Foundational beliefs
   - What is Aboriginal spirituality?

3. Indigenous lifestyle
   - Aboriginal Art
   - Hunters and gatherers
   - Tribes/Clans

4. Sacred story
   - Importance of different stories
   - Ritual
   - Themes

5. Values in Aboriginal Society
   - Family
   - Tribes
   - Land
   - Spirituality
   - Comparison with Franciscan values

LEARNING EXPERIENCES:

- Students present images of Aboriginal spirituality, culture and beliefs.
- Appreciate the mystery of Aboriginal Dreaming.
- Identify the importance of the land to Aboriginal people.
- Identify values in Aboriginal culture.
- Read Aboriginal Dreamtime stories.

ASSESSMENT:

1. Research Assignment demonstrating their knowledge of the Aboriginal Dreaming.
2. Response to stimulus Task.
YEAR 9 RELIGIOUS EDUCATION – SEMESTER 1

TITLE: THE BLESSED:
The Gospel of Matthew

CONTENT:
1. Formation of the Gospel
   - The Development of the Gospels
   - Gospel Sources
   - Issues of Authorship

2. Sitz im Leben
   - Geography and Climate
   - Religious/Political Groups
   - Lifestyle
   - Religious Beliefs and Practices

3. Authorship
   - Background
   - Theological Concerns
   - Reasons for Writing

4. History of the Community

5. Themes and Teachings
   - Images of Jesus as New Moses
   - Messiah, Teacher, Lawgiver
   - The Beatitudes
   - Kingdom of God

6. The Passion
   - Key People and Events
   - Significance to the Community

LEARNING EXPERIENCES:
- Explain the stages in the development of the Gospels and identify sources used in writing the Gospel. Students will be able to summarise key stages in the development of the Gospel and evaluate key influences on its formation.
- Describe key features of the geography of Palestine in the time of Jesus, identifying socio-political groups of the Gospel.
- Encounter the Jewish and Christian communities of the era.
- Identify and explain key themes and teaching by using scriptural references and to describe characteristics of Jesus’ identity.

ASSESSMENT:
Students will sit an exam testing these experiences in a variety of modes.
YEAR 9 RELIGIOUS EDUCATION – SEMESTER 2

TITLE: SOCIAL ACTION OF THE CHURCH

CONTENT:

1. Themes of Church social teaching
   - Human rights
   - Economic justice
   - Let’s get political

2. Creating justice
   - What makes it Just
   - The global village

3. Scriptural teachings
   - Micah
   - Justice meaning maker

4. Human rights issues
   - Migrants refugees, asylum seekers
   - Refugee case study

LEARNING EXPERIENCES:

- Understanding issues of inequality.
- Students explore Church social teachings.
- Propose Just responses on contemporary issues.
- Evaluate contemporary human rights and political issues.

ASSESSMENT:

- Research task – e.g. Caritas Australia.
- Response to stimulus Task
TITLE: PRAYER AND LITURGY

CONTENT:
1. The Incarnation, Resurrection and Ascension of Jesus
   - Nicene Creed
   - Exploration of the Incarnation of Jesus

2. The Sacraments of Healing
   - Sacrament of Reconciliation
   - Sacrament of Anointing

3. The priestly works of Jesus
   - The Role of Believers in continuing the work of Jesus

4. The Eucharist
   - The Origin, Significance and Purpose of the Eucharist in Catholic Life

LEARNING EXPERIENCES:
- To evaluate the Incarnation, Resurrection and Ascension story of Jesus
- To understand the Role of the Sacraments of Healing in a Faith Life
- To understand the Role of Liturgy in the Catholic Faith

ASSESSMENT:
- Class Liturgy
YEAR 10 RELIGIOUS EDUCATION – SEMESTER 1

TITLE: GOOD AND EVIL
Fertile Question: How do I know what’s Good and Evil?

CONTENT

1. Wisdom through the ages
   - Making meaning
   - Human responsibility
   - Question of suffering
   - Scripture: Examples from the Old / new testament

2. The Human spirit in times of chaos
   - What sustains the human spirit
   - Holocaust case studies in good and evil
   - Liberating the human spirit
   - Genocide in Cambodia: Stories of despair and hope

3. Recognition and response
   - The examined life
   - Action v Inaction
   - In pursuit of full humanity

LEARNING EXPERIENCES:

- Witnessing examples of Good and evil.
- Analyse examples of scripture that represent Good and evil.
- Explore social and cultural factors that relate to Good and evil.
- Critically review contemporary texts on this topic.
- Evaluate historical events based on Good and evil

ASSESSMENT:

- ‘Fakebook’ task
YEAR 10 RELIGIOUS EDUCATION – SEMESTER 1

TITLE: SACRED STORIES:
Fertile question: Why do I need a story to live by?

CONTENT:
1. Genealogy and the oral tradition
   - My stories
   - Sacredness of Stories
   - Personal stories
   - Telling stories

2. The Big Stories
   - Stories from the Great traditions
   - Interpreting biblical texts
   - The Jewish stories
   - The Jesus stories
   - Old and new testament texts

3. Shared stories
   - Community stories
   - Australian stories
   - Stories from the Asia / pacific region

LEARNING EXPERIENCES:
- Identify religious sacred texts.
- Understand the role sacred texts have for believers of different religions
- Analyse the relevance of sacred texts in religious ceremonies
- Deconstruct the messages within sacred texts.
YEAR 10 RELIGIOUS EDUCATION – SEMESTER 2

TITLE: GENDER AND SPIRITUALITY

CONTENT:

1. Experiences of Life and Living
   - What do I know about relationships
   - A living spirituality
   - Living spirituality
   - Eco spirituality
   - Women and war

2. A conscious and deliberate awareness and response
   - Personal choices
   - Stepping forward, stepping back
   - Gender and religion
   - A courage to lead
   - Gender in scripture

3. Integration and transformation
   - My gender, my spirituality
   - Changed forever
   - Towards the ultimate goal
   - Gender and spiritual wisdom
   - A case study in change

LEARNING EXPERIENCES:

- Analyse the roles of gender and spirituality
- Identify various forms of spirituality across different religions

ASSESSMENT:

- Research essay
YEAR 10 RELIGIOUS EDUCATION –SEMESTER 2

TITLE: RELIGIOUS CITIZENSHIP
Fertile Question: What does it mean to be a religious citizen in a multi faith world

CONTENT:
1. Rethinking Citizenship
   • Australian identity and religious Citizenship
   • Exploring the concept of religious citizenship
   • Rights capacities and obligations

2. Religious citizenship in Australia and beyond
   • Religious states
   • Active state religions
   • Secular states

3. Religious citizenship and human rights
   • Dangerous religious ideas
   • Responding to human rights
   • My identity in a multi faith world

4. Within Australia
   • Australian citizenship test
   • Religious ethics and Australian politics
   • Religious citizenship and symbolism

LEARNING EXPERIENCES:
• Evaluating different forms of religious state
• Analyse religion within Australia
• Understand that religion may influence politics within different countries.

ASSESSMENT: Response to Stimulus exam
English is a core, compulsory Subject Area in all phases of the curriculum at Padua.

Thus, each student must take a unit of English every semester throughout Years 9 and 10.

In Year 8, 9 and 10, students will study units that comply with the requirements of the Australian Curriculum, English Syllabus. Each year level will cover the three content strands (Language, Literature and Literacy) and will read, listen to, interpret and evaluate a variety of text types. They will engage with multi-media technology. Students will be assessed using written, spoken and multimodal formats.

The Australian Curriculum Foundation to Year 10 [www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10)
MATHEMATICS

Mathematics is an integral part of a general education. In this Learning Area students are provided with opportunities to develop life-long learning skills. It provides the opportunity for students to develop skills, knowledge and understanding in mathematics, analytical thought and problem solving strategies, as well as the capacity to justify and reason in a variety of forms. This development is provided in a range of contexts from purely mathematical examples to real-life situations.

At Padua all students will study the Australian Curriculum for Mathematics in Years 8, 9 and 10 (www.australiancurriculum.edu.au). Each year level will cover the content in all three stands (Number & Algebra, Measurement & Geometry and Statistics & Probability). Most students (depending on ability level) will be given the opportunity to investigate higher level content within each strand of the Learning Area. In Year 10 this applies to students following the Advanced Maths course and the extension work will involve some of the 10A Australian Curriculum course. This is designed to adequately prepare students for the type of maths they can expect to encounter if they select Maths B in Year 11.

Students experiencing great difficulties may be offered a modified course throughout Years 8, 9 and 10.
For Senior Mathematics studies:

- It is compulsory for all students to choose either Prevocational Maths, Maths A or Maths B.
- Maths A, B & C are all Authority Subjects which contribute to an OP.
- Maths C is an elective subject that may be chosen in addition to Maths B.

Taking the above points into consideration, Year 10 students should select one of the following.

