Secondary School Curriculum
Year 9 & 10
2018
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Welcome Years 9 and 10 Students and Families

Welcome to Years 9 and 10 at St Martins Lutheran College. Education at St Martins is a journey. For many students, this journey at St Martins began back in Foundation; others have joined along the way, but all of you are about to take the next step on the road of life long learning. Studies in Year 9 and 10 form a bridge between the guided learning experiences in primary school and junior secondary, and the demands and joys of senior schooling and the workforce. As such, they need to provide you with opportunities which take you out of your comfort zone, expand your horizons, challenge your assumptions, and allow you to develop academically, physically, emotionally and spiritually. All of this needs to occur in an environment which is supportive, which allows you to make mistakes and learn from them, and which emphasizes people’s right to learn in an environment which treasures integrity, dignity, respect and care for one another.

In this curriculum handbook you will find an outline of all the subjects which will be available at St Martins for Years 9 and 10 in 2018. In both year levels there are core (compulsory) subjects and elective subjects. These have been designed to meet the curriculum requirements of South Australia and the Australian Curriculum. The blocks have been designed to ensure that all students maintain appropriate breadth in their studies. In broad terms, the programs at Years 9 and 10 for 2018 are as follows:

**Year 9**
- Christian Studies
- English
- Health & PE
- Humanities
- Mathematics
- Science
- Elective 1
- Elective 2

**Year 10**
- Christian Studies
- English
- Health & PE
- Humanities (History / Geography & Business)
- Mathematics
- Personal Learning Plan (PLP)
- Science
- Elective 1
- Elective 2

LOTE—German or Chinese (optional)

In considering your choices for elective subjects, the following will be relevant:
- Your strengths as a student
- What you like to do
- Your ambitions and goals
- Your past performance in related areas
- Your career path if you already have some ideas

You can receive help with your selections from a number of sources:
- Your parents and/or their friends
- The careers counsellor
- Your Home Group or subject teachers
You can get information from:
- Your reports
- The Centrelink job guide
- Books, brochures in the library
- TAFE and University Handbooks available from Mr O'Reilley
- Internet links to TAFE, Job Guide, Career Sites and University sites

You should consider your subject selections carefully, but do not be concerned if you have no definite career direction in mind at this point. If you choose subjects you are good at and enjoy, it stands to reason that these will not go astray, whatever your career path turns out to be. The options for 2018 are listed below. You are also welcome to ask for a copy of the SACE (Year 11&12) Handbook if this will assist you in planning your pathway at this point.

Students must include at least one subject from “The Arts” options and at least one from the “Technology” options in their program.

The Arts
- Visual Art A & B
- Performing Arts (Music)
- Performing Arts (Drama)

Technology
- Information & Media Technology
- Food & Nutrition
- Technology
- Photography and Art
- Photography (Digital Design)

At Year 10 level, students selecting LOTE (German or Chinese) are required to study at least one semester of History as an elective. If they are NOT studying LOTE, it is compulsory for students to study Humanities for a full year.

Extension Mathematics at Year 10 is highly recommended for those students who wish to study Mathematics at a higher level in Year 11 (Mathematical Methods or Specialist Mathematics).

SMLC Golf Program - The St Martins Specialist Golf Program (SMSGP) provides a comprehensive golf program of the highest quality and is open to Girls and Boys from Year 5 through to Year 11 who are genuinely interested in becoming better golfers. In the St Martins Specialist Golf Program students will work under the coaching guidance of Mr Craig Davis (PGA Professional at the Mount Gambier Golf Club) and Mr Duncan Savage (Level 1 Coach and Mount Gambier Golf Club member).

I trust you will enjoy your time in Years 9 and 10 at St Martins, and that it will be a productive learning time in your life.

Damian Bradley
Head of Secondary
**Subject Flow Chart**

The Chart below indicates subject pathways through the Senior school. It may be helpful for you to think about your future studies when choosing your subjects for 2018.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Year 10</th>
<th>SACE Stage 1</th>
<th>SACE Stage 2</th>
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</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Visual Art</td>
<td>Visual Arts</td>
<td>Visual Arts - Art or Design</td>
</tr>
<tr>
<td></td>
<td>Photography</td>
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<td></td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
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<td></td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>English</td>
<td>English Literary Studies</td>
</tr>
<tr>
<td></td>
<td>Essential English</td>
<td>Essential English</td>
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<tr>
<td></td>
<td>EAL</td>
<td>EAL (English as an Additional Language)</td>
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<tr>
<td><strong>Health, Physical Education and Home Economics</strong></td>
<td>Child Studies</td>
<td>Child Studies</td>
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<tr>
<td></td>
<td>Food &amp; Nutrition</td>
<td>Food &amp; Hospitality</td>
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<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
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<td></td>
<td>Specialist PE</td>
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<tr>
<td><strong>LOTE</strong></td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
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<td></td>
<td>German</td>
<td>German</td>
<td>German</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>General Mathematics</td>
<td>Essential Mathematics</td>
<td>Essential Mathematics</td>
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<td></td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<td></td>
<td>Extension Mathematics</td>
<td>Specialist Mathematics</td>
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</tbody>
</table>

Students studying Specialist Mathematics must also study Mathematical Methods.

Key: **possible pathway**
Subject Flow Chart

The Chart below indicates subject pathways through the Senior school. It may be helpful for you to think about your future studies when choosing your subjects for 2018.

