



# SUBJECT INFORMATION 2022

LEARNING  
PROGRAM YEARS  
7 & 8



## Our College Vision

Marian College is a dynamic and nurturing Kildare Education Ministries Catholic College in the Brigidine tradition.

We are committed to ensuring a vibrant and challenging educational environment of learning and personal growth.

Our safe supportive environment will empower our young people to become part of a generation responsible for bringing positive change to our world.









# College Overview

## Strength and Gentleness

Established by the Brigidine sisters on its current site in 1889, Marian College prides itself on its very long commitment to providing high quality learning and teaching for young men and women of the Grampians-Ararat-Stawell region.

Marian College is a Kildare Education Ministries school in the Brigidine tradition that continues to offer high quality educational opportunities and experiences, which will shape our students in positive ways throughout their lives.

At Marian College we seek to provide an education that empowers students to become life-long learners, who are encouraged to think creatively, to analyse critically, to respond intelligently, and with thought and compassion for others.

As a Catholic learning community we endeavour to keep the Gospel values at the heart of our school, and actively promote high expectations, respectful communications, perseverance, tolerance, compassion, justice and service.

Our Learning and Teaching programs are designed:

- ✚ to be challenging and responsive to emerging needs in education that are tailored to support personalized learning pathways,
- ✚ to promote innovation and creative thinking,
- ✚ to embrace contemporary technologies and real-world experiences,
- ✚ and to excite the imagination and passion in the pursuit of excellence.

Students are encouraged to excel and to work towards continual improvement to achieve their best. We are very proud of our strong Brigidine identity and ethos, where staff actively promote and nurture the spiritual, intellectual, emotional, physical and social growth of all students.

Teaching staff work collaboratively and reflectively in Professional Learning Teams to continue to remain at the forefront of advancing teaching and learning practices. They endeavour to model learning and a passion for learning, providing ongoing effective feedback for continual improvement.

Our Teacher Advisor (T.A.) program represents an integral element of our mission. Each Teacher Advisor is the advocate and role model in the lives of the students in their care. They support these students academically and socially throughout their secondary



journey. In partnership with parents, they help guide students to flourish and grow into thoughtful young men and women who can contribute positively to the world.

At Marian College we challenge our students to be people of courage and action, and to find their voice and place in the world.



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# Focus of each Year level



## THE CULTURE OF LEARNING AT MARIAN COLLEGE

### Our Commitment to Learning

We encourage excellence and perseverance in learning

We strive for continuous improvement.



### Student Learning- Action Statement

#### I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow





## YEAR 7: A YEAR OF TRANSITION

At Marian College, we understand that the transition from primary to secondary education is an important step for all students. The curriculum at Year 7 helps in this transition process by providing a wide range of subjects for the students to experience. Students who have specific learning needs (especially in literacy and numeracy) receive special assistance.

The camp at Year 7 is designed to help students to get to know their new classmates and is held early in Term 1.

Year 7 students will study:

### **Core Subjects**

- Religious Education
- English
- Language - Chinese
- Health & Physical Education
- Humanities
- Mathematics
- Science
- Wellbeing

### **Technologies**

#### ***Digital Technologies***

#### ***Design and Technologies:***

- Home Economics
- Textiles
- Wood, Metal & Plastics

### **The Arts**

- Art
- Performing Arts: Music and Drama

### **Enhancement**

- Literacy Program

## YEAR 8: A YEAR OF CONSOLIDATION

We concentrate on strengthening and developing skills and understandings in the subjects begun in Year 7. A literacy program is offered to these students who have been identified as having needs in this area. The rest of the subjects are the same as for Year 7.

The camp at Year 8 is designed to provide students with an opportunity to move out of their comfort zones.

Year 8 students will complete the following subjects:

### **Core Subjects**

- Religious Education
- English
- Language - Chinese
- Health & Physical Education
- Humanities
- Mathematics
- Science
- Wellbeing

### **Technologies**

#### ***Digital Technologies***

#### ***Design and Technologies:***

- Home Economics
- Textiles
- Wood, Metal & Plastics

### **The Arts**

- Art
- Performing Arts: Music and Drama

### **Enhancement**

- Literacy Program

## YEAR 9: A YEAR OF PERSONAL DEVELOPMENT

Year 9 and 10 are exciting and important Years in the intellectual, physical and social emotional development of our young people and Marian College strongly encourages all students to make the most of every learning opportunity made available to them. It is often through leaving one's comfort zone and trying something new that a new talent or ability is identified or a lifelong hobby or interest developed.

In Year 9, careful consideration should be given to the selection of electives and subject outlines need to be read carefully. If you are unsure about what electives your child/ren should choose, please make contact with your child's TA or subject teachers.

## YEAR 10: A YEAR OF CONSIDERING THE FUTURE

By Year 10, it is very likely that you will have changed your ideas about career choices several times, so it is important to consider the options which will best allow you to achieve your potential.

At Year 10 you will study a number of core subjects which contain options within them and you will also select several elective units for each Semester.

