



ST EDMUND'S COLLEGE

CANBERRA · EST 1954

Year 9 Course Guide 2018

CONTENTS

Contact List	3
Subject Selection Overview	4
<u>CORE SUBJECTS:</u>	4
Religious Education	4
English	5
Mathematics	5
Health and Physical Education (HPE)	6
Science	7
Humanities and Social Science (History)	8
<u>ELECTIVE SUBJECTS</u>	9
Geography	10
Economics and Business	10
Civics and Citizenship	10
<u>The Arts:</u>	11
Music	11
Visual Arts	12
Drama	12
<u>Technology:</u>	13
Computer Studies	13
Technology	13
Computer Aided Drawing (CAD)	14
<u>Food Technology:</u>	15
Food Technology	15
<u>Languages:</u>	16
French	17
Japanese	17
Sports Science	17
Eddie's Institute	18
Teaching and Learning Support	20
Homework Policy	21

CONTACT LIST

St Edmund's College

Telephone 6295 3598
Facsimile 6295 1356

Director of Teaching and Learning

Ms Marianne Geoghegan (Acting) 6239 0622

Assistant Director of Teaching and Learning

Ms Tracey Craze (Acting) 6239 0618

Director of Pastoral Care

Mr Pat Langtry 6239 0688

Religious Education

Mrs Carmela Wilson 6239 0686

English

Mr Tim Bibbens 6239 0654

Mathematics

Mr Ed Mickleburgh 6239 0639

PDHPE

Mr Joel Richardson 6239 0640

Science

Mr Ross Bristow (Acting) 6239 0687

Social Science

Mr Matthew Calder (Acting) 6239 0650

Languages

Mr Andrew Taylor 6239 0612

Food Technology

Ms Paula Moeller 6239 0630

Technology

Mr Jason Moore 6239 0637

Visual Art

Mr Andrew Jones 6239 0657

Music

Mrs Margaret Thomas (Acting) 6239 0698

Drama

Mr Nigel Palfreman 6239 0675

Computer Studies

Mrs Margaret Maher 6239 0693

Teaching and Learning Support

Mrs Leonie Owens 6239 0626

SUBJECT SELECTION OVERVIEW

CORE SUBJECTS

The core subjects all students will study in Years 9 are:

- Religious Education
- English
- Mathematics
- Health and Physical Education (HPE)
- Science
- Humanities and Social Sciences (History)

CORE SUBJECTS

RELIGIOUS EDUCATION

The purpose of Religious Education at St Edmund's College is to allow young people to learn about the person and teachings of Jesus Christ, as well as understanding the world and literature of sacred scripture. Religious Education attempts to make accessible the traditions of the Catholic and broader religious community and to assist students in becoming aware of the connection between sources of tradition, diverse expressions of faith, Church teaching and mission.

Religious Education in Years 9 & 10 is mainly built upon the Stage 5 Treasures New and Old guidelines followed by all Catholic schools in the Canberra-Goulburn Archdiocese, as well as using '*To Know, Worship and Love*' as a text resource. A combination of the Archdiocese Learning Achievements as well as cross curriculum priorities are implemented into Religious Education programming and assessment. Written and religious literacy are fostered in each year group to enable students to access and utilise skills that are applicable and relevant to a range of subject areas. There are some core elements of our curriculum that are unique to St Edmund's College, evident within our mainstream Religious Education programmes, while we also offer Youth Ministry as an elective in Year 9 which is continued into Year 10.

For further information, please contact Ms Carmela Wilson Head of Religious Education: cwilson@stedmunds.act.edu.au

Prerequisites for Years 11 and 12:

Nil

ENGLISH

The three main strands of English study are: Language, Literature and Literacy. Students learn about Language, Literature and Literacy through the study and production of fiction and non-fiction texts including articles and reports, short stories, poems, films, novels and visual/multi-modal texts including digital texts.

Junior English classes are not streamed, but programs are differentiated. For those who struggle to access Australian Curriculum content and reporting standards, the decision to modify tasks and grading rubrics may be taken in consultation with student, parents and the head of faculty. For all students, emphasis is placed on the development of specific receptive mode (reading and interpreting texts) and productive mode (writing and creating non-written texts) skills. Such skills include: spelling sentence structure and punctuation, use of evidence, developing ideas in a sustained and logical manner across text types and demonstrating an understanding of audience and meaning.