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<tr>
<th>Curriculum Area</th>
<th>Year 10</th>
<th>SACE Stage 1</th>
<th>SACE Stage 2</th>
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<tbody>
<tr>
<td>Science</td>
<td></td>
<td>Biology</td>
<td>Biology</td>
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<td>Chemistry</td>
<td>Chemistry</td>
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<td>Physics</td>
<td>Physics</td>
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<td></td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>Tourism (new 2018)</td>
<td>Tourism (new 2019)</td>
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<tr>
<td></td>
<td></td>
<td>Modern History</td>
<td>Modern History</td>
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<td></td>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
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<td></td>
<td></td>
<td>Geography</td>
<td>Geography</td>
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<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
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<tr>
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<td>Information Processing &amp; Publishing</td>
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<td></td>
<td>Information &amp; Media Technology</td>
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<td>Technology</td>
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<td>Workplace Practices</td>
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<td>Christian Studies</td>
<td>Christian Studies</td>
<td>Religion Studies</td>
<td>Christian Studies</td>
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<td>Vetamorphus</td>
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</tbody>
</table>

Key: — possible pathway
**CORE SUBJECT DESCRIPTORS**  
**Year 9**

### Christian Studies

**Rationale**
Christian Studies provides an opportunity for students to better understand themselves and their relationship with God and others. It presents to students a worldview based on the saving work of Jesus Christ and a pathway for students to make meaning of their lives and their life journey. The year 9 program is specifically designed for students to discover who they are as young people in today’s society. The program aims to address many of the issues that teenagers will face as they continue their life journey into adulthood within a Christian context. Student learning will encompass the physical, social, emotional and spiritual growth of the individual, to give students an understanding of their own identity and the purpose of their lives.

**Achievement Standards**
By the end of the year students would have had opportunities to:
- Draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual
- Analyse Christian beliefs about the responsibilities of living in relationship with God, self and others
- Apply Christian beliefs about the intrinsic value of human life within the context of sin and evil
- Analyse worship, the sacraments and prayer as vital to the Christian experience
- Examine people’s need for spirituality and identify how Australians seek to fulfill it
- Analyse and interpret the message and identity of Jesus the Christ for all people.

**Topics**
- Who am I really?
- How far is too far?
- How do I tune in to God’s frequency?
- Why am I here?

**Assessment**
Assignments which relate to students’ learning in each topic  
Organising whole school worship  
Journal responses.

### English

**Rationale**
English is a year-long core subject focusing on language, literature and literacy. It aims to encourage appreciation and proficiency in reading and writing, as students study a range of texts and genres. Novels and films are selected from a range of historical and modern perspectives. Key skills include writing, reading, viewing, speaking and listening, with a focus on developing skills in spelling and grammar. This course will prepare students for further studies in English.

**Achievement Standards**
By the end of the year, students would have had opportunities to:
- Understand that authors innovate with text structures and language features in order to manipulate their audience’s response
- Recognise that cultural and social perspectives and knowledge of other literature, influences the interpretation of a text
- Create imaginative and original texts that experiment with language features and structure to produce different effects
- Develop interaction skills by planning, rehearsing and delivering presentations that influence and engage an audience
- Interpret, analyse and evaluate different perspectives presented in texts
- Use comprehension strategies to interpret and analyse texts
- Review and edit their own texts to check content, language and structure.

**Topics may include:**
- Novel study such as “The Graveyard Book”
- Persuasive writing
- Independent novel study
- Poetry
- Public Speaking
- A Shakespeare play
- Everyday texts
- Film study, such as “The Sapphires”, “Romeo and Juliet”.

**Assessment:**
Text response journals with short answer questions  
Analytical text responses  
Oral presentations  
Text production  
Individual and group tasks.
<table>
<thead>
<tr>
<th>CORE SUBJECT DESCRIPTORS</th>
<th>Year 9</th>
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### Health & Physical Education

**Rationale**
The Health & PE curriculum supports students to maintain a positive outlook and evaluate behavioural expectations in different situations. Students learn to apply health and physical activity information for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support preventive health practices that build and optimise community health and wellbeing. Students learn to apply more specialised movement skills, strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate their own and others’ movement performances. 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.

**Achievement Standards**
By the end of the course students should be able to:

- Critically analyse contextual factors that influence identities, relationships, decisions and behaviours
- Evaluate the outcomes of emotional responses to different situations
- Access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- Examine the role physical activity has played historically in defining cultures and cultural identities
- Apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing
- Apply and transfer movement concepts and strategies to new and challenging movement situations.

**Topics**
- Sustainable health
- Respectful relationships
- Social responsibility
- Health in the media
- Invasion games
- Striking games
- Cultural games
- Outdoor and challenge activities

**Assessment**
Performance based observation
Research assignments and presentations

### Humanities– Semester A

**Rationale**
The study of Humanities is a core subject that examines pertinent issues affecting our society. Semester A focuses on the strand of History in which students will the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’. The content provides students with the opportunity to develop historical knowledge and understanding, as well as historical skills. These skills include undertaking an historical inquiry, historical source analysis, research skills, analysing sources, interpreting different perspectives and communicating a variety of formats.

**Achievement standards**
By the end of the semester students will be able to:

- Recognise and explain patterns of change over time
- Analyse the causes and effects of events
- Explain the motives and actions of people at the time
- Explain the significance of events in the short and long term
- Explain different interpretations of the past
- Sequence events in a chronological framework
- Develop questions to frame an historical inquiry
- Select, analyse, interpret and organise information from primary and secondary sources
- Use evidence from primary and secondary sources to support answers
- Evaluate the usefulness of sources
- Acknowledge sources of information correctly.

**Topics**
- The Industrial Revolution
- Making a Nation
- World War 1

**Assessment**
Performance based observation
Research assignments and presentations
Humanities– Semester B

**Rationale**
The study of Humanities is a core subject that examines pertinent issues affecting our society. Semester B focuses on the strands of Geography and Civics and Citizenship. This semester focuses on the causes and effects of changes to the natural environment and how to manage those changes for a sustainable future. Students will also investigate global connections and how local changes can have global impacts. Students will evaluate the role of democracy in contemporary societies and make comparisons with other systems of government.