A number of VCE and VET Units 1 & 2 are also offered at Year 10, however, students are required to apply for one of these subjects. The option of VCE and VET will depend on the blocking as well as the academic performance of students in Year 9.

## SENIOR STUDENT PATHWAYS

Senior students should now be able to concentrate on achieving success in their chosen subjects creating a pathway for either University, TAFE, an Apprenticeship or employment.







# Selecting your Subjects

## YEARS 7 & 8

The subjects for students in Years 7 and 8 are set. All students at either Year 7 or Year 8 will follow a common program for their first two Years at Marian College.

## YEARS 9 & 10

The subjects for Years 9 and 10 have core learning units, core electives and general electives, with Year 10 then also having the option of accelerated learning. Subject selections should be made in consultation with subject teachers, parents and Faculty Heads, remembering it is important to keep the right balance.

Once subjects are selected and accepted, it is proposed that the students program will remain in place for the Year.

## ACCELERATION

In Year 10, Acceleration is not for all students. In some circumstances, the extra workload may have a negative effect on the student's wellbeing and academic progress.

It also must be understood that completing a VCE subject must be done within the confines of the VCAA and the rules associated with VCE.

The decision to attempt a VCE subject above the current Year level should not be seen as a 'trial run', but as an important decision that will have impacts on all other subject choices and the availability of subjects that can / will run within the school. It must also be considered in the light of the availability within the timetable, and whether or not your child's TA and Semester Reports indicate that acceleration is the right option. In exceptional circumstances, students will only be permitted to undertake one accelerated subject sequence.

In terms of 'process' moving forward, if your child wishes to complete a VCE subject above their Year level, ie, they are in Year 10 and would like to study a Unit 1 & 2 subject or Year 11 and want to study a Unit 3 & 4 subject, they will need to apply to the relevant Head of Faculty and follow the application process.

## NEW STUDENTS

Subject selection and timetable planning for new students will be completed by the Head of Student Development.

# The Timetable & Codes

At Marian College, we use a three letter code for the subject that the student will be studying at any given time for their year level curriculum.

At Years 7 and 8, there is a set timetable for all subjects with a core curriculum. The codes for the Core curriculum are as follows (\*Some codes may vary on the individual student's timetable):

*Subject	No of Semester Units	*Subject	No of Semester Units
English = ENG	2	Digital Technology = DIG	2
Humanities = HUM	2	Textiles = TEX	1
Language, Chinese = CHN	2	Art = ART	1
Mathematics = MAT	2	Drama = DRA	1
Religion = REL	2	Physical Education = PED	2
Science = SCI	2	Learning Enhancement = LEN	2
Technology = TEC	2	Wellbeing = WELL	2
Home Economics = HEC	1	Study = STU	2
Metal, Wood & Plastics = MWP	1	Music = MUS	1

Each subject is generally followed by the class number, eg: 07A or 08D etc.

The curriculum for each year level is colour coded in this handbook as follows:

**Year 7**



**Year 8**



**Year 9**



**Year 10**



**VCE**



**Elective = \***

**Accelerated Learning = ♠**

Each student is also placed into a school team called a "House". The House colours are as follows:

<b>Barron = BAR</b>	<b>Kelly - KEL</b>
<b>Synnott = SYN</b>	<b>Clancy – CLA</b>



# Sample Timetable

The following sets the core subjects for Years 7 and 8 timetables.

## SEMESTER ONE *Week One*

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Homeroom</b> 8.57am – 9.03am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1</b> 9.05am – 9.52am					
<b>Period 2</b> 9.54am – 10.41am					
10.41am – 11.05am	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>
<b>Period 3</b> 11.08am – 11.55am					
<b>Period 4</b> 11.57am – 12.44pm					
12.44pm – 1.32pm	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>Period 5</b> 1.35pm – 2.22pm					
<b>Period 6</b> 2.24pm – 3.11pm					
<b>Homeroom</b> 3.11pm – 3.14pm	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

## SEMESTER ONE *Week Two*

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Homeroom</b> 8.57am – 9.03am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1</b> 9.05am – 9.52am					
<b>Period 2</b> 9.54am – 10.41am					
10.41am – 11.05am	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>
<b>Period 3</b> 11.08am – 11.55am					
<b>Period 4</b> 11.57am – 12.44pm					
12.44pm – 1.32pm	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>Period 5</b> 1.35pm – 2.22pm					
<b>Period 6</b> 2.24pm – 3.11pm					
<b>Homeroom</b> 3.11pm – 3.14pm	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

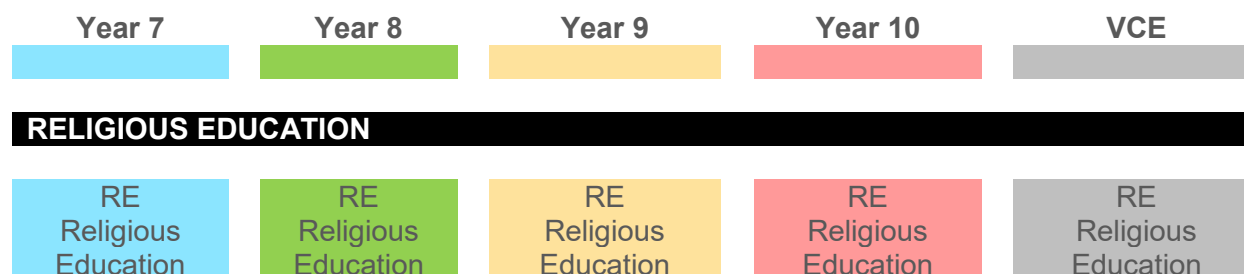




PARENTS AND  
VISITORS  
ENTRANCE  
PLEASE CLOSE THE DOOR.