**TITLE:** YEAR 10 GENERAL MATHEMATICS (PREP A)

**SUITABILITY:** This unit is recommended as an introduction for the senior subjects of Prevocational Maths or Maths A.

**CONTENT:** Topics will include (but are not limited to):

- Financial maths
- Basic algebra
- Trigonometry
- Linear equations
- Probability & statistics

**ASSESSMENT:** Mid and end semester exams, plus one assignment.

**TITLE:** YEAR 10 ADVANCED MATHEMATICS (PREP B)

**SUITABILITY:** This unit is recommended as an introduction for the senior subjects of Maths B and Maths C. To maximise success in Advanced Maths students should be achieving a B- or higher at the end of year 9.

**CONTENT:** Topics will include (but are not limited to):

- Complex algebra
- Trigonometry & its applications
- Linear & quadratic functions
- Indices & surds
- Probability & statistics

**ASSESSMENT:** Mid and end semester exams, plus one assignment.
The Subject Area of Science is an extremely important one and it is considered a core subject in the Middle Phase of the Padua College curriculum. Science develops understanding of phenomena that permeate our lives, the matter around us and life itself. Beyond that there is the fact that science is fun, filled with the possibilities of new understanding and development of new technologies.

Thus, all students are required to study the designated unit of Science in each semester of Years 9 and Year 10. The codes for these units will be pre-entered on the Course Selection Form.
YEAR 9 SCIENCE

TITLE: AUSTRALIAN CURRICULUM UNITS

SUITABILITY: The study of Science in Semester 2 offers all students the opportunity to understand the impact of scientific innovation on the world around us.

CONTENT:
- **Heat, light and colour**
  - Heat
  - Light
  - Lenses and the eye
  - Colour
- **Sound and Electromagnetic radiation**
  - Sound
  - Electromagnetic radiation
- **Electrical Energy**
  - Simple Circuits
  - Measuring Electricity
  - Practical Circuits
- **Responding**
  - Nervous control
  - Chemical control (hormones)
  - Coordinated body systems

LEARNING EXPERIENCES:
- Scientific Investigations of reflexes & properties of heat.
- Practical activities including circuit building & heat transfer experiments.
- Scientific arguments to explain natural phenomenon surrounding chemical and nervous control.
- Individual skill building including laboratory procedures

ASSESSMENT: Students will have the opportunity to demonstrate outcomes in practical reports, practical & simulated investigations and written exams.
Y E A R  1 0  SC I E N C E  -  S E M E S T E R  1

T I T L E:  SCIENCE
Biology / Chemistry

S U I T A B I L I T Y:  The study of Science in Semester 1 offers all students the opportunity to witness the impact of science on our understanding of the body & materials. This empowers students to value all life & the complexities of creating new products.

C O N T E N T:

Our Genes
• DNA
• Cell reproduction
• Characteristics & inheritance
• Gene technology

Evolution & Natural Selection
• Changes over generations
• Types of selection
• Speciation & evolution

Introduction to Chemistry
• Characteristics of elements
• Radicals
• Bonding & equations
• Types of reactions

L E A R N I N G  E X P E R I E N C E S:
• Simulated investigations of the effects of selection methods.
• Individual skill building including laboratory procedures.
• Scientific arguments to explain natural phenomenon.

A S S E S S M E N T:  Students will have the opportunity to demonstrate outcomes in extended research tasks, simulated investigations (Guppy Selection Study) and written exams.
# YEAR 10 SCIENCE - SEMESTER 2

## TITLE:

SCIENCE  
Physics / Earth & Space Science

## SUITABILITY:

The study of Science in Semester 2 offers all students the opportunity to continue their investigation of science as a core subject.

## CONTENT:

<table>
<thead>
<tr>
<th>Motion &amp; Energy</th>
<th>The Universe</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Velocity &amp; acceleration</td>
<td>- Stars</td>
</tr>
<tr>
<td>- Stopping &amp; Collisions</td>
<td>- Cosmology</td>
</tr>
<tr>
<td>- Newton &amp; Motion</td>
<td>- Earth &amp; life</td>
</tr>
<tr>
<td>- Energy changes</td>
<td></td>
</tr>
</tbody>
</table>

**Global Systems**
- Recycling in nature  
- Natural influences on climate  
- Human influences on climate

## LEARNING EXPERIENCES:

- The intended outcomes of this Semester of Science are building-blocks for further study in Science in the Senior School.  
- Individual skill building including laboratory procedures.  
- Practical exposure to areas of Senior Science.

## ASSESSMENT:

Students will have the opportunity to demonstrate outcomes in assignment work, practical reports, practical investigations and written exams.
Social Sciences is a core, compulsory Subject Area in the Middle Phase of the curriculum at Padua. Thus, students must select at least one of the units offered in each of the first three semesters. In accordance with the requirements of the Australian Curriculum, History Syllabus, in Semester 1 of Years 9 and 10, all students must study History. They may select two units from this Subject Area in one or more Semesters if they wish to study both History and Geography.

In Semester 2 of Year 10 the units offered provide introductions to the Senior subjects available in this Subject Area. Students may choose one or more of these units if they are interested in these Senior subject options.
YEAR 9 HISTORY – SEMESTER 1

YEAR LEVEL FOCUS:  THE MAKING OF THE MODERN WORLD

SUITABILITY:  This is a compulsory unit, which is offered in Semester 1 of Year 9. It is designed to comply with the Australian Curriculum Guidelines.

HISTORICAL KNOWLEDGE AND UNDERSTANDING: Overview:
- The nature and significance of the Industrial Revolution
- The nature and extent of the movement of peoples
- The extent of European imperial expansion and different responses
- The emergence and nature of significant economic, social and political ideas

Depth Studies:
1. Making of a better world
2. Making a Nation
3. World War I

HISTORICAL SKILLS: Students will be involved in a number of learning experiences that may include:
- Using historical terms and concepts
- Identifying and selecting different kinds of questions about the past to form historical inquiry
- Identifying and locating relevant sources, using ICT and other methods
- Identifying the origin, purpose and context of primary and secondary sources
- Evaluating the reliability and usefulness of sources
- Identifying and analyzing perspectives of people
- Selecting and using a range of communication forms.

ASSESSMENT: Students could be assessed by a combination of the following:
- Exam (content, document studies)
- Multimodal presentations or written assignments
- Extended paragraphing
YEAR 9 HISTORY – SEMESTER 2

YEAR LEVEL FOCUS: THE MAKING OF THE MODERN WORLD

SUITABILITY:
This is an elective unit, which is offered in Semester 2 of Year 9. It is designed to comply with the Australian Curriculum Guidelines.

HISTORICAL KNOWLEDGE AND UNDERSTANDING:
Overview:
- The nature and significance of the Russian Revolution
- The significance of the Weimar Republic and the rise of Nazi Germany
- The impact of European imperial expansion in Asia
- The impact of significant economic, social and political ideas in Asia

Depth Studies:
4. The Inter-war Years
5. Australia and Asia

HISTORICAL SKILLS:
Students will be involved in a number of learning experiences that may include:
- Using historical terms and concepts
- Identifying and selecting different kinds of questions about the past to form historical inquiry
- Identifying and locating relevant sources, using ICT and other methods
- Identifying the origin, purpose and context of primary and secondary sources
- Evaluating the reliability and usefulness of sources
- Identifying and analyzing perspectives of people
- Selecting and using a range of communication forms.

ASSESSMENT:
Students could be assessed by a combination of the following:
- Exam (content, document studies)
- Multimodal presentations or written assignment
- Extended paragraphing
YEAR 10 HISTORY – SEMESTER 1

YEAR LEVEL FOCUS: THE MODERN WORLD AND AUSTRALIA

SUITABILITY: This is a compulsory unit, which is offered in Semester 1, Year 10. It is designed to comply with the Australian Curriculum Guidelines.

HISTORICAL KNOWLEDGE AND UNDERSTANDING: Overview:

- The inter-war years between WWI and WWII
- The United Nations and Australia’s involvement
- The Cold War and Australia’s involvement in conflicts
- Developments in technology and concern for the environment

Depth Studies:

1. World War II
2. Rights and Freedoms
3. The Globalising World

HISTORICAL SKILLS: Students will be involved in a number of learning experiences that may include:

- Using historical terms and concepts
- Identifying and selecting different kinds of questions about the past to form historical inquiry
- Identifying and locating relevant sources, using ICT and other methods
- Identifying the origin, purpose and context of primary and secondary sources
- Evaluating the reliability and usefulness of sources
- Identifying and analyzing perspectives of people
- Selecting and using a range of communication forms.

ASSESSMENT: Students could be assessed by a combination of the following:

- Exams (content, document studies)
- Multimodals or written assignments
- Essay tests
YEAR 10 HISTORY – SEMESTER 2

TITLE: AN INTRODUCTION TO SENIOR HISTORIES
         “INQUIRING MINDS”

SUITABILITY: This is a stand-alone unit, which is offered in Semester 2, Year 10. This unit should appeal to students interested in choosing either Modern or Ancient History in the Senior School. It would be of special interest to those who might study Law, Archaeology, Politics, History etc at tertiary level.