**Achievement Standards**
By the end of the semester students will be able to:

- Explain geographical processes change the characteristics of places
- Analyse interconnections within environments and between people and places
- Predict changes and identify problems for the future
- Analyse and evaluate alternative strategies to a geographical challenge
- Compare and evaluate key features of different systems of government
- Use inquiry skills, including the development of questions, sourcing and evaluating information from a variety of sources, synthesising information and presenting information in a variety of formats.

**Topics**
- Geography: Food Security, Geographies of interconnections

Mathematics

**Rationale**
Mathematics is a diverse and growing field of human endeavour. Major social, cultural, and environmental changes are occurring simultaneously with changing commercial relationships, new computing and communication technologies, and new sciences such as biotechnology and nanotechnology. Mathematics plays a role in all of these, while the elements of traditional mathematics - arithmetic, geometry, algebra, calculus, statistics and probability - are still necessary for effective day to day decisions. Mathematics at Year 9 level begins to move students beyond basic skills and into areas which provide the basis for the study of Mathematics at senior secondary level.

**Achievement Standards**
By the end of Year 9, students should be able to:

- Express numbers in scientific notation and apply the index laws to numbers
- Expand and factorise algebraic expressions and solve problems involving simple interest
- Solve linear equations using graphical and algebraic techniques
- List outcomes, assign and determine probabilities for events
- Construct displays and investigate the position of the mean and median and describe the shape of the distribution
- Calculate areas of shapes and volume and surface area of right prisms
- Investigate similar and congruent triangles and problems involving Pythagoras’ theorem
- Recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

**Topics**
Number and Algebra, Simple Interest, Factorisation, Linear Equations, Proportion and Rates, Coordinate Geometry, Pythagoras’ Theorem, Trigonometry, Congruence and Similarity, Measurement, Probability, Statistics

**Assessment**
End of topic tests
Directed Investigations
Rationale
In Science, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Achievement Standards
By the end of Year 9, students should be able to:

- Use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills
- Apply their knowledge of science to explain phenomena in the environment and their own lives
- Plan experimental procedures which include the accurate control and measurement of variables
- Use knowledge of body systems to explain how complex organisms respond to external changes
- Explain geological features and events in terms of geological processes and timescales
- Describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms
- Describe interrelationships between science and technology and give examples of developments in science that have affected society.

Topics
Working scientifically, Disease, Heat, Light and Sound, The Atom, Chemical Reactions, Plate Tectonics, Body Coordination, Ecosystems, Electromagnetic Radiation, Electricity

Assessment
End of topic tests
Research Assignments
Practical Reports
ELECTIVE SUBJECT DESCRIPTORS
Year 9

Chinese

Rationale
The programme aims to stimulate students’ interest in Asia in which Australia is geographically located and to which Australia is closely linked; enhance students’ appreciation of the diversity of the environments, cultures and societies of Asia; advance their understanding of the diversity of Asia which has shaped the Asian countries as they are today. The programme also seeks to develop students’ research skills in collecting, analysing and organizing information; communication skills in communicating ideas in written and oral forms; life skills in understanding the world and developing values and attitudes that will enable them to better empathise and correlate with others.

Achievement Standards
By the end of the year students will:

- Have an appreciation of the diversity of the environments, cultures and societies of Asia
- Develop an understanding of the history which has shaped the Asian countries as they are today
- Develop research skills in collecting, analysing and organizing information;
- Have communication skills in communicating ideas in written and oral forms

Learn life skills in understanding the world and developing values and attitudes that will enable them to better empathise and correlate with others.

Topics
Semester One
Time, Modes of transport, Colours & clothing
Holidays

Semester Two
Occupations and work places, Countries & languages, Weather & climate, Hobbies
Cooking Chinese food.

Assessment
Oral presentation; poster presentation; dictation/ test; participation; completion of in-class work; iMovie projects

Extension Mathematics

Rationale
Mathematical Extension Year 9 is a 1 semester subject offered to Year 9 students who have an interest in, and enjoy, Mathematics and plan to study the higher levels of Mathematics in SACE. This one semester subject aims to extend and broaden the mathematical knowledge of students by presenting topics in the ACARA that aren’t done as thoroughly in core mathematics due to time restraints. Emphasis will be on problem-solving and techniques to improve this.

Achievement Standards
In this course students will study:

- Factorials, when order is important and when it is not, permutations and combinations
- Application of counting with gambling, probability, games etc
- Linear inequations, simultaneous equations
- The application of linear inequations and simultaneous equations to linear programming
- Definition of networks, paths and circuits
- Application of networks such as time tabling or shortest path.

Topics
Combinatorics
Linear Inequations
Simultaneous Equations
Networks
## ELECTIVE SUBJECT DESCRIPTORS

### Year 9

#### German

**Rationale**
Year 9 German focuses on further developing skills in reading, writing, understanding and speaking German. It also includes exploring cultural perspectives in German speaking countries and comparing them with Australia. Key skills include explaining, describing, questioning and giving opinions in German as well as analyzing texts and presenting information in written and spoken form. Successful completion of Year 9 German is a pre-requisite for Year 10 German. A working knowledge of German can improve students’ employability across a range of careers as it is a key language in the fields of Science, Medicine, Economics and Technology.

**Achievement Standards**
By the end of Year 9, students will have had opportunities to:

- Initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships and the community
- Solve problems, negotiate and plan in German
- Ask and respond to familiar questions.
- Give opinions and ask for information
- Apply rules of pronunciation, intonation and stress
- Create personal descriptive, informative and imaginative texts
- Use a range of grammatical elements.
- Reflect on membership of cultural groups and personal identity.