# RELIGIOUS EDUCATION



Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social, Church & Tradition, God Religion and Society, Prayer, Liturgy and Sacraments, and Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of Religion that counts towards their VCE.

Our Year 12 students participate in an internal Religious Education Program. Students studying VCAL are also involved in Religious Education Personal Development Units aligned with their VCAL Program.





# Religious Education



## *Religious Education*

Year 7 students study units of work designed to introduce them to the unique charism of our Brigidine school to help them understand their membership within our Christian community. These units of work are:

- How Do We Belong?
- Communities at Prayer
- How Do We Experience Community?
- How Can We Make a Difference?
- How Do We Celebrate?

The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world.



## *Religious Education*

Year 8 students study the following units of work for Religious Education:

- Introduction to Kildare Ministries: Presentation Sisters
- Jesus of His Time and the Holy Spirit Today
- Communicating with God
- Community and the Common Good

The Awakenings, units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world as well as the Year 8 Retreat.



## *Religious Education*

Year 9 students study the following units of work for Religious Education:

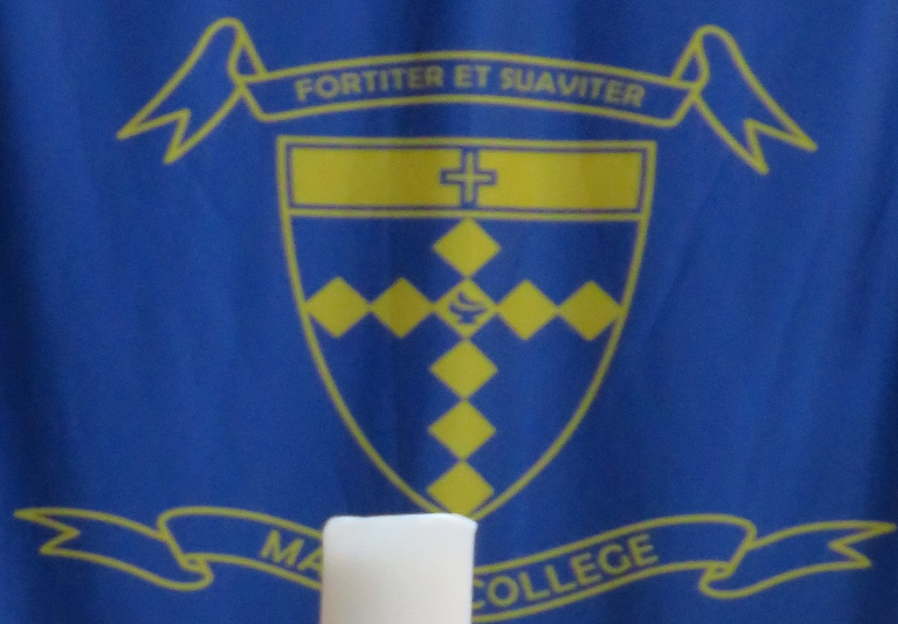
- Pre-Christian Spirituality: Indigenous Australians
- They Mysteries of the Risen Christ

- Living the Scripture
- Communities in Faith

The Awakenings, units are also complemented by Marian College areas of study in Kildare Ministries Values, Lent, Easter, the Stations of the Cross and Christmas.



# MARIAN COLLEGE ARARAT





# The ARTS

Year 7	Year 8	Year 9	Year 10	VCE
<b>ART</b>				
ART Art	ART Art	ART * Art	ART * Art	VCE ♠ Studio Art
		ART * Drawing	ART * Ceramics	VCE Visual Communication Design
		ART * Ceramics	ART * Drawing	
		ART * Photography	ART * Photography	
		ART * Visual Communication	ART * Visual Communication	
<b>DRAMA</b>				
DRA Drama	DRA Drama	DRA * Drama	DRA * Drama	VCE ♠ Drama
		DRA * Lights Set Action	DRA * Drama & Production	VCE Theatre Studies
<b>MUSIC</b>				
MUS Music	MUS Music	MUS * Popular Music	MUS * Music Performance & Composition	VCE ♠ Music Performance
		MUS * Music Technology		





# Art, Drama & Music



## *Art*

The focus for Art in Year 7 is to develop an enquiring attitude to the visual arts, to foster creativity and an understanding of the art and design elements, and to experience the enjoyment of creative expression. Students will begin to develop a visual diary. This is an artist's collection of ideas and stimulus that will be used in all Art classes at Marian. Students will commence skill building in the areas of drawing, painting and ceramics. In Year 7 Art is a compulsory subject.