In line with the Australian Curriculum and the mission of the College, the goal for the study of English is to produce students who have the skills and contextual awareness to be critical but compassionate thinkers, articulate and precise in the expression of their thoughts whether or not they intend to pursue Tertiary study.

Advice for students going on to Years 11 and 12:

It is advisable that students who intend to study English (T) and or Literature (T) in Years 11 and 12 aim for a 'C' grade average or greater in English (non-modified) from Years 7 to 10.

For further information, please contact Mr Tim Bibbens Head of English:
tbibbens@stedmunds.act.edu.au

MATHEMATICS

The Mathematics courses in Year 9 and 10 expand on the fundamental principles and concepts developed in Years 7 and 8. Emphasis is placed upon Mathematics as a relevant and practical implement to solve problems of everyday living.

The main areas of study are Number and Algebra, Measurement and Geometry, Statistics and Probability. These topics will not be taught as ends in themselves, but, as important elements in developing practical skills in mathematical modelling and problem solving. Students will develop an appreciation for the significance of the calculator and computer in Mathematics.

To cater for the needs and abilities of a diverse group of students, and in alignment with the Australian Curriculum, two different courses are offered to our students (Year 9 Accelerated and Year 9 Mainstream). Students are allocated to courses in Mathematics based on demonstrated academic

potential and learning needs through internal and external assessment results, and professional conversations with Mathematics staff. Consultations with students and their parents are also considered, regarding the course allocation process. Student placements are reviewed throughout the year.

Year 10 courses are also designed as important preparatory courses for further studies in Mathematics in Years 11 and 12.

Prerequisites for Years 11 and 12

Even though senior study for students in Year 9 may seem a long way into the future, it is important to be aware that there are some prerequisites for Mathematics course in Years 11 and 12.

Any student seeking to undertake courses of study for which they do not meet the minimum requirements, may apply to the Head of Mathematics for individual consideration of admission.

Specialist Mathematics (T)

Students must be concurrently enrolled in the Specialist Mathematical Methods (T) course. Students intending to undertake Specialist Mathematics (T) are required to have excellent algebra skills, a very strong work ethic, and have achieved at least a B grade average throughout their study of Accelerated Mathematics.

Mathematical Methods (T)

Students are required to have achieved at least a C grade average throughout their study of Accelerated, or, an A grade average throughout their study of Mainstream Mathematics.

Mathematical Applications (T)

Students are required to have achieved at least a C grade average throughout their study of Mainstream Mathematics.

Essential Mathematics (A)

While all students are encouraged to undertake a course of Mathematics in Years 11 and 12, for success, students are expected to have achieved at least a D grade average throughout their study of Mainstream Mathematics.

For further information, please contact Mr Ed Mickleburgh Head of Mathematics: emickleburgh@stedmunds.act.edu.au

HEALTH AND PHYSICAL EDUCATION (HPE)

Health and Physical Education has two strands: Personal, Social and Community Health (Health) and Movement and Physical Activity (Physical Education). Both are interrelated and support each other.

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation

in physical activity and propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Units studied in Year 9 Health include:

- Unit 1 – Respectful relationships.
- Unit 2 – Sustainable health challenge.
- Unit 3 – My social responsibility.
- Unit 4 – Sensationalised reporting.

Units studied in Year 9 Physical Education include:

- Athletics.
- Volleyball.
- Sofcrosse.
- Cricket.
- European Handball.
- Badminton.
- Fitness.

Prerequisites for Years 11 and 12: None.

For further information, please contact Mr Joel Richardson Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour, arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge of Science's contribution to our culture and society and its implications in our lives.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world, and which can be applied to many of the areas of Science understanding. These overarching ideas are patterns, order and organisation, form and function, stability and change, systems, scale and measurement and matter and energy.

Science aims to ensure that students develop:

- an interest in Science
- an understanding of the vision that Science provides
- an understanding of the nature of scientific inquiry
- an ability to communicate scientific understanding and findings
- an ability to solve problems and make informed evidence based decisions
- an understanding of historical and cultural contributions to Science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences.

Science Curriculum Focus

As students investigate the Science phenomena outlined in these years, they begin to learn about major theories that underpin Science including homeostasis, the nervous and endocrine systems, chemical reactions, plate tectonic theory and energy transfers.

Science is studied at two levels in Year 9; Extended and Mainstream. Students are allocated to levels by the Head of Science, on the basis of their demonstrated academic potential and learning needs. Internal and external assessment results, advice from the Science teachers and consultation with students and their parents all bear equal weighting in the course allocation process. Student placements are reviewed twice a year, at the end of semester.