**Topics**

**Semester 1**
Around town, Places and buildings, Directions, Sports, Clothes and shopping, Appearances

**Semester 2**
The weather, Transport, Café food, Large numbers, Travelling, Around the home.

**Assessment**
Chapter tests
Oral presentations
Translation exercises
Written assignments
Cultural projects
Audio visual presentations
Completion of in class work.

#### Information & Media Technology

**Rationale**
This elective is aimed to give students a range of in-depth learning experiences in Information and Media Technologies. These topics are continually changing and the content taught and learnt will reflect this. Students can undertake both IMT A and B in one year or A and B independently. Both electives are pathways leading to Year 11 IPP (Information Processing and Publishing) units—Personal and Digital Publishing and Stage 1 Information Technologies.

**Achievement Standards**
At the end of this subject students should be able to:

- Create products, processes or services to meet challenges or problems by manipulating or processing resources (information, materials and systems)
- Communicate design solutions in response to challenges or problems using suitable modes and genres for presenting technical ideas and design concepts for a given audience and purpose
- Use evaluation throughout the design and production process to validate and refine the effectiveness of solutions to challenges or problems.

**Topics**
Students in IMT will be able to select from a range of modules to match their interests and aspirations. For example a student may incorporate animation with video and sound manipulation to present a film or complete the Get Coding course and apply skills to a free choice website. Topics will be negotiated with individual students at the start of each semester.

Modules currently offered are:

- Filmmaking incorporating the development of skills in the Adobe Creative Suite programs: Adobe Premiere Pro, Adobe After Effects and Adobe Photoshop, as relevant to film.
- Sound Manipulation using Audacity and/ or suitable iPad applications
- Animation using Stop Motion Pro. Animation Projects will be edited in a video ending program.
ELECTIVE SUBJECT DESCRIPTORS

Year 9

Information & Media Technology
(continued)

- Animation using Stop Motion Pro. Animation Projects will be edited in a video ending program.
- "Get Coding" course includes learning HTML, CSS and JavaScript to complete a webpage, a password, build an application, make a game and complete a website.
- Learn the design principles of building websites and use Dreamweaver and Flash to create interactive websites.

Assessment
Assessment is via a rubric tailored to the topic/s the student chooses.
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**CORE SUBJECT DESCRIPTORS**

**Year 10**

### Christian Studies

**Rationale**
Christian Studies as a discipline of learning introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures. It aims to give students a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian Literature. It presents to students a Christian worldview and a pathway for making meaning in their lives.

The Year 10 curriculum follows the general F-10 topics in the Christian Studies curriculum framework in a manner which is appropriate to young people at a point in their lives when they are emerging adults.

**Achievements Standards**
- Students analyse the concept of Christian love and service as a response to faith
- Students examine the nature and purpose of the Bible as God’s inspired word and critically discuss its relevance to contemporary contexts.
- Students analyse and compare perspectives of different ethical and religious frameworks on contemporary ethical issues
- Students analyse Christian beliefs about the ways God reveals himself as one God: Father, Son and Holy Spirit.

**Topics**
- Living in Community
- The Bible for Today
- Ethical Living
- Father, Son and Holy Spirit

**Assessment**
Assignments which relate to students’ learning in each topic. Participation in organising whole school worship.

### English

**Rationale**
English is a year-long core subject focusing on language, literature and literacy. Students study a broad range of texts and genres, including novels and films from a range of historical and modern perspectives. Key skills include writing, reading, viewing, speaking and listening. This course will prepare students for further studies in English during completion of SACE.

**Achievement Standards**
By the end of the year, students would have had opportunities to:
- Understand that personal values and beliefs, as well as the structure, language features, visual features and context of a text, influence audience interpretation and response
- Evaluate the social and moral opinions represented in texts
- Create imaginative and original texts by selecting the structure and language for a specific purpose and intended audience
- Plan, rehearse and deliver presentations, selecting content and multimodal elements to stimulate an audience
- Comprehend texts by comparing, identifying and analysing ideas and evaluating supporting evidence
- Review and edit their own texts to check content, language and structure.

**Topics may include:**
- Crime Fiction
- Novel study, such as “To Kill a Mockingbird”
- Creative Writing
- Recount
- Information Report
- Film study
- Mass Media
- Poetry
- A Shakespeare play
- Soap Operas

**Assessment:**
- Text response journals, with short answer questions
- Analytical text response essays
- Debate and oral presentations
- Text production
- Mid year and end of year examination.
General Mathematics

**Rationale**
This course is directed at students who need the practical application of mathematics such as consumer mathematics, numeracy, measurement and statistics.

**Achievement Standards**
By the end of the year, students should be able to:
- Convert between decimals, fractions and percentages where appropriate.
- Display and summarise data and be able to interpret data from different sources such as surveys.
- Use mathematics as a consumer in financial situations such as calculating pays or interest.
- Convert between units of measurement. Select and use appropriate formulae to solve practical problems.

**Topics**
- Consumer Mathematics
- Statistics
- Arithmetic Skills
- Measurement
- Algebra and Graphs
- Trigonometry

**Assessment**
Homework sheets and exercises
Tests and Assignments
Directed Investigations
Mid year and end of year exam

Health & Physical Education

**Rationale**
behavioural expectations in different situations. Students learn to apply health and physical activity information for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support preventive health practices that build and optimise community health and wellbeing.

**Achievement Standards**
By the end of the course students should be able to:
- Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.
- Propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- Demonstrate leadership, fair play and cooperation across a range of movement and health contexts.
- Apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances.
- Work collaboratively to design and apply solutions to movement challenges.

**Topics**
- Managing risks
- Cultural connections
- Influencing others
- Excellence in health
- Environmental challenges
- Tag and disc games
- Active communities
- Tag Rugby

**Assessment**
Performance based observation
Research assignments and presentations

Rationale
The Health & PE curriculum supports students to maintain a positive outlook and evaluate
**Rationale**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Historical knowledge is fundamental to understanding ourselves and others. It helps students appreciate how the world and its people have changed. History promotes debate and encourages thinking about human values, including present and future challenges.