HISTORICAL KNOWLEDGE AND UNDERSTANDING: Might include:-
   • The Cold War
   • The Vietnam War
   • Australian Government
   • Archaeology
   • Ancient civilisations eg Rome, Greece, Egypt etc

HISTORICAL SKILLS: Students will be involved in a number of learning experiences that may include:
   • Planning and using an historical research process (research).
   • Forming historical knowledge through critical inquiry (evaluation of research).
   • Communicating historical knowledge (recollection & presentation of knowledge).
   • Valuing the study of History.

ASSESSMENT: Assessment may include:
   • Multimodal presentation
   • Written Research Assignment
   • Content/document test.
UNIT TITLE: **AN INTRODUCTION TO SENIOR ECONOMICS “SHOW ME THE MONEY”**

SUITABILITY: This is a **TRANSITION UNIT** in Social Science, offered in **Semester 2, Year 10** only, and is suitable for any student interested in studying Economics in the Senior School.

WHAT IS ECONOMICS?: Economics is a study of Australia’s economic system. It is concerned with the creation of money and wealth and the production of goods and services. At the school level it investigates topics which include:

- Profit
- Prices
- The Stock Market
- Industrial Relations
- Trade
- Globalisation
- Unemployment
- Interest rates

WHY PADUANS ENJOY ECONOMICS: Many Paduans use the skills and knowledge they have gained in Economics to help them in Tertiary Courses such as Economics, Business, Law, Commerce and Journalism. Other students enjoy the practical nature of the subject and the understanding of important day to day financial issues that this subject gives. Some students use this course to help them make money in their future lives!

LEARNING EXPERIENCES: Economics is a research and discussion based subject that encourages independent decision making. Students will constantly be involved in the process of inquiry. This may take the form of group work, field excursions, internet research, newspaper analysis, video studies and text-based learning.

ASSESSMENT: Students will be assessed by a combination of the following:
- Short answer exams
- Document Studies
- Essay writing
YEAR 9 GEOGRAPHY – SEMESTER 1

TITLE: CRASH, CRUMBLE, KABOOM! – CRACKING AND CREATING THE EARTH’S CRUST.

SUITABILITY: This is an elective Australian Curriculum unit offered in Semester 1, Year 9 that is suitable for students who are interested in investigating the role of the biotic environment and its role in food and fibre production. Students will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

CONTENT: Students investigate the following:

- The causes and consequences of change in places and environments
- The future implications of changes to places and environments
- The importance of the interconnections and interdependencies for the future of places and environments
- The distribution and characteristics of biomes
- 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
- The challenges to food production
- The capacity of the world’s environments to sustainably feed the projected future population to achieve food security

LEARNING EXPERIENCES: Field sketches, examining and drawing diagrams, comprehension, paragraph writing, creative writing, videos, photograph analysis, problem solving, mapping skills.

ASSESSMENT: Possible assessment could include a field trip examining food production processes and the impact of human use on biomes; content test, document study.
YEAR 9 GEOGRAPHY – SEMESTER 2

TITLE: GLOBAL VILLAGE: GEOGRAPHIES OF INTERCONNECTIONS

SUITABILITY: This is an elective Australian Curriculum unit offered in Semester 2, Year 9 that is suitable for students who are interested in investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

CONTENT: Students will investigate the following:

- The causes and consequences of change in places and environments
- The future implications of changes to places and environments
- The importance of the interconnections and interdependencies for the future of places and environments
- The perceptions people have of place, and how this influences their connections to different places
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places
- The ways that places and people are interconnected with other places through trade in goods and services
- The effects of the production and consumption of goods on places and environments throughout the world
- The effects of the production and consumption of goods on places and environments throughout the world

LEARNING EXPERIENCES: Field work, evaluating sources, graphing, diagrams, research, problem solving and decision making, group discussion, synthesising information from various sources.

ASSESSMENT: Possible assessment could include a field trip evaluating how infrastructure is used to connect the Kedron area to other destinations; content test, document study, multimodal presentation.
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<th>TITLE:</th>
<th>CLEAN AND GREEN</th>
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| SUITABILITY: | This is a stand alone unit offered in Semester 1, Year 10 that is suitable for students who are interested in taking action to keep our environment clean, green and healthy. Students will study the effects of the unsustainable use of our natural resources on the land and atmosphere and consider appropriate and environmentally sustainable land use practices. |
| CONTENT: | Students will investigate the following: |
| Climate Change | |
| • What are the effects of polluted air? | |
| • What are global warming and the enhanced greenhouse effect? | |
| • How will these phenomena affect the Earth? | |
| • What is renewable energy? | |
| • Why is renewable energy more beneficial for the environment than energy derived from fossil fuel? | |
| Endangered Species | |
| • Causes of decline | |
| • Biodiversity | |
| • Conservation programs | |

| LEARNING EXPERIENCES: | Research, reading, discussion, group work, paragraph writing, graphing, map analysis, field work, diagrams, report writing, essay writing. |
| ASSESSMENT: | Possible assessment will include an essay test, film study, - An Inconvenient Truth – and an Oral presentation |
YEAR 10 GEOGRAPHY – SEMESTER 2

TITLE: AN INTRODUCTION TO SENIOR GEOGRAPHY
           “PEOPLE AND PLACES”

SUITABILITY: This is a stand alone unit offered in Semester 2, Year 10 that is suitable for students interested in the human aspect of Geography and studying the effects of contemporary human activity upon the Earth. Students will focus on the development and impact of the rapidly growing geographic phenomena of population growth, the development of settlements and the proliferation of the tourism industry.

CONTENT: Population

- What are the causes of the growth of the world and Australia’s population?
- What are the impacts of rapid population growth?
- What is the relationship between development issues and population growth rates?
- How can population growth be controlled and sustained?

Coastal Studies

- Identifying coastal processes
- Surfing conditions
- Justifying selection of venue for surfing competition
- Major focus is skills development in using Geographic Information Systems (GIS)

LEARNING EXPERIENCES: Comprehension, graphing, population profiles, mapping, newspaper analysis, document study, statistical analysis, brochure study, videos, role-play, journal writing, decision making.

ASSESSMENT: Possible assessment will include a field trip and report examining coastal processes, eg Sunshine Coast, content exam and practical exam.
Health and Physical Education is a core Subject Area in the Middle Phase of Padua’s curriculum and thus it is **compulsory** for all students to study one semester unit of HPE for each of the first three semesters – Semesters 1 & 2 of Year 9 and Semester 1 of Year 10.

The main unit offered in Semester 2 of Year 10, My Program, is particularly relevant for those students who are considering taking the Senior subjects, Physical Education and Recreation Studies, in Years 11 and 12.

In Year 10 an extra unit for this Subject Area is offered in the subject area Recreation Studies. This unit is offered for those students who may need another physical and practical subject in their timetable.
YEAR 9 HPE - SEMESTER 1

TITLE: "WHAT’S HAPPENING"

PREREQUISITE: NIL

SUITABILITY: This is a stand-alone Semester Unit, which is offered in Semester 1 of Year 9. This unit should appeal to active students who are interested in understanding their own body. It is also of benefit to Year 9 boys as they develop a number of different relationships.

CONTENT: CRICKET / WALLA RUGBY
- Skills and drills
- Game Play
- Tactics / Strategies
- Rules
- Physical development / Relationships
- Physical development
- Sexual activity / contraception
- STDs
- Rights / Responsibilities
- Family / Friends
- Changing Relationships

LEARNING EXPERIENCES: This unit will include game play, skills drills, case studies, group work, class discussions, short answers, note taking, exam questions.

ASSESSMENT: The assessment will either be an assignment or class exam. Practical assessment will be continuous throughout game play.
YEAR 9 HPE - SEMESTER 2

TITLE: YOUR CHOICE

PREREQUISITE: NIL

SUITABILITY: This is a stand-alone Semester Unit, which is offered in Semester 2 of Year 9. This unit should appeal to active students who are interested in exploring the many choices available to them in our consumerised society.

CONTENT: 

ATHLETICS/VOLLEYBALL
- Skills/drills
- Game Play
- Tactics/Strategies
- Rules
- Physical Development/Relationships

DRUGS/MY DIET
- Types of drugs/risks
- Decision making model
- Harm minimisation
- Balanced diet
- Junk food and advertising
- Media/stereotypes

LEARNING EXPERIENCES: This unit will include game play, skills drills, group work, class discussion, individual and group research experiments, note taking, exam questions, assignment work.

ASSESSMENT: The assessment will either be an oral or a role-play. Practical assessment will be continuous throughout game play.
YEAR 10 HPE - SEMESTER 1

TITLE: “BE HEALTHY”

PREREQUISITE: NIL

SUITABILITY: This is a stand-alone Semester Unit offered in Semester 1 Year 10. This unit involves physical activities such as lifesaving and Touch Football. It will also explore the theme of healthy living.

CONTENT:

LIFESAVING/TOUCH FOOTBALL
- Skills and drills
- Game play/competition
- Tactics/strategies
- Rules

“BE HEALTHY”
- Healthy lifestyle
- Australian Health
- Healthcare system
- First aid
- CPR
- Treatment

LEARNING EXPERIENCES: This unit will include game play, skills drills, case studies, group work, class discussions, note taking, short answer exam questions.