## *Drama*

Year 7 Drama focuses on group work, improvisation, role-plays, voice, movement and characterisation. Activities take the form of improvisation games, storytelling and process drama and involve group work and play building.

In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

## *Music*

Exploring the four elements of Music through playing – melody, dynamics, tempo and rhythm.



## *Art*

Year 8 Art is an extension of Year 7 Art and students are expected to maintain their visual diary of ideas, experimentation and practice work. They are expected to work from their visual diaries to create many of their finished works. In Year 8 students build on the skills acquired in Year 7 and undertake projects in drawing, portraiture, and lino printing.

## *Drama*

Year 8 Drama is an extension of the skills and knowledge developed in Year 7 with an emphasis being given to devised work. Students explore specialty areas such as Mime, Mask and Comedy (including movie making) and explore the dramatic elements of focus, timing, tension, movement, mood and sound.



## *Music*

The further exploration of elements of music - melody, dynamics, tempo, rhythm, pitch, duration, tone, colour, texture/timbre, instrumentation, tonality and articulation.



## *Art \**

In Year 9, Art students build on the skills and knowledge covered in the junior core program. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will use a visual diary to plan and design artworks that express ideas, concepts, artistic intentions and evaluations. This will include creating both 2D and 3D sculptural artworks.

## *Ceramics \**

In Year 9, ceramics students will create both pottery and modelled ceramic sculptural artworks. The sculpture component incorporates assemblage, modelling, and carving processes and techniques. Students are introduced to working on the pottery wheel at this year level. Students will develop drawing and three-dimensional design skills that will lead to studio work. Sculpture and ceramics skills are explored with the aim to develop in students an understanding of the elements and principles of Art with a focus on form, surface, texture, shape and space. Ceramic artists research, appreciation and analysis is linked to studio work.

## *Photography \**

In Year 9, photography students learn and apply the basics of digital photography in the creation of a folio of images. Students learn to incorporate the use of art elements within their imagery, and consider lighting and composition. Students are introduced to editing and refining images in photoshop. Students will also analyse, interpret and evaluate a range of photographers and photography artworks from different cultures, historical and contemporary contexts.

## *Drawing*

In Year 9, drawing students will be guided through a range of drawing experiences and processes. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will create a folio and final artworks using a wide variety of materials and techniques within the drawing genre.

### *Visual Communication \**

In Year 9, visual communication students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design. It includes publishing, advertising, architecture, product design, package and multimedia design. Students analyse and evaluate visual communications from different historical, social and cultural contexts. Students develop briefs and visualise, generate and develop ideas in response to audience needs. Students manipulate design elements and design principles, materials and methods, media and technologies to realise their concepts and ideas for a specific purpose, audience and need.

### *Drama \**

Year 9 Drama aims to explore the process of play production from the pre-rehearsal through to the post-production stage. This course will incorporate dramatic skills such as auditioning, script reading and characterisation, as well as a variety of stagecraft areas such as directing, acting, costume design, set design, lighting and sound design. Drama is a pathway study for VCE Drama.

### *Lights, Set Action \**

Students undertake a practical class that helps design, plan and create (build/sew/paint/design) elements of the school production in consultation with the Director and other specialist staff. This subject requires commitment, independence and creativity and encourages skills such as communication, teamwork, collaboration, design, and problem solving, negotiation, budgeting, commitment and community service. Lights, Set, Action is a pathway study for VCE Theatre Studies.

### *Popular Music \**

Popular Music explores the history and development of popular music in western culture, focusing particularly on the development of Ragtime, Blues, Swing, Jazz, Rock 'n' Roll and beyond. Students research and discuss the social and political context of an era and identify the subsequent influences on the Popular Music culture of the time. This unit also has a significant practical component, developing instrumental skills with a focus on composition and arrangement.

### *Music Technology \**

Music Technology explores the study of music using technology in different formats. Students study music through the use of different music programs, particularly working with Garageband & Audacity, Pro Tools, Sibelius, and Notion. Students will compose and arrange different pieces of music using these programs, both with pre-existing musical resource, as well as recordings that students create.







# TECHNOLOGIES

Year 7	Year 8	Year 9	Year 10	VCE
TECHNOLOGIES				
TECHNOLOGY	TECHNOLOGY	TECHNOLOGY * Computer Aided Design	TECHNOLOGY * Computer Aided Design	VCE ♠ Food Studies
TECHNOLOGY Home Economics	TECHNOLOGY Home Economics	TECHNOLOGY * Digital Technology	TECHNOLOGY * Digital Technologies	VCE ♠ Systems Engineering
TECHNOLOGY Digital Technology	TECHNOLOGY Digital Technology	TECHNOLOGY * Systems Mechatronics	TECHNOLOGY * Asian Foods	VCE ♠ Product Design & Technology Textiles or Wood, Plastic & Metal
TECHNOLOGY Product Design	TECHNOLOGY Product Design	TECHNOLOGY * Materials – Metal & Engineering	TECHNOLOGY * Survival Foods	
TECHNOLOGY Textiles	TECHNOLOGY Textiles	TECHNOLOGY * Materials – Wood & Plastics	TECHNOLOGY * Food for Fitness	
		TECHNOLOGY * Textiles: Clothing Solutions	TECHNOLOGY * My Kitchen Hamper	
		TECHNOLOGY * Jewellery Making	TECHNOLOGY * Textiles: Weekend Away	
		TECHNOLOGY * Cooking for Celebration	TECHNOLOGY * Textiles: Wearable Art	