An understanding of world history enhances students' appreciation of Australian history. It also helps students become informed citizens in Australia's path of social, economic and political development in the Asia-Pacific region and global interrelationships.

**Achievement Standards**

The aims of History are to help students develop:

- Interest in, and enjoyment of historical study and become informed and active citizens
- Understanding and appreciation of the past and the forces that shape societies.
- Understanding and use of historical concepts (e.g. evidence, cause and effect)
- Capacity to undertake historical inquiry.

**Topics**

- An overview of modern history (from 1945 - present)
- World War 2
- Rights and Freedoms
- Popular Culture (from 1950 )

**Assessment**

Tests
Essays
Presentations
Research assignments varying in format
Exam

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**Rationale**

Geography uses an inquiry approach to assist students to make meaning of their world. Geography emphasises the role of the environment in supporting human life, the important interrelationships between people and environments, and the different understandings of these relationships.

Economics and Business concepts are further developed by considering Australia's economic performance and standard of living. Business provides opportunities for examination of governmental influences on the economy and consequences of decisions made in response to changing economic conditions.

**Achievement Standards**

By the end of this subject students should be able to:

- Gain a sense of wonder and curiosity about places, people, cultures and environments
- Think geographically about place, Australia, our region and the world
- Use appropriate geography skills
- Explain how and why governments manage economies
- Analyse factors that influence major consumer decisions
- Evaluate the effects of decisions made in response to changing economic conditions.

**Topics**

- Environmental change and management
- Geography of human wellbeing
- Business—Understanding of the economy.

**Assessment**

Tests
Essays
Presentations
Research assignments varying in format
Exam
Mathematical Methods

**Rationale**
This course is directed at students wishing to study mathematics at the highest level for enjoyment or to keep options open for future careers. It involves higher level thinking with more algebra and abstract concepts.

**Achievement Standards**
By the end of the year, students should be able to:
- Use, create and solve linear, exponential, simultaneous and quadratic equations
- Apply mathematics to solve practical problems
- Demonstrate a high level of numeracy including operating with irrational numbers
- Display and summarise data and be able to interpret statistics
- Use Pythagoras, trigonometry and geometry to solve problems involving shapes and measurement
- Recognise and draw linear, exponential and quadratic graphs showing special features.

**Topics**
- Algebra-Functions, Graphs & Polynomials
- Statistics
- Trigonometry and Geometry
- Exponentials and Surds

**Assessment**
- Homework sheets and exercises
- Tests and Assignments
- Directed Investigations
- Mid year and end of year exam

PLP (Personal Learning Plan)

**Rationale**
The PLP is a compulsory subject studied as part of the SACE. Students must achieve a C grade or better in order to meet the requirements of the SACE. It is a Stage 1 (Year 11) subject completed in Year 10. The PLP helps students to plan personal and learning goals for the future and can assist them to make informed decisions about their personal development and future education, training and employment. Students will also gain an understanding of the seven capabilities that are at the core of SACE and the Australian Curriculum (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding) and devise ways of developing at least one of those capabilities throughout the year. PLP has a strong career focus and students will spend time investigating future pathways and careers. This includes discussions with parents and teachers about possible SACE subject choices, post school education and training and career options. In addition, students participate in a week of work experience where they learn about and develop employability skills and workplace expectations. Students complete a Workplace Preparation Program as part of preparing for work experience.

**Learning Requirements**
In this subject, students are expected to:
- Identify, explore, and develop personal and learning goals, and strategies to achieve them
- Select, understand, and explain one or more capabilities relevant to achieving their goals
- Develop the selected capability or capabilities and
- Review their learning.

**Topics**
- Personal Development, Work Skills, Planning and Decision Making, Learning and Thinking Skills.

**Assessment**
- Assessment Type 1: Folio
  - My capabilities, Planning and exploring future pathways, Workplace competencies and transferable skills
- Assessment Type 2: Review
  - Work experience reflection, Year in review – panel presentation
**Rationale**
In the Year 10 Science curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

**Achievement Standards**
By the end of year 10 students:

- Develop questions and hypotheses and independently design and carry out appropriate methods of investigation.
- Design and undertake investigations and take into account the need for accuracy, safety, fairness, ethical actions and collaboration.
- Identify where digital technologies can be used to enhance the quality of investigations and communicate using scientific language and representations appropriate to the content.
- Demonstrate an understanding of the scientific theories that explain the origin of the universe and the evolution of life on Earth.
- Use relationships between force, mass and acceleration to predict changes in the motion of objects.
- Explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions.
- Explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level.
- Describe factors that have guided scientific developments, predict how future applications of Science and technology may affect people’s lives, and evaluate information from a scientific perspective.

**Topics**
- Motion
- Energy
- The Periodic Table
- Chemical Reactions
- Genetics and DNA
- Evolution
- Sustainability
- The Universe

**Assessment**
End of topic tests
Research Assignments
Practical Reports
Exams (mid-year and end of year)
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## Rationale

The programme aims to stimulate students’ interest in Asia in which Australia is geographically located and to which Australia is closely linked; enhance students’ appreciation of the diversity of the environments, cultures and societies of Asia; advance their understanding of the diversity of Asia which has shaped the Asian countries as they are today. The programme also seeks to develop students’ research skills in collecting, analysing and organizing information; communication skills in communicating ideas in written and oral forms; life skills in understanding the world and developing values and attitudes that will enable them to better empathise and correlate with others.