ASSESSMENT: The assessment will either be an assignment or exam. The practical assessment will be assessed continually during game play.
# YEAR 10 HPE - SEMESTER 2

## TITLE: MY PROGRAM

### PREREQUISITE:
NIL

### SUITABILITY:
This is a stand-alone Semester Unit only offered in Semester 2 of Year 10. This is a unit which previews the Senior Physical Education course for Years 11 and 12. Those Year 10 students considering Physical Education as a subject are suited to this unit.

### CONTENT:

<table>
<thead>
<tr>
<th>SOCCER/AFL</th>
<th>BASIC MOVEMENT/MY PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skills and drills</td>
<td>• Types of movement</td>
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<tr>
<td>• Game Play</td>
<td>• Skill learning</td>
</tr>
<tr>
<td>• Tactics/Strategies</td>
<td>• Biomechanical principles</td>
</tr>
<tr>
<td>• Rules</td>
<td>• Program design</td>
</tr>
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<td>• Training methods</td>
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</table>

### LEARNING EXPERIENCES:
Learning will occur using the philosophy of “in” “through” and “about” physical activity. This unit also will include game play, skills drills, video analysis, case studies, group work, class discussions, note taking, short answer and exam questions.

### ASSESSMENT:
The assessment will be “in” “through” and “about” the relevant physical activities.
YEAR 10 RECREATION STUDIES - SEMESTER 2

TITLE: THE SPORT AND RECREATION INDUSTRY

PREREQUISITE: NIL

SUITABILITY: This is a stand-alone Semester Unit which is offered in Semester 2. This unit is suitable for active students who enjoy the practical nature of physical activity.

CONTENT:
- 0z Tag
- Aussie Rules
- Handball
- Water Polo
- Skills and drills
- Game Play
- Tactics/strategies
- Rules

LEARNING EXPERIENCES: This unit will include game play, skills drills, team play, team organisation and events organisation.

ASSESSMENT: The assessment will be based on skill development, game play and events organisation.
There are two strands or subjects offered in this Subject Area: Graphics and Design & Technology.

No Design & Technology units are compulsory. Interested students may request one or two units in a semester. Availability of places in these subjects will depend on quotas for class sizes and resources available.

It may not be possible to give all students all requested units.

**NB:**
To choose Senior Graphics in Year 11, students must have completed one unit successfully during year 9 and two units successfully during year 10.
GRAPHICS

TITLE: FOUNDATION STUDIES IN GRAPHICAL COMMUNICATION

CODE: GRA.1

PREREQUISITE: None

SUITABILITY: This is the foundation unit for Junior Graphics. It would be suitable for anyone who enjoyed Year 8 Design & Technology/Graphics and has an interest in design and the study of Graphical Communication. Students wishing to take Years 11 and 12 Graphics should take this unit.

CONTENT: You will have the opportunity to study
- Plane Geometry
- Orthographic Systems of Projection
- Layout Development
- Sketching & Rendering Techniques
- Simple Isometric Views

LEARNING EXPERIENCES: You will use the AutoDesk software suit to
- Design
- Sketch
- Render
- Draw

ASSESSMENT: You will have the opportunity to demonstrate the expected outcomes in practical computer based projects, and both practical and theory exams.
<table>
<thead>
<tr>
<th>GRAPHICS</th>
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<tbody>
<tr>
<td>TITLE:</td>
<td>GRAPHICAL COMMUNICATION – UNIT 2</td>
</tr>
<tr>
<td>CODE:</td>
<td>GRA.2</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>None</td>
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<tr>
<td>SUITABILITY:</td>
<td>This is a continuing Junior Graphics unit. It would be suitable for anyone who enjoyed GRA.1 or Year 8 Design &amp; Technology, has an interest in design and the study of Graphical Communication. Students wishing to take Year 11 and 12 Graphics should take this unit.</td>
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<tr>
<td>CONTENT:</td>
<td>You will have the opportunity to study</td>
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<tr>
<td></td>
<td>• Plane Geometry</td>
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<td>• Roll Out Development</td>
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<td>• Isometric Views</td>
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<td>• Oblique Views</td>
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<td>• Workshop Drawings</td>
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<td>LEARNING EXPERIENCES:</td>
<td>You will use the AutoDesk software suit to</td>
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<td>• Design</td>
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<tr>
<td><strong>TITLE:</strong></td>
<td>GRAPHICAL COMMUNICATION – UNIT 3</td>
</tr>
<tr>
<td><strong>CODE:</strong></td>
<td>GRA.3</td>
</tr>
<tr>
<td><strong>PREREQUISITE:</strong></td>
<td>GRA.1 or GRA.2</td>
</tr>
<tr>
<td><strong>SUITABILITY:</strong></td>
<td>This is a continuing Junior Graphics unit. It would be suitable for anyone who enjoyed Year 9 Graphical Communication GRA.1 or GRA.2 and has an interest in design and the study of Graphical Communication. Students wishing to take Years 11 and 12 Graphics must take this unit.</td>
</tr>
<tr>
<td><strong>CONTENT:</strong></td>
<td>You will have the opportunity to study</td>
</tr>
<tr>
<td></td>
<td>• Plane geometry</td>
</tr>
<tr>
<td></td>
<td>• 3D Drawing</td>
</tr>
<tr>
<td></td>
<td>• Solid Geometry</td>
</tr>
<tr>
<td></td>
<td>• Radial Development</td>
</tr>
<tr>
<td></td>
<td>• Workshop Drawings – Engineering Sections</td>
</tr>
<tr>
<td><strong>LEARNING EXPERIENCES:</strong></td>
<td>You will use the AutoDesk software suit to</td>
</tr>
<tr>
<td></td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>• Sketch</td>
</tr>
<tr>
<td></td>
<td>• Render</td>
</tr>
<tr>
<td></td>
<td>• Draw</td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>You will have the opportunity to demonstrate the expected outcomes in practical computer based projects, and both practical and theory exams.</td>
</tr>
</tbody>
</table>
GRAPHICS

TITLE: GRAPHICAL COMMUNICATION – UNIT 4

CODE: GRA.4

PREREQUISITE: GRA.3

SUITABILITY: This is a continuing Junior Graphics unit. It would be suitable for anyone who enjoyed Year 10 Graphical Communication GRA.3 in first semester and has an interest in design and the study of Graphical Communication. Students wishing to take Years 11 and 12 Graphics must take this unit.

CONTENT: You will have the opportunity to study
- Perspective Drawing
- Architectural Drawings
- Orthographic Systems of Projection – Sections

LEARNING EXPERIENCES: You will use the AutoDesk software suit to
- Design
- Sketch
- Render
- Draw

ASSESSMENT: You will have the opportunity to demonstrate the expected outcomes in practical computer based projects, and both practical and theory exams.
## DESIGN & TECHNOLOGY

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>FOUNDATION STUDIES IN DESIGN &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE:</td>
<td>DAT.1</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>None</td>
</tr>
<tr>
<td>SUITABILITY:</td>
<td>This is the foundation unit for Junior Design &amp; Technology. It would be suitable for anyone who enjoyed Year 8 Design &amp; Technology and has an interest in design and the study of materials.</td>
</tr>
</tbody>
</table>
| CONTENT: | You will have the opportunity to study  
- Workshop Safety  
- The Process of Design  
- Woodwork Jointing Techniques  
- The Basic Behaviour of Plastics |
| LEARNING EXPERIENCES: | You could learn  
- To work safely in a workshop  
- To use marking out tools neatly and accurately  
- To use cutting tools neatly and accurately  
- The processes of design and manufacture  
- About a wide variety of materials  
- Basic industrial practices |
| ASSESSMENT: | You will have the opportunity to demonstrate the expected outcomes in practical projects, design folios, and theory exams. |
### DESIGN & TECHNOLOGY

**TITLE:** DESIGN & TECHNOLOGY - UNIT 2

**CODE:** DAT.2

**PREREQUISITE:** None

**SUITABILITY:** This is a continuing Junior Design & Technology unit. It would be suitable for anyone who enjoyed Year 8 Design & Technology and has an interest in design and the study of materials.

**CONTENT:** You will have the opportunity to study
- Workshop Safety
- The Process of Design
- Woodwork Jointing and Finishing Techniques
- Folding, Cutting, Shaping, Moulding and Joining of Plastics
- Electronics Theory

**LEARNING EXPERIENCES:** You could learn
- To work safely in a workshop
- To use marking out tools neatly and accurately
- To use cutting tools neatly and accurately
- The processes of design and manufacture
- Basic industrial practices

**ASSESSMENT:** You will have the opportunity to demonstrate the expected outcomes in practical projects, design folios, and theory exams.
# DESIGN & TECHNOLOGY

**TITLE:** DESIGN & TECHNOLOGY - UNIT 3

**CODE:** DAT.3

**PREREQUISITE:** None

**SUITABILITY:** This is a continuing Junior Design & Technology unit. It would be suitable for anyone who enjoyed Year 9 Design & Technology and has an interest in design and the study of materials. Students wishing to take Year 11 and 12 Technology Studies or Vocational Education should take this unit.