Year 7

Year 8

Year 9

Year 10

VCE

**TECHNOLOGY**

TECHNOLOGY  
\* Multicultural  
Cooking

TECHNOLOGY  
\* Materials:  
Furniture  
Making

TECHNOLOGY  
\* Materials:  
Metal, Wood &  
Plastic

TECHNOLOGY  
\* Metal  
Engineering

TECHNOLOGY  
\* Systems:  
Mechatronics  
Advanced







# Technologies



## *Digital Technologies*

Students will develop knowledge in technology including how a computer works and develop basic web design and coding skills. Students will work in teams to analyse problems, design and develop solutions, and evaluate their work.

### *Design and Technologies: Textiles*

Students develop their fibre and fabric knowledge and skills, to design and produce a range of small products. They develop hand sewing skills and sewing machine construction techniques to create their products. An understanding of the design process and the design elements is fostered.

### *Design and Technologies: Product Design*

Students learn the basic skills and concepts of working with various materials and processes. The subject includes encouraging students to be competent with all hand tools, the elements of basic design, problem solving and constructing products to meet student needs. In this subject students will also be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem, for example - different methods of box jointing and uses of different woods and metals. All work will be evaluated by students to encourage them to reflect on the relevance of their research; their use of tools and any modifications, and their ideas for improvements to projects.

### *Design and Technologies: Home Economics*

During this unit students learn about the safe and hygienic handling and storage of food and the appropriate use of tools and equipment. They develop food preparation skills and prepare a range of products both savoury and sweet.

These recipes cover traditional cooking methods but are also updated to reflect contemporary eating trends. Students use a food model such as the Healthy Diet Pyramid to make judgements about food selection.



## *Digital Technologies*

In Digital Technologies, students are actively engaged in the processes of analysing problems, designing, developing and evaluating digital solutions, and creating and

sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

#### *Design and Technologies: Textiles*

Students continue to develop their fibre and fabric knowledge and skills, to design and produce a range of products. They develop their sewing machine skills and knowledge, and basic construction processes to create useful products. Their understanding of the design brief, the design process and the design elements continue to develop.

#### *Design and Technologies: Product Design*

This unit covers two areas of study – Materials and Systems. Students focus on the social and environmental implications of using various materials. They use prior knowledge and a range of tools and equipment including some power tools to construct their products.

#### *Design and Technologies: Home Economics*

The focus for this subject is to extend the students from the basic principles of food preparation and production taught in Year 7. The emphasis is on practical application.



#### *Digital Technologies: Computer Aided Design \**

Computer Aided Design (CAD) is a Technology subject, therefore a technical perspective will be taken to the teaching and learning strategies used throughout the unit. CAD involves using the computer and software to produce three dimensional design drawings and plans.

#### *Digital Technologies: Digital Technologies \**

In Digital Technologies, students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

#### *Design and Technologies: Systems – Mechatronics \**

Systems Mechatronics combines both electronic and mechanical principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems. Students increasingly understand the components of systems as well as how changes made to inputs and processes affect output. Students work with a range of systems that combine mechanical and electronic principles ie (Mechatronics).

### *Design and Technologies: Materials and Metal Engineering \**

Students explore the social and environmental implications of using various materials. They start to recognise that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use material tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools and a range of welding processes.

### *Design and Technologies: Materials Wood and Plastics \**

There are three phases involved in the technology process. These are: Investigating/ designing, Production, and Analysing/evaluating. Each stage involves research and the development and application of knowledge, skills, equipment, materials and information to create useful products. Students explore various materials and then design, produce and evaluate a range of products using hand and power tools.

### *Design and Technologies: Clothing Solutions \**

Students continue to develop their fibre and fabric knowledge and skills and to design and produce a range of products. They develop their garment construction skills and commercial pattern knowledge. Students use fabric dyeing skills to produce a dyed tee shirt. Students explore a range of fabric embellishment and exploratory manipulation techniques. They work to a design brief and meet specifications.

### *Design and Technologies: Jewellery Making \**

This “hands on” subject will develop and expand students’ knowledge of a range of materials, fine motor skill development, attitudes to resources and recycling and cooperative work in a safe environment

### *Design and Technologies: Cooking for Celebrations \**

This subject focuses on planning and preparing for a range of celebrations involving both traditional and non-traditional foods – Christmas, friend’s parties, family birthdays, etc. Sweet and savoury foods as well as cake decorating are included.

### *Design and Technologies: Multicultural Cooking \**

In one part of the semester, students study a variety of cultures which have influences on our eating patterns – Asian, Thai, Italian, French, Indian etc. Relevant cooking methods and reasons why certain foods are used are studied. Each week a typical meal from each country is prepared. In the other part of the semester, students work in pairs to research a country of their choice. They complete a major assignment on this country and present it to the class. Each pair of students selects an appropriate recipe which is prepared in the class.