Advice for Years 11 and 12:

There are no prerequisites for Science courses offered in Years 11 and 12, however, students expecting to undertake study in Chemistry or Physics should have achieved A or B grades in Science in Years 9 and 10.

For further information, please contact Mr Ross Bristow (Acting Head of Science): rbristow@stedmunds.act.edu.au

HUMANITIES AND SOCIAL SCIENCES

In Year 9, students will study a full year course of History in accordance with the Australian Curriculum.

Units:

1. The making of the Modern World

The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia. The extent of European imperial expansion and different responses. The emergence and nature of significant economic, social and political ideas in the period, including nationalism.

2. Depth Study: Movement of Peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. Changes in the way of life of a group(s) of people who moved to Australia in this period.

3. Depth Study: Making a Nation (The Extension of Settlement in Australia)

Experience of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) and the development of Australian society in the lead up to federation.

4. Depth Study: World War I

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

For further information, please contact Mr Matthew Calder (Acting Head of Humanities and Social Sciences): mcald@stedmunds.act.edu.au

ELECTIVE SUBJECTS

Students are able to choose **two (2)** elective subjects.

Courses are listed as **Course One** or **Course Two (Extended)** courses. A **Course One** in any subject can be studied for a period of one year. A subject can be studied during the Year 9 academic year or the Year 10 academic year. Classes sometimes contain both Year 9 and Year 10 students to allow for flexibility in student study patterns.

A student cannot repeat the study of a **Course One** subject that they have completed in Year 9 during Year 10. A student cannot study a **Course Two (Extended)** subject in Year 10 if they have not completed the relevant **Course One** subject in Year 9.

It is important that students make selections carefully, for the following reasons:

- **Elective courses run for one full academic year.**
- **Course One selections in Year 9 have an impact on Course Two (Extended) selections in Year 10.**
- **The opportunity to change from one subject to another mid year is very limited.**

Students are encouraged to choose subjects that will both extend their interests and suit their abilities. They should not choose subjects based on what their friends are doing or by the teachers they assume will be taking the classes.

Students will attend a year level meeting during school time where further information will be provided. Students are advised to select wisely and seek further information from Heads of Department as opportunity to change subjects once the timetable has been finalised is limited and subject to a process of validation in accordance to the College policy.

IMPLICATIONS FOR YEARS 11 AND 12

Even though senior study will not commence until 2019, it is important to be aware that there are prerequisites or implications for certain courses. These are listed in the subject descriptions.

Places in some subjects are limited; If, there is excess demand, final selection of students will be based on a combination of the following criteria:

A) Application Grade Average

Each student's Application Grade Average based on their Semester One Academic report may be used to assess a student's entry into courses where there is high demand.

B) Lodgement of Subject Selection Forms

Subject selection forms are to be completed online by June 16 2017.

Selection forms that are submitted after this period will have lower priority when determining the final placement of students in classes.

ELECTIVE SUBJECTS

Duration: 1 or 2 Years

Geography

Units:

1. Biomes and Food Security

Students investigate distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity. Human alteration of biomes to produce food and the challenges of food production to feed future global populations.

2. Geographies on Interconnections

Students will understand the perceptions people have of 'place' and how they feel connected to different places. They will also investigate the way transportation, information and communication technologies are used to connect people and the impact of human interaction upon the environment.

Economics and Business

Topics:

1. Australia as an 'economy' and its place within the broader Asia and global economy.
2. Participants in the global economy.
3. Managing financial risk.
4. Creating competitive advantage.
5. Roles and responsibilities in the workplace.

Civics and Citizenship

Units:

1. Government and Democracy

Students will investigate the role of political parties and independent representatives in Australia's system of government, including the formation of governments and how policies are shaped.

2. Laws and Citizens

Students will investigate the key features of Australia's court system and how courts apply and interpret the law and resolve disputes through judgement.

3. Citizenship, Diversity and Identity.

Students will investigate the influence of a range of media, including social media in shaping attitudes and identities. How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

For further information, please contact Mr Matthew Calder (Acting Head of Humanities and Social Sciences):

mcalder@stedmunds.act.edu.au

THE ARTS

MUSIC

Duration: 1 or 2 Years

Based on the current elective structure, Music may be studied in Year 9 and/or Year 10 but due to the complexity and difficult nature of this subject students wishing to take elective music in Year 10 must have significant prior experience. As a guide AMEB Grade 3 in theory and performance would be the minimum recommended standard.