**CONTENT:** You will have the opportunity to study
- Workshop Safety
- The Process of Design
- Basic Power Tool Safety and Usage
- Woodwork Jointing and Finishing Techniques
- Folding, Cutting, Shaping, Moulding and Joining of Plastics

**LEARNING EXPERIENCES:** You could learn
- To work safely in a workshop
- To use marking out tools neatly and accurately
- To use cutting tools neatly and accurately
- The processes of design and manufacture
- About a wide variety of materials
- Basic industrial practices

**ASSESSMENT:** You will have the opportunity to demonstrate the expected outcomes in practical projects, design folios, and theory exams.
# DESIGN & TECHNOLOGY

## TITLE:
INTRODUCTION TO TECHNOLOGY STUDIES

## CODE:
DAT.4

## PREREQUISITE:
None

## SUITABILITY:
This unit is designed to introduce students to the expectations of senior Technology Studies. It would be suitable for anyone thinking of studying Technology Studies in year 11 or has an interest in design and the study of materials. Students wishing to take Years 11 and 12 Technology Studies should take this unit.

## CONTENT:
You will have the opportunity to study
- Work Place Health and Safety Risk Assessment Process
- The Process of Design
- Power Tool Safety and Usage
- Woodwork Jointing and Forming Techniques

## LEARNING EXPERIENCES:
You could learn
- To work safely in a workshop
- To use marking out tools neatly and accurately
- To use cutting tools neatly and accurately
- The processes of design and manufacture
- About a wide variety of materials
- Basic industrial practices

## ASSESSMENT:
You will have the opportunity to demonstrate the expected outcomes in practical projects, design folios, and theory exams.
<table>
<thead>
<tr>
<th>DESIGN &amp; TECHNOLOGY</th>
</tr>
</thead>
</table>
| **TITLE:** | INTRODUCTION TO FURNISHING 1  
Year 10 Semester 2 |
| **CODE:** | FUR.1 |
| **PREREQUISITE:** | None |
| **SUITABILITY:** | It would be suitable for anyone who enjoys working with wood and making timber projects. Students wishing to take Years 11 and 12 Vocational Education should take this unit. |
| **CONTENT:** | You will have the opportunity to study  
- Work Place Health and Safety  
- Power Tool Safety and Usage  
- Woodwork Jointing and Forming Techniques  
- Finishing of timber sanding, varnishing etc |
| **LEARNING EXPERIENCES:** | You could learn  
- To work safely in a workshop  
- To use marking out tools neatly and accurately  
- To use cutting tools neatly and accurately  
- About a wide variety of materials  
- Basic industrial practices |
| **ASSESSMENT:** | You have the opportunity to demonstrate the expected outcomes in practical projects. |
DESIGN & TECHNOLOGY

TITLE: INTRODUCTION TO ENGINEERING 1
      Year 10 Semester 2

CODE: ENG.1

PREREQUISITE: None

SUITABILITY: It would be suitable for anyone who enjoys working with metal and making metal projects. Students wishing to take Years 11 and 12 Vocational Education should take this unit.

CONTENT: You will have the opportunity to study
         • Work Place Health and Safety
         • Power Tool Safety and Usage
         • Workshop procedures
         • Sheet metal processes and techniques
         • Welding processes and Techniques

LEARNING EXPERIENCES: You could learn
                      • To work safely in a workshop
                      • To use marking out tools neatly and accurately
                      • To use cutting tools neatly and accurately
                      • About a wide variety of materials
                      • Basic industrial practices

ASSESSMENT: You have the opportunity to demonstrate the expected outcomes in practical projects.
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers are an integral part of everyday school and home life. It is advisable for every student to complete at least two units of Information Technology throughout Years 9 and 10.

Students may choose ICT in all or any of the four semesters.

It is recommended that all students study the foundation unit. This unit consolidates skills in word processing, spreadsheets and presentations. These are considered to be essential tools for all users of technology.

Should a student then choose further semesters in Information Technology, he can select units that interest him or that support his study in other subject areas in preparation for senior schooling. Every unit can also be extended to match the ability and interest of the individual student.

Any student wishing to undertake ICT (non-OP) or IPT (OP) in Years 11 and 12 should do at least two semesters of ICT in Years 9 and 10. The ICT teachers can direct students to units which lead into these two senior subjects.

None of these units are compulsory. However, to select ICT in Year 10 a student should have completed Semester 2 of ICT in Year 9.
<table>
<thead>
<tr>
<th>TITLE:</th>
<th>ICT - Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE:</td>
<td>ICT - 1</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>None</td>
</tr>
<tr>
<td>SUITABILITY:</td>
<td>This unit is highly recommended for all students, as the basic skills learnt can be applied to all other studies.</td>
</tr>
<tr>
<td>CONTENT:</td>
<td>You will have the opportunity to study the theory and application of…</td>
</tr>
<tr>
<td></td>
<td>• General concepts of computing</td>
</tr>
<tr>
<td></td>
<td>• Computer hardware</td>
</tr>
<tr>
<td></td>
<td>• Computer software and its uses</td>
</tr>
<tr>
<td></td>
<td>• Everyday use of I.T.</td>
</tr>
<tr>
<td></td>
<td>• File Management</td>
</tr>
<tr>
<td></td>
<td>• Desktop Management</td>
</tr>
<tr>
<td></td>
<td>• The features of a Graphical User Interface</td>
</tr>
<tr>
<td></td>
<td>• The Internet</td>
</tr>
<tr>
<td></td>
<td>• Introductory and intermediate Word Processing</td>
</tr>
<tr>
<td></td>
<td>• Introductory and intermediate Spreadsheets</td>
</tr>
<tr>
<td></td>
<td>• Introductory and intermediate PowerPoint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING EXPERIENCES:</th>
<th>You could…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Work with a Graphical User Interface</td>
</tr>
<tr>
<td></td>
<td>• Manipulate file structures and formats</td>
</tr>
<tr>
<td></td>
<td>• Create and use documents, spreadsheets and presentations,</td>
</tr>
</tbody>
</table>

| ASSESSMENT:           | You will be able to display your competency in this unit through class and homework projects, written exams and online tests. |
**TITLE:** ICT – Introduction to Programming and Databases  

**CODE:** ICT - 2  

**PREREQUISITE:** None, but ICT 1 recommended  

**SUITABILITY:** These units would be suitable for students who enjoy using computers and who wish to do IPT or ICT in Years 11 and 12.  

**CONTENT:**  

**First term – VB, HTML Programming**  
This unit teaches students the basic algorithms and concepts of programming. The languages used are Visual Basic.Net and HTML. Students throughout the term work together in writing small applications, and games. Other programming languages may be substituted for Visual Basic.  

**Second term – Database Project**  
This unit focuses on students accessing, constructing and presenting information from data. Students in this unit may be required to create a database to hold information about various issues or organisations. Analysis and presentation of the information contained within the database are conducted, as the final assessment.  

The Database may be replaced with a spreadsheet project.  

**LEARNING EXPERIENCES:** You could…  
- Work with a Interface Development Environment (IDE)  
- Learn the basics of application programming  
- Learn the basics of games programming  
- Learn the various elements of a database.  
- Use various multimedia modes to present information  

**ASSESSMENT:** You will be able to display your competency in this unit through class and homework projects.
TITLE: ICT – Scripting, Intermediate Programming, Animation

CODE: ICT - 3

PREREQUISITE: ICT - 2

SUITABILITY: These units would be suitable for students who enjoy using computers and who wish to do IPT or ICT in Years 11 and 12.

CONTENT: First term – Adobe Flash 2D Animation
In this unit student may use Adobe Flash and Adobe Fireworks. Within Adobe Fireworks students can learn how to develop and manipulate graphics for use in other applications. Adobe Flash allows students to develop 2D animation files that can be implemented within a website development environment.

Second term – Intermediate Programming
To do this unit it is recommended that ICT-2 has been completed.
This unit builds on the basic concepts learnt within ICT-2. In this unit student will primary apply the concepts learnt at the beginning of the unit in order to build an arcade style game.

LEARNING EXPERIENCES: You could…
- Work with a Graphical User Interface
- Use creativity in developing graphics and website design
- Use simple scripting language
- Collaborate with peers in developing computer games and applications.