### Achievement Standards

By the end of the year students will:

- Have an appreciation of the diversity of the environments, cultures and societies of Asia
- Develop an understanding of the history which has shaped the Asian countries as they are today
- Develop research skills in collecting, analysing and organising information
- Have communication skills in communicating ideas in written and oral forms
- Learn life skills in understanding the world and developing values and attitudes that will enable them to better empathise and correlate with others.

### Topics

**Semester One:** school subjects and facilities; daily routine of a student; making telephone calls; food & health; shopping and everyday articles; ask the way.

**Semester Two:**
Stationery and Gifts; Furniture and Electrical Appliances; Life at Home; How to Ask the Way; Cooking Chinese Food.

### Assessment

Oral Presentation (PPT, Photo Story; iMovie); Poster Presentation; Exams; Participation and Class work.

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## Rationale

This course is directed at students who need basic numeracy and practical application of mathematics such as consumer mathematics, numeracy, measurement and statistics.

### Achievement Standards

By the end of the year, students should be able to:

- Do mental calculations including time and ratios
- Know aspects of earning and spending.
- Use geometrical facts
- Find and use statistics
- Apply measurement formulae
- Know and apply investment formulae.

### Assessment

Homework sheets and exercises
Tests and assignments
Directed investigations
Mid year and end of year exam
Extension Mathematics

Rationale
Mathematical Extension is a 1 semester subject offered to Year 10 students who have an interest in, and enjoy, Mathematics and plan to study Mathematics and/or Specialist Mathematics in SACE. These subjects would lead to careers in Science, Engineering and some medical professions. This subject will extend students in relevant topic areas leading to the above SACE subjects as well as instruct students in the use and application of graphics calculators.

Achievement Standards
In this course students will undertake 5 topics of investigation:
- Introduction to the sine and cosine rule, application to all triangles including non-right angled triangles
- Quadratic and cubic polynomials - extension from core using the quadratic formula and an introduction to cubic functions
- Graphing linear and quadratic inequalities
- Simultaneous equations with a pair of linear and a linear and quadratic
- Plotting scattergrams and determining the level of correlation
- Finding the equation of the line of best fit by eye and using the graphics calculator
- Application of correlation to real life data
- Complimenting Mathematical Methods and Specialist Trigonometry by studying Trigonometry as a function
- Solving simple trigonometric functions
- Probability diagrams – tree and Venn
- Compound Events
- Introduction to the binomial distribution.

Topics
- Sine and Cosine Rule
- Equations
- Bivariate Data
- Trigonometry
- Probability

Assessment
Directed investigations
Homework
Topic tests
End of semester exam

Food & Nutrition

Rationale
This elective provides opportunities for students to consider the role of food and nutrition in enhancing health and wellbeing. Students will develop knowledge, understanding and skills important for making informed food choices and apply healthy eating criteria. They will also develop practical skills in the preparation and presentation of food for both individuals and groups.

Achievement Standards
At the end of this subject students should be able to:
- Apply safe food preparation practices
- Demonstrate practical skills
- Design, create and appraise food products according to personal, community and industry standards
- Analyse current dietary trends and advice and the impact they have on health
- Reflect on and evaluate personal cooking skills.

Topics
Year 9 Topics
Semester 1
- Safety and Hygiene in the kitchen
- European Cuisine
- Herbs and Spices
- Cafe Culture includes Expresso Coffee and training
Semester 2
- Safety and Hygiene in the kitchen
- Asian Cuisine
- Eating for a healthy body
- Food by Design includes Expresso Coffee training

Year 10 Topics
Semester 1
- Safe food preparation practices
- Nutrition – Healthy Eating Practices
- Multicultural Cuisine
- Bush Tucker
Semester 2
- Safe food preparation practices
- Paddock to Plate
- Nutrition–The Big 3–Fat, Salt and Sugar
- Fast Food and Slow Food
- Dietary Needs and Food Allergies

Assessment
- Practical Skills
- Action Plans
- Evaluations
- Investigations and research.
**ELECTIVE SUBJECT DESCRIPTORS**

**Year 10**

### German

**Rationale**
Year 10 German builds further on the speaking, listening, understanding and writing skills which students have acquired in Year 9 and extends students’ ability to communicate more effectively in German. Students will become proficient in creating short written and oral texts on a range of topics and will explore new aspects of the culture of German speaking countries, comparing them to the Australian perspective and recognising the part that European cultures play in our global community.

**Achievement Standards**
By the end of Year 10 students will be equipped to:
- Initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships and the community
- Solve problems, negotiate and plan in German
- Ask and respond to familiar questions
- Give opinions and ask for information
- Apply rules of pronunciation, intonation and stress
- Create personal descriptive, informative and critically imaginative texts
- Use a range of grammatical elements
- Reflect on membership of cultural groups and personal identity
- Translate and interpret informative and imaginative texts
- Critically analyse a range of German texts
- Explain the importance of context in intercultural exchanges
- Understand how language changes over time.

**Topics**
- **Semester 1**
  - Part time jobs, Spending money, Shops, household chores, Holidays, Travel, Jobs.
- **Semester 2**
  - Weekend activities, Switzerland, Youth culture in Berlin, Music, Films and TV, Relationships.

**Assessment**
Oral presentations, Chapter tests, Written assignments, Cultural assignments, Translation exercises, Written exam—listening, reading, writing, vocabulary/grammar, Oral Exam.

### Information & Media Technology

**Rationale**
This elective is aimed to give students a range of in-depth learning experiences in Information and Media Technologies. These topics are continually changing and the content taught and learned will reflect this. Students can undertake both IMT A and B in one year or A and B independently. Both electives are pathways leading to Year 11 IPP (Information Processing and Publishing) units—Personal and Digital Publishing and Stage 1 Information Technologies. IMT A is in Semester 1 and IMT B is in Semester 2.