Eligibility: There is a strong expectation that students electing music in Year 9 are already learning. Instrumental performance is an integral component of the program. This is essential if the student is to fully benefit from this course.

Prerequisites for Years 11 and 12:

Students electing to study Tertiary level Music in Years 11 and 12 should have studied Music in Years 9 and 10.

The benefits of music education have been supported by research. It has shown that music education contributes to students' success in four categories: success in society, success in school, success in developing intelligence and success in life. Skills learned through the discipline of music transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. The discipline of music study, particularly through participation in ensembles, helps students learn to work effectively in the school environment.

The music program that we offer to our students provides a chance to experience that music is about better communication, creativity and cooperation.

Individual and group performance is an essential part of the music curriculum in Year 9. During music class time, students develop their skills in instrument playing by participating in various music ensembles, such as: class band, guitar ensemble and individual performance.

Part of music class time is taught in a music computer laboratory where students enhance their learning by using the latest music software programs

such as: Musition 2, Auralia, Mastering Music, Micrologic Fun and Sibelius. All are used extensively in Year 9 with great success.

For further information, please contact Ms Margaret Thomas (Acting Head of Music): mthomas@stedmunds.act.edu.au

Visual Art

Duration: 1 or 2 Years

Based on the current elective structure, Visual Art may be studied in Year 9 and/or Year 10

Prerequisites for Years 11 and 12: None

Students in Year 9 Visual Art study Art History topics ranging from the Renaissance through to the end of the Twentieth Century, including street art and popular culture. Students develop their skills and techniques in the production of Art. Students work on projects that include traditional mediums such as oil painting, printmaking and sculpture as well as contemporary themes of appropriation, Australian identities and popular street art. Students in this course visit galleries as well as engaging with exciting mediums and processes.

For further information, please contact Mr Andrew Jones Head of Art: ajones@stedmunds.act.edu.au

DRAMA

Duration: 1 or 2 Years

Based on the current elective structure, Drama may be studied in Year 9 and/or Year 10

Prerequisites for Years 11 and 12: None

The aim of the Year 9 Drama course is to develop in students, through experiences in drama and theatre, an appreciation and understanding of themselves and their social and cultural environment.

The Year 9 Drama course at St Edmund's College is performance based and covers a wide variety of dramatic genres throughout the two year period. Essentially, the course provides an avenue for students to improve their interpersonal and communication skills as well as developing specific acting skills. In addition, students will work individually as well as cooperatively and develop an awareness of the discipline needed to be creative.

For further information, please contact Mr Nigel Palfreman Head of Drama: nplfreman@stedmunds.act.edu.au

TECHNOLOGY

COMPUTER STUDIES

Duration: 1 or 2 years

Based on the current elective structure, Computer Studies may be studied in Year 9 or Year 10

Extension: Based on the current elective structure, in Year 10, a **Computer Studies Extended** course is offered. Entry into this course is limited to students who have demonstrated a high level of application in Year 9 Computer Studies. The course covers the principles of robotics and exposes students to the basics of computer programming.

Prerequisites for Years 11 and 12: None

Computer Studies is offered as an elective to students in Years 9 and 10. The course is constantly evolving to meet student needs and to remain current and relevant.

The Year 9 program is designed to expose students to a range of commercial applications. It also offers students practical study in the ways that information technology can be used as a tool in solving problems in many areas of contemporary society, both academic and vocational.

Computer Studies students are challenged by projects which test their word processing, desktop publishing, presentation and digital editing skills. Much of the course is directly linked to the assessable outcomes for the Certificate I in Information Systems. This includes a wide variety of tasks across a range of application types.

Computer Studies students design, build and implement flat file and relational databases and in doing so acquire a comprehensive range of skills and knowledge in relational database management.

Students gain an introduction to computer animation when they spend time working on cartooning using Macromedia Flash software.

Students programming and design techniques are developed with courses in HTML programming and Web design.

For further information, please contact Ms Margaret Maher Head of Computer Studies: mmaher@stedmunds.act.edu.au

TECHNOLOGY

Duration: 1 or 2 years.