ASSESSMENT: You will be able to display your competency in this unit through class and homework projects, and online tests.
<table>
<thead>
<tr>
<th>TITLE:</th>
<th>ICT - Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE:</td>
<td>ICT - 4</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>Knowledge and functional use of some of HTML, Adobe Flash, Dreamweaver, Visual Studio, JavaScript</td>
</tr>
<tr>
<td>SUITABILITY:</td>
<td>These units would be suitable for students who enjoy using computers and who wish to do IPT or ICT in Years 11 and 12.</td>
</tr>
<tr>
<td>CONTENT:</td>
<td>First term – Web Development</td>
</tr>
<tr>
<td></td>
<td>This unit is a web based project. Within this unit, students will develop a web site using HTML(5) and CSS. This project has several elements to it.</td>
</tr>
<tr>
<td></td>
<td>- The principles of web design.</td>
</tr>
<tr>
<td></td>
<td>- Advancing the knowledge of the student in the use of web applications.</td>
</tr>
<tr>
<td></td>
<td>- The third element requires that the student apply their knowledge to the development of a website.</td>
</tr>
<tr>
<td></td>
<td>Second term – Integrated Project</td>
</tr>
<tr>
<td></td>
<td>This unit allows students to develop their own scope of works, using the technology of their choice. Students are to extend their own knowledge within their chosen area of study, both independently and through the collaboration with their teacher.</td>
</tr>
<tr>
<td>LEARNING EXPERIENCES:</td>
<td>You could…</td>
</tr>
<tr>
<td></td>
<td>- Apply principles of design to projects</td>
</tr>
<tr>
<td></td>
<td>- Manipulate file structures and formats</td>
</tr>
<tr>
<td></td>
<td>- Create 2D and 3D animations</td>
</tr>
<tr>
<td></td>
<td>- Apply and integrate multiple technologies to a project.</td>
</tr>
<tr>
<td></td>
<td>- Show the ability to work independently on agreed scopes of work</td>
</tr>
<tr>
<td>ASSESSMENT:</td>
<td>You will be able to display your competency in this unit through class and homework projects.</td>
</tr>
</tbody>
</table>
There are three strands, or subjects, available within the Subject Area of The Arts in the Middle Phase of Padua’s curriculum, Art, Music and Drama.

None of these units are compulsory. However, to select Art in Year 10 a student should have completed Semester 2 of Art in Year 9. Students who wish to select Music in Year 10 are strongly advised to select Music in Semester 2 of Year 9.

Students may select more than one subject in the Arts in any semester, subject to the required pre-requisites stated in the unit descriptors on the following pages. Availability of these practical units will be subject to quotas for class sizes and resources. It may not be possible to give all students all requested units in this Subject Area.

Students who are considering taking Art, Drama or Music in Years 11 and 12 are strongly advised to take the relevant units in Years 9 and 10.
# YEAR 9 MUSIC - SEMESTER 1

**TITLE:** MINI MAESTROS

**PREREQUISITE:** All students who have successfully completed the Year 8 foundation unit and are currently or about to commence instrumental tuition or singing in the school vocal ensemble.

**SUITABILITY:** Students who sing/play an instrument and read music or demonstrate a willingness to do so.

**OUTCOMES:** This unit will introduce students to pentatony in all its forms; basic diatony, theoretical musical concepts, reading and writing music, development of aural skills and solo/group performance up to 4 parts.

**LEARNING EXPERIENCES:** Students will explore a range of children’s music and the use of music in children’s play, in a variety of ways; singing, playing, moving, playing games, composing, conducting, analysing both aurally and visually, aural notation of rhythms and melodies, improvising, listening to live and recorded musical performances, part work, and attending live performances.

**ASSESSMENT:** A combination of musical performances involving singing and playing music (performing), reading and writing music (analysis and composition), notating from ear a variety of rhythms and melodies, and aurally and visually responding to music (analysis).
<table>
<thead>
<tr>
<th>YEAR 9 MUSIC - SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE: PROGRAM MUSIC</td>
</tr>
<tr>
<td>PREREQUISITE: Successful completion of Music in Years 8/9.</td>
</tr>
<tr>
<td>SUITABILITY: Students who can sing/play an instrument and competently read music. Activity involved in a music practice routine and taking lessons.</td>
</tr>
<tr>
<td>OUTCOMES: In this unit students will explore how both vocal and instrumental music tells a story. Students will explore a variety of compositions through performance and aural &amp; visual analysis. Students will further develop theoretical musical concepts aural skills and solo &amp; group performance up to 4 parts and a major focus on composition.</td>
</tr>
<tr>
<td>LEARNING EXPERIENCES: Students will explore the use storytelling through music throughout the ages up unto present day in a variety of ways; singing, playing, moving, playing games, composing, conducting, analysing both aurally and visually, aural notation of rhythms and melodies, improvising, listening to live and recorded musical performances, part work and attending live performances.</td>
</tr>
<tr>
<td>ASSESSMENT: A combination of musical performances involving singing and playing music (performing), reading and writing music (analysis and composition), notating from ear a variety of rhythms and melodies, and aurally and visually responding to music (analysis) and composition tasks.</td>
</tr>
</tbody>
</table>
YEAR 10 MUSIC - SEMESTER 1

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>INSTRUMENTAL MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE:</td>
<td>Successful completion of Year 9 Music.</td>
</tr>
<tr>
<td>SUITABILITY:</td>
<td>Students who can sing/play and instrument and competently read music.</td>
</tr>
<tr>
<td>OUTCOMES:</td>
<td>This unit will introduce students to diatony, tonal relationships; introductory harmony, musical style, theoretical concepts through composition. Aural and visual analysis skills will be developed further through the exploration of instrumental music throughout the ages.</td>
</tr>
<tr>
<td>LEARNING EXPERIENCES:</td>
<td>Students will explore music, with a focus on Instrumental Music and trace the development of instrumental music in a variety of ways; singing, playing, playing games, composing, conducting, analysing both aurally and visually, aural notation of rhythms and melodies, improvising, listening to live and recorded musical performances, part work and attending live performances.</td>
</tr>
<tr>
<td>ASSESSMENT:</td>
<td>A combination of musical performances involving singing and playing music (performing), reading and writing music (analysis and composition), notating from ear a variety of rhythms and melodies, and aurally and visually responding to music (analysis)</td>
</tr>
</tbody>
</table>
YEAR 10 MUSIC - SEMESTER 2

TITLE: PRESTO! LETS GO!

PREREQUISITE: Successful completion of all previous Music units.

SUITABILITY: Students who can sing/play an instrument, competently read music and want to study senior music. It is recommended that students are currently receiving music lessons either privately or through FCIP or are an active member of the College Vocal Ensemble.

OUTCOMES: This unit will focus on developing skills needed for Senior Music, performance, composition and analysing repertoire.

LEARNING EXPERIENCES: Students will explore a variety of styles of music through singing, playing, playing games, composing, conducting, analysing both aurally and visually, aural notation of rhythms and melodies, improvising, listening to live and recorded musical performances, part work and attending live performances.

ASSESSMENT: A combination of musical performances involving singing and playing music (performing), reading and writing music (analysis and composition), notating from ear a variety of rhythms and melodies, and aurally and visually responding to music (analysis).
TITLE: "ART IS ABOUT FUN"

SUITABILITY: Students should have a keen interest in Art and should have received at least a C+ in Year 8 Art. Assessment is largely of a practical nature but students will be required to research and discuss the work of artists in written format.

CONTENT: Students will experiment, explore and create images and objects that:
- use painting and drawing techniques to develop an understanding of visual art and creativity
- use a variety of both analogue and digital media to begin students on a journey of developing a personal aesthetic
- Students will experiment, explore and create images:
  - using the elements of art and design.
  - using a variety of 2D and digital materials that require knowledge and skill in a variety of techniques and processes.

LEARNING EXPERIENCES: Students will
- explore, experiment and document a variety of making processes.
- explore, experiment and resolve personal responses to researched ideas.
- research, analyse and evaluate the images and objects created by a variety of artists, cultures and times.

ASSESSMENT: Students will be assessed on:
- the documentation of the semesters work as reviewed in their Visual Journal. (To be submitted with resolved artwork.)
- the resolved art works made over the two terms.
- at least one extended written research assignment.
TITLE: "ART IS ABOUT STORYTELLING"

SUITABILITY: Students should have a keen interest in Art and should have received at least a C+ in Year 8 Art. Assessment is largely of a practical nature but students will be required to research and discuss the work of artists in written format.

CONTENT: Students will experiment, explore and create images and objects that:
- use printmaking techniques to pass on stories and personal histories.
- use a variety of both analogue and digital techniques to creative narratives within an artwork.
- Students will experiment, explore and create images:
  - using the elements of art and design.
  - using a variety of 2D, 3D and digital materials that require knowledge and skill in a variety of techniques and processes.

LEARNING EXPERIENCES: Students will
- explore, experiment and document a variety of making processes.
- explore, experiment and resolve personal responses to researched ideas.
- research, analyse and evaluate the images and objects created by a variety of artists, cultures and times.

ASSESSMENT: Students will be assessed on:
- the documentation of the semesters work as reviewed in their Visual Journal. (To be submitted with resolved artwork.)
- the resolved art works made over the two terms.
- at least one extended written research assignment.
YEAR 10 ART - SEMESTER 1

TITLE: "ART IS ABOUT FORM"

PREREQUISITE: Students must have completed at least one semester of Year 9 Art

SUITABILITY: Students should have a keen interest in Art and should have received at least a C+ in Year 9 Art. Assessment is largely of a practical nature but students will be required to research and discuss the work of artists in written format.

CONTENT: Students will experiment, explore and create images and objects that:
- use sculptural techniques to explore the concept of form
- use photography to understand composition and the documentation and visual interpretation of their world.

Students will experiment, explore and create images:
- using the elements of art and design.
- using a variety of 2D materials that require knowledge and skill in a variety of techniques and processes.