# ENGLISH

Year 7	Year 8	Year 9	Year 10	VCE
ENGLISH				
ENG English	ENG English	ENG English	ENG English	VCE English
LEN Learning Enhancement	LEN Learning Enhancement	ENG * Literature	ENG * Literature	VCE Literature
		ENG * Creative Writing	ENG * Creative Writing	
		ENG * Cinema Studies	ENG * Cinema Studies	







# English

## *English*

In Years 7, 8 and 9 English is a core subject. The focus is on encouraging students to analyse, understand and communicate and build relationships with others and the world around them and to engage critically and imaginatively with literature.

The three key areas for learning and assessment in English from Years 7 - 10 are 'Writing', 'Reading and Viewing' and 'Speaking and Listening'. Learning tasks and assessments are based on these three key areas.

### *Reading and Viewing*

In Years 7, 8 and 9 students study and read a wide range of texts including written, visual, print, non-print and literary texts. The selected texts represent a broad range of perspectives and social issues. A focus is on developing student ability to understand, interpret, critically analyse, reflect upon and enjoy texts. Students learn a range of strategies to assist with reading and understanding texts. These include actively engaging with texts and developing their knowledge about them and their features, making connections with other texts and considering the contexts in which texts are created.

### *Writing*

Students engage in planning, composing, drafting and editing work on a range of texts. Students practice using appropriate language for particular purposes in their writing. They develop their ability to express their ideas and experiences in the written form and to reflect on the decisions made during the writing process. As authors, they develop their knowledge of strategies for writing and an understanding of the conventions of the English language. Through the study of writing and reading they acquire new vocabulary including subject specific academic language.

### *Speaking and Listening*

Students develop and demonstrate their understanding of, and knowledge about appropriate oral language for different audiences and purposes. This also includes body language and voice and the conventions of spoken texts. Listening skills are practised everyday in the classroom. Classroom and small group discussions are a core feature of the English classroom. Students are encouraged to listen respectfully to others and learn from them as well as engaging in a variety of informal and formal oral activities.



### *Learning Enhancement - Literacy*

L.E.N (Learning Enhancement - Literacy) is a bridging course offered to students in Year 7 who test below benchmark standards in reading, writing and/or comprehension. The course offers extra language studies in support of mainstream English.

Students have the opportunity to build on their literacy skills and gain confidence in their use and understanding of the English language.



### *English*

In Year 8 English, students consolidate and build upon the skills and strategies established in Year 7 in the areas of 'Reading and Viewing', 'Writing' and Speaking and Listening. Learning and assessment tasks stem from these key areas of study. The texts chosen for study at Year 8 are designed to incrementally extend student reading skills and a range of perspectives and social issues.

Student writing skills are extended through understanding the relationship between audience, purpose and context. They practice refining their ideas and language through the drafting and editing process. Students continue to acquire new vocabulary and subject specific academic language as well as understanding more complex features of the conventions English language.

Their understanding of oral language and how to use this medium to effectively convey ideas is developed incrementally as they continue to practice expressing their ideas and listening to others.

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The texts chosen for study at Year 9 are designed to incrementally extend student reading skills through the inclusion of more sophisticated language and ideas, as well as

presenting a wide range of perspectives and social issues. Through close textual study students analyse the ways textual features, language and structures can be manipulated for effect. They evaluate and form their own opinions about texts and select evidence to explain how texts influence an audience.

Student writing skills are extended through understanding the relationship between audience, purpose and context. They practice incorporating language features into their writing and editing for effect with consideration of vocabulary and grammar. refining their ideas through the drafting and editing process. Students continue to acquire new vocabulary and subject specific academic language as well as understanding more complex features of the conventions of the English language.

Their understanding of oral language and how to use this medium to effectively convey ideas is developed incrementally as they continue to practice expressing their ideas and listening to others. They create texts that respond to issues.

Students with a particular interest in, or passion for English, are encouraged to consider the Year 9 English electives that are on offer.

#### *Literature \**

Literature at Year 9 is for students who enjoy reading a wide range of texts. Students read texts such as short stories, excerpts from novels, plays and poetry. Film and filmic techniques are also looked at to learn about the choices directors make to construct a film. The classes are discussion based and texts are analysed closely. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The assessment is structured around a range of written responses to the texts.

#### *Creative Writing \**

This subject offers young writers the chance to explore different styles of writing and different genres. They look at how to create characters, build mood and tension and engage the reader. Students are encouraged to write in the style they are comfortable in while developing key skills and techniques to improve their creative pieces.

#### *Cinema Studies \**

The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.