Based on the current elective structure, Technology may be studied in Year 9 and/or Year 10. Students will spend 10 weeks in each of the subjects below:

Prerequisites for Years 11 and 12: None

Technology is an integral part of our society and culture. From the earliest time humans have interpreted, shaped and altered their environment in an

attempt to improve the quality of their lives. Societies have continually designed and applied technology to solve problems. This course involves practical experiences in a process of designing, making, evaluating, computing and communicating.

Metalwork

In this unit, students will apply a process of designing, making and appraising to metal-based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. They pay special attention to finding new ways to use old ideas and translate ideas into worthwhile outcomes. In completing this unit, students would have developed skills in gas welding, metal fabrication and a variety of other metal processes. Practical Projects: Small Tool Box, and Junior Hack Saw.

Woodwork

In this unit, students will apply a process of designing, making and appraising to wood-based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. In completing this unit, students would have developed skills in producing different types of timber joints and construction methods required to produce timber joints and construction methods required to produce timber projects to the required design concepts. Practical Projects: Test Joints, Turned Bowl, Small Box, Wine Bottle Holder and Spaghetti Measurer.

Research and Development

In this unit, students will look into the design process and the methods of developing a client profile. Students will look at a range of design factors and the influences on the development of designs and the presentations of ideas. They will gain a deeper understanding of time and project management. Students will also develop the skills of evaluation, and presentation of ideas in a portfolio format.

Engineering and Laser Cutting

In this unit, students will be introduced to systems of manufacture such as: laser cutting, computer numerical control, prototype making, electronics and model and mould making. Students will also develop their use of the process portfolio to document ideas, research, testing and diagnostics, drawing and evaluation.

COMPUTER AIDED DRAWING (CAD)

Duration: 1 or 2 years.

Based on the current elective structure, Computer Aided Drawing may be studied in Year 9 and/or Year 10.

Extension: Based on the current elective structure, in Year 10, a **STEM** course is offered. Entry into this course is limited to students who have demonstrated a high level of application in Year the 9 Computer Aided Drafting course.

Prerequisites for Years 11 and 12: None

The many forms of graphical communication are an integral part of our society and culture. From the earliest times, humans have used drawings, diagrams and text, to convey ideas and messages. As society and its technologies have become increasingly complex, the need for rules and standards has become essential to enable humans to communicate with each other. Technical drawing is one such set of standards that allows graphical information to be understood globally.

In this course, students will explore drawing programs such as Auto CAD 2014, Google SketchUp and 3D Printing and Modelling. Students will explore and develop drawing styles such as Orthographic, Perspective, Isometric and Oblique projection. Students will have the opportunity to develop process portfolios. These portfolios display computer aided drawings, graphics and freehand drawing techniques. Students will also develop research skills and project management tools.

For further information, please contact Mr Jason Moore Head of Technology:
jmoore@stedmunds.act.edu.au

FOOD TECHNOLOGY

FOOD TECHNOLOGY

Duration: 1 or 2 years.

Food Technology may be studied in Year 9 and/or Year 10.

Eligibility: Places in Food Technology are limited and if demand is high, then preference will be given to students who have demonstrated a high level of application.

Extension: In Year 10, a **Food Technology Extended** course will also be offered. Entry into this course is limited to students who have demonstrated a high level of application in Year 9 Food Technology.

Prerequisites for Years 11 and 12: None

The Food Technology programs at St Edmund's College actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions and their decisions regarding food.

The Food Technology program will focus on the study of technology, which will provide a breadth of experience enabling students to participate in activities that meet their needs and develop their individual potential.

Nutrition will be the focus of the Semester One course. Students will study the nutritional, social, emotional and environmental aspects of using and abusing food.

Semester Two will focus on the Hospitality Industry at an introductory level. Students will explore the nature of this industry and focus on developing practical skills in food preparation and serving. 'Foods for display' is a practically orientated unit of work that is based on the concept: food preparation and presentation. Students will work independently to design, make and appraise food for display.

For further information, please contact Ms Paula Moeller Head of Food Technology: pmoeller@stedmunds.act.edu.au

LANGUAGES – French and Japanese

Japanese is a language from our geographical region. Japan also has strong economic and political ties with Australia. French is considered as a language of diplomacy and culture. It is spoken by more than 200 million people on the five continents, and in the Pacific.

Students who study French or Japanese analyse their own language, improve their literacy skills and general knowledge, and develop a strong intercultural understanding of others. They also acquire a skill that is very attractive to many employers in our global world.