LEARNING EXPERIENCES: Students will explore, experiment and document a variety of making processes:
- explore experiment and resolve personal responses using both sculptural and photographic art forms
- may make and display images to reflect an understanding of the function and purposes of public and community art.
- research, analyse and evaluate images and objects that reflect a variety of historical and cultural contexts.

ASSESSMENT: Students will be assessed on:
- the documentation of the semesters work as reviewed in their Visual Journal. (To be submitted with resolved artwork.)
- the resolved art works made over the two terms.
- at least one extended written research assignment.
### YEAR 10 ART - SEMESTER 2

**TITLE:** "ART IS ABOUT EXPRESSION"

**PREREQUISITE:** Students must have completed at least one semester of Year 9 Art

**SUITABILITY:** Students should have a keen interest in Art and should have received at least a C+ in Year 9 Art. Assessment is largely of a practical nature but students will be required to research and discuss the work of artists in written format.

**CONTENT:** Students will experiment, explore and create images that:
- use text and imagery as a form of expression through stencilling, painting, digital manipulation and graphic design.
- explore youth culture and the current generation through street art and skateboard design.
- Students will experiment, explore and create images.
- using the elements of art and design.
- using a variety of 2D and 3D materials that require knowledge and skill in a variety of techniques of processes.

**LEARNING EXPERIENCES:** Students will:
- explore, experiment and document a variety of making processes.
- explore, experiment and resolve personal responses to the concept of the human body.
- research, analyse and evaluate images and objects that reflect a variety of historical and cultural contexts.

**ASSESSMENT:** Students will be assessed on:
- the documentation of the semester's work as reviewed in their Visual Journal. (To be submitted with resolved artwork.)
- the resolved art works made over the two terms.
- at least one extended written research assignment.
YEAR 9 DRAMA - SEMESTER 1

TITLE: THE WORLD IN FOCUS
Written to Outcomes Level Five

PREREQUISITE: Year 8 Drama

SUITABILITY: For students who have an interest in this subject.

CONTENT: This unit explores the way Drama is used to deal with life’s challenges and to help us cope with and understand both the good and the bad that life throws at us. The texts used to explore this unit will be Monty Python skits, youth playscripts, poetry and myths & legends.

LEARNING EXPERIENCES:
Students may develop the following concepts:

**Forms and styles**
- LABAN theory
- origins of Greek theatre
- process drama
- realism
- student-devised scripts written — scenarios, program notes

**Performance skills**
- characterisation — purpose and motivation
- movement — blocking stage action
- script interpretation — who, what, where, when and why
- voice — adapting for different characters and performance locations

**Core learning outcomes:**

DR 5.1 Students’ structure dramatic action both individually and in groups, using elements and conventions appropriate to the selected dramatic form, style and purpose.

DR 5.2 Students’ present selected roles using performance skills appropriate to the selected dramatic form, style and purpose.

DR 5.3 Students’ identify and evaluate the application of dramatic elements and conventions used in their own work and that of others, communicating an awareness of the selected form, style and purpose.

ASSESSMENT: Assessment:
- Written theory exam.
- Develop a Process Drama to explore a particular issue relevant to today’s society. Explore this issue through developing a script that explores some aspect of modern life.
- Reflective writing task based on youth themes from an existing playscript.
- Small group, school-inspired dramatic scenes.
YEAR 9 DRAMA – SEMESTER 2

TITLE: WHERE IN THE WORLD
Written to Outcomes Level Five

SUITABILITY: For students who have an interest in this subject.

CONTENT: An exploration of the diverse forms and styles of theatre and how theatre explores common human concerns. Specific focus on idea of Masculinity as well as a unit on “the macabre”.

The unit may use the work of Morris Gleitzman (Boy Overboard), Peter Charlton (Wolf Boy) and Richard Tulloch (Year Nine Are Animals) to explore what it means to be male. These plays will then form the basis of a wider exploration of issues faced by today’s youth. Edgar Allen Poe’s “The Raven” and urban legends.

LEARNING EXPERIENCES:

Students may develop the following concepts:

Forms and styles
• physical theatre and mime
• realism
• student-devised scripts written for collage drama

Performance skills
• characterisation — purpose and motivation
• movement — blocking stage action
• script interpretation — who, what, where, when and why
• voice — adapting for different characters and performance locations

Core learning outcomes
DR 5.1 Students’ structure dramatic action both individually and in groups using elements and conventions appropriate to the selected dramatic form, style and purpose.
DR 5.2 Students’ present selected roles using performance skills appropriate to the selected dramatic form, style and purpose.
DR 5.3 Students’ identify and evaluate the application of dramatic elements and conventions used in their own work and that of others, communicating an awareness of the selected form style and purpose.

ASSESSMENT:
• Collage Drama: exploring issues pertaining to modern conceptions (or misconceptions) about what it means to be a man.
• Ensemble Performance: Groups will be assigned a play to plan, rehearse and perform based on youth issues.
• Poetry inspired performance.
• Physical Theatre Performance of Cinderella.
YEAR 10 DRAMA - SEMESTER 1

TITLE: A NOVEL WAY TO GO
Written to Outcomes Level Six

SUITABILITY: For students who have an interest in this subject.

CONTENT: Students explore a multiplicity of novels and stories through their school careers. This unit explores the themes, roles and relationships in the play ‘Juice’ by Stephen Davis. The students study this text in depth to understand the following Elements of Drama: characterisation, role, relationships, tension and mood.

LEARNING EXPERIENCES: Students may develop the following concepts:

Forms and styles
• Process Drama
• Realism
• Stanislavsky’s System

Performance skills
• characterisation — derived from script interpretation
• voice and movement — in character
• text interpretation — plot analysis, style, sub-text, given circumstances, context, character motivation.

Core learning outcomes
DR 6.1 Students devise and refine scenarios and scripts, both individually and part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.

DR 6.2 Students present a rehearsed, polished performance applying performance skills appropriate to the selected form, style and performance space.

DR 6.3 Students evaluate the forms styles and processes used in dramatic action and performance, identifying the influence of purpose and context.

ASSESSMENT:
• Devise and present a scripted drama. Students will document the development of their play-building process in a production diary.
• Individual monologue performance based on a minor character from ‘Juice’ by Stephen Davis.
• View a live performance and write a critique.
YEAR 10 DRAMA - SEMESTER 2

TITLE: **SPEAKING FOR MYSELF**  
*Written to Outcomes Level Six*

PREREQUISITE: Year 9 Drama

SUITABILITY: For students who have an interest in this subject.

CONTENT: In this world where we, as individuals, are caught in a situation that can be likened to being virtually held hostage by the media with all its intrusive forms, the feature of this semester will be ‘Interrogation’. This unit will offer opportunities to explore ideas about identity and self amid hostile and uncomfortable surroundings. There will also be a focus on Australian Theatre and the telling of personal stories.

LEARNING EXPERIENCES: Students may develop the following concepts:

*Forms and styles*
- Commedia dell’ Arte
- Theatre of the Oppressed, the plays of Harold Pinter
- Theatre of Cruelty
- Mime
- Bertolt Brecht
- Australian Theatre

*Performance skills*
- characterisation — derived from script interpretation
- movement — in character, script interpretation — plot analysis, style, sub-text, given circumstances, context, character motivation, voice: modulation, articulation and breathing

*Core learning outcomes*
DR 6.1 Students devise and refine scenarios and scripts, both individually and part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.

DR 6.2 Students present a rehearsed, polished performance applying performance skills appropriate to the selected form, style and performance space.

DR 6.3 Students evaluate the forms styles and processes used in dramatic action and performance, identifying the influence of purpose and context.

ASSESSMENT:
- Realism theatre presentation – Australian stories.
- Small group performance – Harold Pinter inspired “Interrogation” scene.
- Theatre History workshop
Japanese is the only language other than English, offered in this Subject Area at Padua College. This is a sequential, developmental course, which builds upon language acquisition. Constant review and practice is needed for success in this subject.

Students of Junior Japanese are required to study all four units in sequential order, throughout Years 8, 9 and 10.

**Note:** Successful completion of all Junior units is required for Senior Japanese. Thus, students who wish to study Japanese as a Senior subject must complete one semester in Year 9 and two semesters in Year 10.

* Japanese is not compulsory after Semester 1 of Year 9.
YEAR 9 JAPANESE - SEMESTER 1

TITLE: WATASHI NO HOSUTO FAMIRII (MY HOST FAMILY)

PREREQUISITE: Year 8 Japanese (or equivalent)

SUITABILITY This unit would be suitable for anyone who enjoyed Year 8 Japanese and has an interest in Japanese culture and language. Students wishing to study Japanese in Years 11 and 12 must take this unit.