**Achievement Standards**
At the end of this subject students should be able to:
- Create products, processes or services to meet challenges or problems by manipulating or processing resources (information, materials and systems)
- Communicate design solutions in response to challenges or problems using suitable modes and genres for presenting technical ideas and design concepts for a given audience and purpose
- Use evaluation throughout the design and production process to validate and refine the effectiveness of solutions to challenges or problems.

**Topics**
Students will be able to select from a range of modules:
- Video editing incorporating the development of skills in the Adobe Creative Suite programs: Adobe Premiere Pro, Adobe After Effects and Adobe Photoshop, as relevant to video. Audio manipulation skills will also be offered as needs demand
- Introductory Coding – currently using the Python language
- Microprocessor Coding using a ‘C’ like language and Arduino development kits
- Multi-platform game coding using the Unity Engine
- Multi-platform app development using Xamarin.

**Assessment**
Assessment is via a rubric tailored to the topic(s) the student chooses.
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Performing Arts (Drama)

**Rationale**
Drama is an expression of human behaviour and the human condition. The study of Drama involves the integration of the student’s intellectual, physical and creative development. Drama develops the student’s ability to work in collaboration with other people and to communicate ideas while problem solving. Drama enables students to establish a sense of self whilst exploring roles of other characters thus bringing a greater understanding of relationships with other people.

**Achievement Standards**
At the end of the semester the students will be able to:
- Improvise spontaneously
- Respond to performed drama and dramatic scripts in a reflective manner
- Perform publically in a variety of styles and to various audiences
- Discuss Drama concepts and elements using appropriate terminology.

**Topics**
- Commedia dell’Arte
- Shakespeare
- Improvisation and Theatre Sports
- Character development
- Review and journal writing
- Performance

**Assessment**
- Class participation and ensemble work
- Performance
- Evaluation and reflection
- Script writing
- Character development

Performing Arts (Music)

**Rationale**
The best way to learn music is to be immersed in music by playing and listening to it. This is the overriding focus of this course with the aim to provide students interested in music with the opportunities to develop their God given abilities in the area of musical performance and to function as musicians rather than simply learners. This course will give students the skills they need to undertake music in senior years at school and in the broader musical community in which they are a part of.

**Achievement Standards**
In this course students will plan the direction of the course. The semester will culminate in the class presenting a performance that they have prepared. The performance program will incorporate both solo and ensemble performance. In addition to this students will learn about stage management, publicity, repertoire selection and all aspect associated with planning and delivering a performance to an audience.

**Topics**
The Year 9/10 Music Course is made up of 2 areas of study:

1. **Performance – 2 modules a week**
   - Solo Performance – private practice, one summative assessment per term
   - Ensemble Performance
   - Stage Management
   - Publicity
   - Sound Systems and their uses

2. **Applied Music – 2 modules per week**
Material for this will be drawn from the performance material that the students have selected and will include:
- Music technology
- History of music
- Score reading
- Composition
- Listening and Analysis

These elements are integrated into a study of theory at AMEB Grade 2-3 level, with related aural activities.
Performing Arts (Music)

In order to achieve meaningful outcomes from this course it is a requirement of this course that you undertake individual lessons on your principal instrument/voice either via face to face teaching or using an online service provider. Students are also encouraged to be involved in the College’s co-curricular music program.

Assessment
Assessment is based on the following areas:
- Performance Skills Development
- Performance Planning
- Applied Music

Photography and Art

Rationale
This unit can be undertaken separately or in conjunction with Digital Design in Semester 2. This unit is designed to offer students a wide range of experiences in Photography as an art form. Students will gain skills that are relevant to all types of work in future years. Photography is by nature a very practical course and students will be encouraged to enter competitions and showcase their work to the rest of the school and the wider community.

Achievement Standards
At the end of the semester the students will be able to:
- Independently generate and manage design strategies to create ethically defensible products, processes and systems
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking
- Demonstrate specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards
- Defend and apply choices made in using particular materials and equipment to create sustainable products, processes and systems.

Topics
- History of Photography and cameras
- Indigenous Photographers
- What makes a great photo?
- Composition and elements of design
- DSLR Cameras and settings, using the design process
- Practical field trips
- Enhancing digital images using Photoshop and Gimp software.

Assessment
- Photography theory task
- DSLR tasks
- Photographic Blog
- 3 x choice topics.
Rationale
This unit can be undertaken separately or in conjunction with Photography and Art in Semester 1. This unit offers students experience in digital design programs for a range of uses. Term 1 will focus on design using digital programs such as Adobe Photoshop, Illustrator and InDesign to create logos, original vector artwork, typography, and publications designed for print or the web. Term 2 will focus on designing for the web and creating a website using programs such as Adobe Flash, Fireworks, and Dreamweaver.

Achievement Standards
At the end of the semester the students will be able to:
- Independently generate and manage design strategies to create ethically defensible products, processes and systems
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking
- Demonstrate specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards
- Defend and apply choices made in using particular materials and equipment to create sustainable products, processes and systems.

Topics
- Issues analysis on Creative Commons, using the design process
- Colour theory and Symbolism
- Creating logos and vector artwork, Typography, Photo-manipulation and digital art using Adobe creative suite
- Designing for Print and the Web
- Website design (some basic coding).

Assessment
Issues analysis, Logo/vector design, Digital Manipulation/ digital artwork task, 3x design choice topics, 1x Website.

Rationale
The St Martins Specialist Golf Program (SMLCGOLF) provides a comprehensive golf program of the highest quality. The program caters for students who are genuinely interested in becoming better golfers. The program is designed for students capable of self-discipline and respect for self, others and the environment. Conveniently located just a short drive from the picturesque Mount Gambier Golf Course at Attamurra, the program is dedicated to providing opportunities for promising golfers whilst complementing their overall academic education.