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
*find your voice*

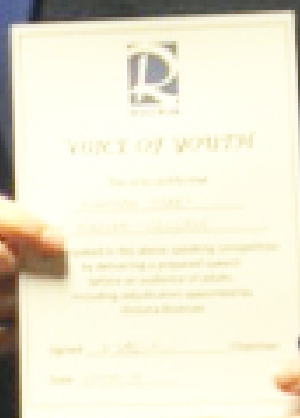
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# LANGUAGE

Year 7	Year 8	Year 9	Year 10	VCE
LANGUAGE				
CHN Chinese	CHN Chinese	CHN * Chinese	CHN * Chinese	VCE * Chinese Language, Culture & Society
		CHN * Foods and Festivals	CHN * Language and Culture	VCE * Chinese First Language
		CHN * Travel and Holidays	CHN * Pre VCE	





# Language



## *Chinese*

Students develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. There is a learning and use focus on active exploration of the Chinese language system, which students draw upon to communicate their own ideas and engage with others.

In Year 7, as a second language learner, students will focus on Chinese character writing, festivals and classroom expressions.



## *Chinese*

In Year 8, students build upon knowledge and skills learnt in Year 7. Students develop their ability to share ideas about language and culture. They actively explore the Chinese language system and draw upon it to communicate their own ideas and engage with others. Students develop oral language through active listening, observing interactions between native speakers, and using the spoken language for a range of purposes. They use Pinyin as a resource to support learning and learn new oral vocabulary.

Both language and cultural topics are explored and students learn how to use the language in a cultural context.



## *Chinese \**

Chinese in Year 9 is an elective subject. Students interested in developing their Chinese are encouraged to select Chinese for both Semester One and Semester Two. The Year 9 Semester courses build on knowledge about Chinese culture and customs as well as furthering skills to identify and pronounce Pinyin characters developed in Years 7 and 8.

## *Food and Festivals \**

This subject is designed to allow students to develop the language skills required for daily living, such as purchasing food items and ordering food items in a restaurant. There is a focus on learning about Chinese culture through the study of Chinese Food Festivals and the different foods associated with individual festivals. Students may participate in

practical exercises involving sampling or cooking Chinese food either onsite or during an excursion.

### *Travel and Holidays \**

This subject is designed to allow students to develop the language skills required for travelling such as asking for directions, purchasing items and planning a holiday. Students will develop their understanding of popular holiday locations and activities within China as well as customs visitors should adhere to. A school trip to China may be possible, providing students with the opportunity to apply their skills to the real world.





# HEALTH & PE

Year 7	Year 8	Year 9	Year 10	VCE
<b>HEALTH &amp; PHYSICAL EDUCATION (PED)</b>				
PED Physical Education	PED Physical Education	PED Physical Education	PED Physical Education	VCE ♠ Health & Human Development
		PED * Games of the World	PED * Outdoor Activities	VCE ♠ Physical Education
		NET * Netball Studies	PED * Exercise Science	





# Health & PE



## *Health and PE*

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within, and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle, understand the role of physical activity in ensuring good health and engage in physical activity

In Year 7, PE students will further develop and refine a range of movement and manipulative skills. Students perform in a variety of roles, for example, a player, a coach, an umpire or an administrator.



## *Health and PE*

In Year 8, PE students will further develop and refine a range of movement and manipulative skills. Students perform in a variety of roles, for example, player, coach, umpire or administrator.



## *Health and PE*

In Year 9, students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

## *Games of the World \**

This subject will enable students to investigate the variety of games and sports that are played in various parts of the world. Elements of geography, history and culture will be learnt along the journey, and there is also plenty of time for hands-on practical sessions of the various activities. Students will have the opportunity to play the role of coach to present a game to the class.



### *Netball Studies \**

This subject will enable students to explore specific aspects of the sport including tactics and strategy, defensive and attacking skills and training for netball. Students will also develop umpiring and coaching skills.



# HUMANITIES

Year 7	Year 8	Year 9	Year 10	VCE
<b>HUMANITIES</b>				
HUM Humanities	HUM Humanities	HUM Humanities	HUM Humanities	VCE ♠ Business Management
				VCE ♠ Legal Studies
				VCE ♠ History







# Humanities



## *Humanities*

Humanities in Year 7 is a core subject where students cover a range of topics as prescribed by the Victorian curriculum. These topics include Geography, History and Civics and Citizenship. Humanities in the junior school is focused on broadening the students' general understanding of these areas and how they also link across all areas of the school's curriculum.



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# MATHEMATICS

Year 7	Year 8	Year 9	Year 10	VCE
<b>MATHEMATICS</b>				
MAT Maths	MAT Maths	MAT Maths General and Methods	MAT Maths General and Methods	VCE General Maths
			MAT * Maths through Investigation	VCE Further Maths
				VCE Maths Methods
				VCE Specialist Maths







# Mathematics



## *Mathematics*

Year 7 students have 188 minutes per week for Mathematics (equivalent to 4x47 minute lessons). They will be engaged in activities from the areas of Numbers, Algebra, Measurement, Geometry, Statistics and Probability.



## *Mathematics*

Year 8 students have 188 minutes per week for Mathematics (equivalent to 4x47 minute lessons). They will be engaged in activities from the areas of Numbers, Algebra, Measurement, Geometry, Statistics and Probability.