CONTENT: Topics may include:
- Hiragana, Katakana and Kanji
- Self Introductions
- Family
- Numbers
- Subjects
- Places
- Likes and Dislikes
- Animals
- Colours
- Parts of the body
- Ability
- Adjectives

LEARNING EXPERIENCES: Students will participate in a variety of activities that incorporate the four macro skills (listening, speaking, reading and writing). These activities may include:
- Role Plays and Interviews
- Language Games
- Crosswords and Puzzles
- Quizzes
- Cultural Experiences

ASSESSMENT: A variety of testing instruments will be used to assess student performance in the four macro skills. Possible assessment items are:
- Reading exam
- Listening exam
- Writing exam
- Speaking exam
- Assignments
TITLE: NIHON NI IKIMASHOO (LET'S GO TO JAPAN)

PREREQUISITE: JAP 1: Nihongo Kantan

CONTENT: Topics may include:
- Katakana and Kanji
- Housing (rooms & furniture)
- Prepositions
- Food
- Weather
- Shopping
- Travel

LEARNING EXPERIENCES: Students will participate in a variety of activities that incorporate the four macro skills (listening, speaking, reading and writing). These activities may include:
- Role Plays and Interviews
- Language Games
- Crosswords and Puzzles
- Quizzes
- Cultural Experiences

ASSESSMENT: A variety of testing instruments will be used to assess student performance in the four macro skills. Possible assessment items are:
- Reading exam
- Listening exam
- Writing exam
- Speaking exam
- Assignments
YEAR 10 JAPANESE - SEMESTER 1

TITLE: YASUMI (HOLIDAY)

PREREQUISITE: JAP1: Watashi no Hosuto Famirii  
JAP2: Nihon ni ikimashoo

CONTENT: Topics may include:
- Adjectives
- Verbs
- Linking sentences (with adjectives and verbs)
- Directions
- Health
- Time
- Daily Schedules
- Clothing
- Travel

LEARNING EXPERIENCES: Students will participate in a variety of activities that incorporate the four macro skills (listening, speaking, reading and writing). These activities may include:
- Role Plays and Interviews
- Language Games
- Crosswords and Puzzles
- Quizzes
- Cultural Experiences

ASSESSMENT: A variety of testing instruments will be used to assess student performance in the four macro skills. Possible assessment items are:
- Reading exam
- Listening exam
- Writing exam
- Speaking exam
- Assignments
YEAR 10 JAPANESE - SEMESTER 2

TITLE: HORA! DEKITA. (LOOK! I DID IT.)

PREREQUISITE: • JAP1 Watashi no Hosuto Famirii
• JAP2 Nihon ni ikimashoo
• JAP3 Yasumi

CONTENT: Topics may include:
• Counting Animals
• Counting Objects
• Time Words
• Offering Help
• Plain form of Verbs
• Giving Reasons
• Shopping

LEARNING EXPERIENCES: Students will participate in a variety of activities that incorporate the four macro skills (listening, speaking, reading and writing). These activities may include:
• Role Plays and Interviews
• Language Games
• Crosswords and Puzzles
• Quizzes
• Cultural Experiences

ASSESSMENT: A variety of testing instruments will be used to assess student performance in the four macro skills. Possible assessment items are:
• Reading exam
• Listening exam
• Writing exam
• Speaking exam
This subject is a cross-curricular one with outcomes from several Subject Areas.

None of these units is compulsory and they are written as ‘stand alone’ units so that students may select a unit in this subject at any point in their two-year course.

Students who would like to study Accounting in the Senior school are strongly advised to undertake the transition subject, Introduction to Accounting in Semester 2, Year 10.
YEAR 9 BUSINESS EDUCATION - SEMESTER 1

TITLE: PERSONAL FINANCE

SUITABILITY: This is the second Business Education Unit offered in Semester 1, Year 9. It is a separate and distinct unit and would be suitable for anyone who wants to learn more about managing their personal finances and investing for the future.

CONTENT: Units of work will cover:
• Money and how to earn it.
• Budgeting
• Borrowing money and credit
• Making money grow
• Taxation and superannuation
• Business ethics and social responsibility.

LEARNING EXPERIENCES: You will:
• Discover some of the principles of personal finance.
• Participate in the ASX Share Market Game.
• Use business technologies.

ASSESSMENT: Practical and theory exams.
Practical assignments.
TITLE: THE GLOBAL CONSUMER

SUITABILITY: This is the second Business Education Unit offered in Semester 2, Year 9. It is a separate and distinct unit and would be suitable for anyone who wants to learn more about consumer rights in the global market.

CONTENT: Units of work will cover:
- Commerce and choice
- Key factors affecting consumer decisions
- Changes over time and the impact of technology
- The Global Investor
- Global business and E-commerce.

LEARNING EXPERIENCES: You will:
- Use business technologies.
- Investigate issues that confront consumers on a domestic and international scale.

ASSESSMENT: Practical and theory exams.
Practical assignments.
YEAR 10 BUSINESS EDUCATION - SEMESTER 1

TITLE: BUSINESS VENTURE

SUITABILITY: This is a further Business Education Unit offered in Semester 1 Year 10. Students who are interested in running their own business or simply would enjoy the experience of being part of such a venture should consider this unit.

CONTENT: Units of work will cover:
- Research
- Business Plan
- Running the business
- Financial records
- Evaluation
- E-Commerce

LEARNING EXPERIENCES: You will:
- Research, plan and run an actual business
- Use business technologies
- Evaluate the strengths and weaknesses of your business

ASSESSMENT: Business Port-folio
Business presentation
TITLE: AN INTRODUCTION TO SENIOR ACCOUNTING

SUITABILITY: This is the final Business Education Unit offered in Semester 2, Year 10. It is strongly recommended for students in Year 10 to attempt this Unit if considering the study of Accounting in Years 11 and 12.

CONTENT: Units of work will cover:
- Accounting for a sole trader organisation
- MYOB Accounting System
- Introduction to BOM

LEARNING EXPERIENCES: You will:
- Follow the accounting process for a business organisation
- Use business technologies (including MYOB Accounting Package)
- Understand better the nature of Accounting in Years 11 and 12.

ASSESSMENT: Computer assignment.
Practical and theory exams.
LEARNING ENRICHMENT CENTRE

CURRICULUM SUPPORT AND EXTENSION

CURRICULUM SUPPORT

The Learning Enrichment Centre (LEC) at the College assists students from Years 7 to 12 who require additional educational support. Learning support provision is embedded within the College infrastructure and aims to support students, their families and teachers.

IDENTIFICATION

Students who require additional support / extension are identified through:

- The enrolment process
- Year 7 / 8 Diagnostic Data
- Parent/Teacher recommendations

Students are prioritized for support on an equity basis.

CURRICULUM SUPPORT PROVISION

Support that may be provided to a student include:

- In-class teacher aide and teacher support
- Curriculum Support Classes (1 less subject)
- Core English class – in Year 8 and 10
- Core Maths Class – Year 7 to 10
- Core Science – Year 10
- Differentiated Tasks and Criteria
- Special Provision for Exams
- English as a Second Language support (ESL)

Curriculum Support classes provide:

- Ongoing support to students across all curriculum areas
- Further development of literacy and numeracy skills
- Information and Communication technology skill development
- Review of assessment tasks
- Assistance in planning, research, writing and presenting assignment tasks

SPECIAL PROVISIONS FOR EXAMS

Special Provisions for exams may include, but are not limited to:

- Extension of time
- Use of technology
- A Scribe
- A Reader
- Differentiated Exams and Criteria
Students eligible for Special Provisions are those with documentation from a medical or relevant specialist and teacher recommendation. It is essential in Years 11 and 12 for current, appropriate documentation to be provided to the College in accordance with QSA guidelines.

EDUCATION ADJUSTMENT PROGRAMS

Students, who have a verified Education Adjustment Program in a particular focus area, have an Individual Student Plan (ISP). ISPs are developed in consultation with parents, Pastoral and House Guardians, and relevant staff, and reviewed on a yearly basis, or as required. Subject teachers implement recommendations where applicable in their subject area.

PROFESSIONAL EXTERNAL REPORTS

When a Specialist Report is provided to the College:

- It is summarised
- Adjustments required to the learning environment are recommended to teachers
- Relevant staff are provided with this information via an internal database

EXTENSION

Students who require extension are identified through:

- Diagnostic Data
- Academic Achievement
- Specialist Reports
- Teacher Recommendation

Curriculum Provision Options

- Differentiation of Tasks 7-9
- Streamed Mathematics classes 7-10
- Acceleration/ Higher year level
- Extension Activities / Opportunities
- Year 11 / 12 Subject selection
- Early University Entry in specific subjects

Extension within Subject Department

Extension activities are embedded within subject Departments and also across the curriculum.

Examples of some Programs / Activities students may be involved in are:

- Trivia Challenge
- Tournament of Minds
- Kaleidoscope Day
- Days of Excellence
- Math Teams Challenge
- Conference for Gifted and Talented Students
- Differentiated Curriculum
- Year 8 Pacific Coal Mathematics Problem Solving Competition
- Aeronautical Space Design Competition (ASDC)
- Differentiated Curriculum
- University Subject Option
- Chess Competition
- Working with Wood Show
- Writers’ Festival
- History Competitions
- Maths Symposium
- Geography Competitions
- United Nations Youth Conference
- History Incursion Days
- Philosophy and Reasoning Conferences
- Guest and Expert Presenters