The major goals of language learning at St Edmund's College are:

Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*

Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*

After having studied a language in Year 7 and 8, students move on to the next level of learning in Years 9 and 10. They should aim to communicate with expanded vocabulary and to use language with wider imaginative contexts. Both French and Japanese continue to use practical language, however, Japanese students will also continue to improve their use of Hiragana script and Katakana and Kanji. Language learners who do well are traditionally motivated and independent learners.

There are also opportunities for cultural exchanges and overseas trips to Japan, France or New Caledonia. At the end of Year 10, students will then have reached an intermediate level of learning. They have the grounding to study languages in Years 11 and 12 if they wish to further improve their language skills.

Prerequisites for Year 11 and 12:

Students electing to study Continuing French or Japanese in Years 11 and 12 should have studied these subjects in Years 9 and 10.

FRENCH – Year 9

Duration: 1 year.

Students may study French for 1 year, or continue to study French in Year 10 as French Extended.

Eligibility:

Most students will have studied French in Year 8. If they have not completed the Year 8 course, they will need to meet with the Head of Languages to assess their suitability.

Topics for Year 9:

Term 1: Me, my preferences and how I use transport.

Term 2: Clothes, the past and the French Revolution.

Term 3: Houses, questions and alibis.

Term 4: More past, culture and songs.

JAPANESE – Year 9

Duration: 1 year.

Students may study Japanese for one year only, or continue to study Japanese in Year 10 as Japanese Extended.

Eligibility:

Most students will have studied Japanese in Year 8. If they have not completed the Year 8 course, they will need to meet with the Head of Languages to assess their suitability.

Topics for Year 9:

Term 1: My family

Term 2: The world around me.

Term 3: Eating out.

Term 4: What should we do today?

For further information, please contact Mr Andrew Taylor Head of Languages:
ataylor@stedmunds.act.edu.au

SPORTS SCIENCE

Sports Science is to be offered as an elective choice for Year 9 and 10 students in Health and Physical Education. Sports Science has been designed as an introduction for students wishing to study Exercise Science, Sports Recreation and Leadership and Physical Education (A) in Year 11 and 12.

The course is not a prerequisite to be able to study any of the senior courses. Students interested in sports, fitness and function of the human body will benefit from and enjoy this course.

Students will explore the anatomy and physiology of the human body and the science behind programming to maximise health and athletic performance.

Sports Science combines aspects of the senior courses of Exercise Science and Sports Fitness and Administration. Students will explore the anatomy and physiology of the human body and the science behind programming to maximise health and athletic performance.

The two year course will be broken down into four semesters in the following layout:

- Anatomy and Physiology and Sports Coaching.
- Fitness Programming and Nutrition.
- Sports Injuries and Sports Coaching.
- Performance Enhancement and Biomechanics.

The aim of the Sports Science Course is to produce students who are physically educated. The core of Sports Science is focused on the study of anatomy and physiology, motor skills and physical fitness, first aid and other sciences of the human body. It prepares the students for further study in Coaching, Athletic Training, Fitness Consulting, Exercise Physiology and administering sports related programs.

For further information, please contact Mr Joel Richardson Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

EDDIE'S INSTITUTE

Education, therefore, is a process of living and not a preparation for future living.

John Dewey

Eddie's Institute is a Year 9/10 combined elective program. Students may study Eddie's Institute for 1 or 2 years.

Eddie's Institute is student directed, achievement based learning. It is a collaborative, cumulative, cross curricular course designed for students who are curious, engaged and self- motivated.

Eddie's Institute classroom learning is a springboard, not an end point. Students will be given the freedom to explore ideas through pathways and activities that interest them. In exchange, they will be expected to bring their imagination, passions and talents to their work, and to commit unreservedly to creating a learning environment where ambition is prized and achievement the expectation.

Extension, differentiation and opportunity are core values of Eddie's Institute, with the goal of instilling in students, qualities essential for achieving excellence in Years 11 and 12, in particular, the ability to plan and manage their time effectively, sustain their engagement with content and assignments, and to produce high quality work consistently and independently.

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...to prepare him for the future life means to give him command of himself.

Each semester will have a theme to drive and focus the student's work. Some of the past themes were:

- Future Projects.
- Great Thinkers in Depth.
- Questacon Exhibit.
- Real World Problem.
- Problems of the Future.