## *Mathematics – General and Methods*

Year 9s have 188 minutes per week for mathematics (equivalent to 4x47 minute lessons). They will be engaged in activities from the areas of Numbers, Algebra, Measurement, Geometry, Statistics and Probability.

## *Mathematics Methods*

Year 9 offers a different program for students wanting to study VCE Mathematical Methods. The best indicator of whether a student should progress to Year 9 Maths Methods is their willingness to work hard. They should be performing at a 'B' grade level in Year 8, particularly in Algebra.

Methods students will complete the Year 9 program plus the extension topics of Advanced Linear Relations, Non-linear Relations and Advanced Trigonometry.







# SCIENCE

Year 7	Year 8	Year 9	Year 10	VCE
<b>SCIENCE</b>				
SCI Science	SCI Science	SCI Science	SCI Science	VCE ♠ Biology
			SCI * Introduction to Psychology	VCE Chemistry
			SCI * Healthy Farming	VCE Physics
				VCE ♠ Psychology







# Science



## *Science*

The focus of Science is to develop scientifically rich student minds in the areas of Lab Safety, Classification, Ecosystems, Precious Resources, Separating Mixtures, Forces and Space to allow students to see the connections between science and life. Science education aims to develop curiosity and a spirit of inquiry that helps students become open-minded.



## *Science*

Science and its applications are part of everyday life. Science education develops students' ability to ask questions and find answers about the natural and physical world. It provides students with insights into the way Science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.



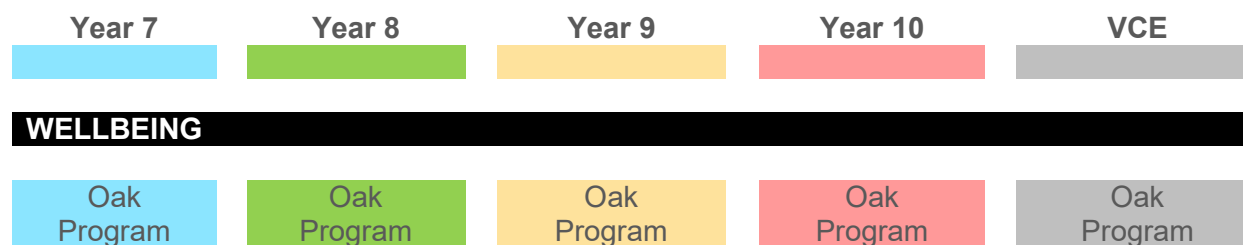
## *Science*

This course will help students to become scientifically and technologically literate citizens who will be able to make decisions about their lifestyle, their environment and the kind of society in which they wish to live. Students will see the connections between science and people, and be aware of the impact of science and technology on society, the individual and the environment. Curiosity and a spirit of inquiry that helps students to be open-minded and value objectivity will be encouraged.





# WELLBEING



The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement is:

“We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices, wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students’ growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens.”







# Wellbeing



## *Wellbeing – Oak Program*

The Year 7 Wellbeing Oak Program is an introduction to Positive Education which is a philosophy and approach to education that Marian College has recently embraced. A big part of Positive Education is the belief that all people possess core character strengths that they can draw upon in times of need. Through fun, thoughtful and engaging activities, students learn about what the character strengths are and eventually, students complete a VIA Character Strengths survey. The survey results help them to discover what their top 5 character strengths are at that given time, thus building the vocabulary to talk about themselves in ways that are positive and affirming. Some of the character strengths explored in Year 7 include, Gratitude; Zest, Social Intelligence; Leadership; Persistence; Humour and Bravery.



## *Wellbeing – Oak Program*

Students in Year 8 consolidate their understanding of the Core Character strengths and also examine how they may use their knowledge of the strengths to take care of their own wellbeing in difficult times. Topics covered in Year 8 include Empathy, Kindness, Connections, Positivity, Self-Control, Goal Orientation, Curiosity and Motivation. Students also explore Personal Wellbeing Strategies each week and keep a journal to document their thoughts and feelings.



## *Wellbeing – Oak Program*

Students examine the concept of 'Flow'. They consider ways they can strive towards achieving this state in their own lives by knowing what it is that gives them joy and a sense of pride, and finding ways to engage in those moments more. Students also focus on their physical wellbeing and look at ways of motivating themselves and showing grit and resilience when things get hard. This Year is about finding a sense of meaning and knowing themselves well, as they progress through High School.









## The Oak Tree

by Johnny Ray Ryder Jr

The mighty wind blew night and day  
It stole the Oak Tree's leaves away;  
Then snapped its boughs and pulled its bark  
Until the Oak was tired and start

But still the Oak Tree held its ground  
While other trees fell all around;  
The weary wind gave up and spoke  
"How can you still be standing Oak?"

The Oak tree said, "I know that you  
Can break each branch of mine in two;  
Carry every leaf away  
Shake my limbs, and make them sway

But I have roots stretched in the earth,  
Growing stronger since my birth;  
You'll never touch them, for you see  
They are the deepest part of me

Until Today, I wasn't sure  
Of just how much I could endure,  
But now I've found, with thanks to you,  
I'm stronger than I ever knew."