SMLCGOLF students work under the coaching guidance of Mr Craig Davis (PGA Professional at the Mount Gambier Golf Club) and Mr Duncan Savage (Program Coordinator, Level 1 Coach and Mount Gambier Golf Club member). Students also benefit from the support of Golf SA through its development team assistance in delivering the program. The program is coordinated by Duncan Savage.

SMLCGOLF students receive full Junior Membership at the Mount Gambier Golf Club for the entire time they are in the program. Students in the program have full use of the Mount Gambier Golf Club’s excellent playing and practicing facilities. Students travel to and from the Mount Gambier Golf Club on St Martins Lutheran College buses.

SMLCGOLF students are a very visible section of the St Martins and greater Mount Gambier community. SMLCGOLF students are expected to:

- represent the College appropriately and positively
- meet all academic deadlines

SMLCGOLF students who do not meet academic deadlines or who behave inappropriately run the risk of being excluded from the program.

Students receive one x 90 minute lesson each week. There are three groups—Experienced, Beginning Boys & Girls.

Students have access to “specialist days” and “competitions” throughout the program. The program runs all year, and continues through to include Year 11.
The SMLCGOLF Program utilises teaching resources from Golf Australia and Golf South Australia, including the ‘Golf for Schools Programs – Primary and Secondary’.

**Practical**
Practical lessons have an emphasis on:
- Skill development
- Strategic play
- Skill analysis
- Specific roles
- Game/match play
- Fitness development
- Goal Setting
- Athlete Evaluation
- Public Speaking
- Nutrition
- Career Pathways
- Sport Etiquette
- Sport History
- Sport Safety

**Applications**
Interested students are required to submit a SMLCGOLF Program Application Form. Places in the program are limited.

There is no cost to enter the program. Students receive:
- Junior Membership at the Mount Gambier Golf Club which allows full use of the course and practice facilities whilst in the program
- PGA Professional tuition most weeks throughout the entire school year.

* It would be desirable for students to have their own golf clubs, but not essential.
* It is expected that students buy their own SMLCGOLF Program training/playing shirt, jacket and hat.

**Rationale**
In addition to the compulsory Physical Education program, students in Years 9 and 10 can elect to study a further semester of the subject. Students who intend to study Physical Education at a senior school level are encouraged to take this elective. As well as a large practical component, the course includes a focus on the theoretical aspect of Physical Education. The theoretical content allows students to understand the human body’s short-term and long-term adaptations to physical activity.

**Achievement Standards**
By the end of this unit students should be able to:
- Reflect on the use of specialised skills in various social contexts (including teams) and able to modify skills to improve performance
- Participate in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others
- Research, develop, and carry out personal plans for fitness programs, in the context of issues concerning health and fitness within the community
- Demonstrate the ability to think critically about sport in society and associated issues.

**Topics**
**Practical:**
Practical topics are selected on the basis of student numbers and interest. Topics may include Basketball, Touch Football, Gymnastics, Tennis, Soccer, Fitness Circuits, Volleyball, Badminton, Handball.

**Theory:**

**Assessment**
Performance Based Observations.
**Technology**

**Rationale**
Year 9/10 Wood, Metal and Computer Aided Manufacture are predominantly practical courses from which students can choose. All students learn drawing techniques as a form of communication of ideas using 2D and 3D drawing software. Workshop time is spent using a variety of power machines and hand tools. Wood offers students developing skills in furnishing while metal work concentrates on sheet metal construction, welding and fabricating and metal machining.

**Achievement Standards**
By the end of this unit of work the students will:
- Be able to produce both 2D & 3D drawings using computer aided drawing software
- Develop skills in working with different types materials in wood, metal or plastics
- Recognise and choose appropriate tools for different tasks and become familiar with wood, metal and plastics
- Design and produce projects and test pieces to develop hand skills through drawing plans, writing procedures and programs for the construction of products.

**Topics**
- Safety
- Tools (hand tools & electrical machines)
- Materials
- Design process
- Drawing
- Construction techniques
- Project construction.

**Assessment**
In Year 9 assessment is derived from the completion of projects and folios. In Year 10 students complete TAFE competencies in Furnishing or Engineering.

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**Visual Art**

**Rationale**
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Artists generate ideas and starting points for studio works by reflecting on experiences, ideas and issues. Observation of people, societies, natural and constructed environments can also provide sources of inspiration.

**Achievement Standards**
- Conceive, develop and create artworks
- Demonstrate individuality, creativity and presentation skills in their artworks
- Show evidence of the development of ideas in a visual form
- Demonstrate knowledge of, and facility in, the skills, techniques and technologies associated with making artworks
- Demonstrate knowledge of artists and their works through investigation, writing, discussion and visual representations
- Describe, analyse and respond to artworks in their cultural context.

**Topics**
In this unit students are required to engage in both practical and theoretical tasks. Theory will include the analysis and interpretation of artworks, and students will need to communicate both reasoned and personal viewpoints in response to artworks.

Year 9 Visual Art is designed to build upon the techniques and skills taught at Year 8 level by introducing different techniques, media and more complicated tasks and artworks.

Year 10 Visual Art does the same thing, building upon the skills and techniques of Year 9 Visual Art, but with a focus on the students developing more independence as artists in preparation for Senior School.
Topics (continued)

Topics and genres studied vary from semester to semester. This ensures that there is no repetition should a student study Visual Art in both semesters and across both year levels. The topics do, however, aim to build a range of skills and knowledge in much the same way by covering the following areas:

- Media exploration and technical skills building
- Environmental art
- Multicultural Art, beginning with Australian Art and looking at wider global cultural art movements and crafts
- Historical art movements—such as Impressionism, Expressionism, Cubism, Surrealism
- Studies of artists - both past and present.

Assessment

- Folio
- Practical
- Theory
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