The work that students produce will be self-determined and the process self-directed. Students will establish their own benchmarks for achievement as well as their short term, medium term and long term goals. Students will be required to track their progress on a session by session basis and they will submit their work for academic review. The form that the work takes will vary from semester to semester, but have included in the past smaller research reports, presentations and larger projects.

Eddie's Institute offers students the freedom to explore learning and their own abilities. A successful project may be presented in any form provided that it demonstrates deep knowledge and learning, reflects a personal passion and bridges multiple disciplines and modalities. Listed below are some examples of project ideas. Please note that this list is not prescriptive.

Project Ideas

- create a short film, documentary or music video
- write a feature length journalistic article
- create a mobile device 'App'
- create your own language
- create an art instillation
- stage a charity event/performance
- write a novella, play or screenplay
- create a video game proposal
- develop and teach a unit of study
- write a family history/biography
- invent/design and market a product
- create a peer court system
- create an advanced metric for the evaluation of AFL, NRL or Rugby League players.

... the primary basis of education is in the child's powers at work along the same general constructive lines as those which have brought civilisation into being.

For further information, please contact:
Leigh Pirie lpirie@stedmunds.act.edu.au or
Donella Walker dwalker@stedmunds.act.edu.au

TEACHING AND LEARNING SUPPORT

The role of the Teaching and Learning Support Faculty is to ensure that students with special and/or additional needs learn and develop through the provision of appropriate educational services, experiences and environments.

The College embraces the diversity of the learning needs of the students and works with Teaching and Learning Support to provide assistance within an inclusive environment to those students who have been identified as having special and/or additional needs.

Students may be identified as having numeracy and literacy delay, learning difficulties, disabilities and English as a second language. Programs are then implemented after discussion with students, parents and classroom teachers and where necessary, other professionals, to ensure that students are able to work to the best of their ability and reach their potential.

The College is proactive in supporting students with literacy or learning difficulties. Classes with smaller student numbers, highly trained teachers and student access to Teaching and Learning Support staff ensure that students attain to the very best of their ability. Where necessary, small group programs may be implemented, as well as assignment and assessment task support for students.

Liaison with classroom teachers ensures the availability of resources to facilitate differentiated lesson planning.

Students with a disability have their individual needs assessed and adjustments introduced to ensure that quality social, emotional and academic support is available. It is also recognised that at times, small group or one on one programs are necessary in order for the student to realise his potential in the secondary school context.

Team meetings are conducted in order to communicate relevant information, to plan educational direction and ensure a close working relationship between the home and the College.

For further information, please contact Ms Leonie Owens Head of Teaching and Learning support: lowens@stedmunds.act.edu.au

HOMEWORK POLICY

Homework is work completed by a student in his own time, at his own pace and for his own academic benefit.

Homework is distinct from class work. Students who are unable to complete class work in class are expected to finish the work in their own time. Such students are also encouraged to seek support from the academic and pastoral staff with respect to identifying strategies to help them complete the requisite amount of class work in class time.

General Principles

Homework presents students with the opportunity to refine and further develop skills and understandings taught in class. It also presents parents and carers with the opportunity to engage in the teaching and learning experiences of the St Edmund's classroom.

The satisfactory completion of homework is intrinsic to a student's overall effort and it will count towards a student's application grade under the "Completion of Tasks" section of the Application Grade Rubric. Further consequences may arise for students who repeatedly fail to complete homework. Please refer to the Pastoral Care Handbook for further clarification about study sessions.

St Edmund's College acknowledges the role that co-curricular activities play in the holistic education of students, but, as they are recreational, they do not contribute to the time contribution of students' studies, nor can they be used as a valid reason for homework that is incomplete or not submitted.

St Edmund's College acknowledges the increasing complexity of young peoples' lives. The College understands students have a busy life and does not wish to set them up for failure. Subsequently, homework for each class should be issued fortnightly to allow plenty of time for it to be completed within the cycle. All homework will be checked and general feedback to the individual or class will be given. Detailed written feedback, as expected for assessment tasks will not be provided, but students are encouraged to seek clarification from their teachers about concepts. Teachers will make allowances for documented incidents of illness or misadventure.

Students in Years 8 to 10 should be studying independently and will find the gap between the time taken to complete set homework and the overall time they should be spending completing homework increases.

Guide to overall time spent on homework each night:

Year 8:	30 – 45 minutes
Year 9:	45 – 60 minutes
Year 10:	60 – 90 minutes

Students are also encouraged to use the online study guide which may be accessed through the Library page on Canvas.