VISION STATEMENT

Cabra Dominican College, as a Christian community in the Catholic tradition, strives to nurture and develop the unique gifts of individuals, to liberate them in the search for truth, and to empower them to create a better world.

The integration of Christian values and the search for truth, in an atmosphere of co-operative involvement are basic qualities of a Catholic education at Cabra.
All students in Year 9 at Cabra College will study the following COMPULSORY subjects:-

- Religious Education
- English
- Mathematics
- Science
- Studies of Society & Environment
- Physical Education/Health
- Computing

** Language

* Mathematics is compulsory in Year 9. Students must select the appropriate Maths level when making subject selections. The Mathematics Subject Pathways diagram has been included on page 5 to show the progression from Yr 9 through to Stage 2. Separate subject information about the various Mathematics options has also been included.

** CHANGES IN MATHEMATICAL PATHWAYS (REQUESTED OR RECOMMENDED) WILL ONLY OCCUR AT THE END OF SEMESTER ONE.**

** Students will in general continue with their study of Japanese or Italian. A small number will be invited to undertake Language Enrichment.

Families of students recommended to take up Language Enrichment will receive a letter from the College containing further details of this arrangement.
Students will also have the opportunity to choose the equivalent of FOUR SEMESTERS worth of subjects from the table below.

There are three possible options:

1. Two full year subjects. \( (2 \times 2 \text{ units}) \)
2. One full year and two semester subjects. \( (1 \times 2 \text{ units} + 2 \times 1 \text{ unit}) \)
3. Four semester subjects. \( (4 \times 1 \text{ unit}) \)

All students are required to undertake AT LEAST the equivalent of a full year of Arts based subjects (2 units).

i.e. Art/Design, Drama (Adv) or Music (Adv) as a full year subject or two Arts semester subjects (see below).

<table>
<thead>
<tr>
<th>At LEAST one full year or two semester subjects must be chosen from the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS FULL YEAR SUBJECTS ((2 \text{ units each}))</td>
</tr>
<tr>
<td>• ART/DESIGN</td>
</tr>
<tr>
<td>• DRAMA (Advanced)</td>
</tr>
<tr>
<td>• MUSIC (Advanced)</td>
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</tbody>
</table>

If desired, other semester subjects can be chosen from this section to make up 4 units

<table>
<thead>
<tr>
<th>OTHER NON-ARTS SEMESTER SUBJECTS ((1 \text{ unit each}))</th>
</tr>
</thead>
<tbody>
<tr>
<td>• COMPUTER GAME DESIGN (New)</td>
</tr>
<tr>
<td>• DESIGN TECHNOLOGY (Metal/Wood)</td>
</tr>
<tr>
<td>• ENRICHMENT MATHEMATICS</td>
</tr>
<tr>
<td>• HOME ECONOMICS</td>
</tr>
<tr>
<td>• MAKING A MOVIE</td>
</tr>
<tr>
<td>• SPORT EDUCATION (General)</td>
</tr>
<tr>
<td>• SPORT EDUCATION (Specialised)</td>
</tr>
</tbody>
</table>

A guide showing related subject connections is shown on page 4. This may be used to explore possible subject pathways through Year 10, Stage 1 and Stage 2 at Cabra. The study of a subject at a higher level does not always require completion of that subject (or a similar one) at a lower year level. For example, Food and Hospitality at Stage 1 does not require the completion of Home Economics at Year 10 level. For more information, please refer to the Subject Information Booklets for Yr 10, Stage 1 and Stage 2 on the College Intranet (via Subject Selection tab on the left hand side) or the College Internet site (via Education tab then Subject Selection 2013).
### RELATED SUBJECT CONNECTIONS
#### YEAR 10, STAGES 1 & 2

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion Studies</td>
<td>Religion Studies</td>
<td>Religion &amp; Life</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Community Studies</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance, Drama</td>
<td>Dance, Drama</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
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</tr>
<tr>
<td>English</td>
<td>English (Pre Communications)</td>
<td>English Communications, English Studies</td>
</tr>
<tr>
<td>as a Second Language</td>
<td>English (Pre English Studies)</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td></td>
<td>Literacy for Work &amp; Community Life</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td></td>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography, Tourism</td>
<td>Geography, Tourism</td>
</tr>
<tr>
<td>Health</td>
<td>Physical Education, Food and Hospitality, Nutrition</td>
<td>Physical Education, Food and Hospitality, Nutrition</td>
</tr>
<tr>
<td>History</td>
<td>History, Ancient Studies</td>
<td>Modern History</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Food and Hospitality, Nutrition,</td>
<td>Child Studies, Food and Hospitality, Nutrition</td>
</tr>
<tr>
<td></td>
<td>Integrated Learning (Food Studies)</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology, Communication Products</td>
<td>Information Technology, Communication Products</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian (Continuers)</td>
<td>Italian (Continuers)</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese (Continuers)</td>
<td>Japanese (Continuers)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Material Products:</td>
<td>Material Products (Wood)</td>
<td>Material Products</td>
</tr>
<tr>
<td>(Metals Engineering,</td>
<td>Material Products (Metals)</td>
<td></td>
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<tr>
<td>Furniture Construction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (range of subjects)</td>
<td>Mathematics (range of subjects)</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Media Studies</td>
<td>Media Studies</td>
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<tr>
<td>Contemporary Music</td>
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<tr>
<td>Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education, Nutrition, Food and</td>
<td>Physical Education, Integrated Learning</td>
</tr>
<tr>
<td>Physical Movement</td>
<td>Hospitality</td>
<td>(Sport Studies)</td>
</tr>
<tr>
<td>(Girls only)</td>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Chemistry, Physics, Psychology,</td>
<td>Biology, Chemistry, Physics, Psychology,</td>
</tr>
<tr>
<td></td>
<td>Scientific Studies, Nutrition</td>
<td>Scientific Studies, Nutrition</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Ancient Studies, History, Geography, Tourism,</td>
<td>Society and Culture, Modern History, Tourism, Legal Studies, Geography, Child Studies</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Visual Arts: (Art</td>
<td>Visual Arts – Art (2D or 3D)</td>
<td>Visual Arts - Art</td>
</tr>
<tr>
<td>(Art General 2D/3D;</td>
<td>Visual Arts – Design (Architecture &amp; Interior, Fashion or Multimedia)</td>
<td>Visual Arts - Design</td>
</tr>
<tr>
<td>Art Ceramics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts: (Design:</td>
<td></td>
<td></td>
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<tr>
<td>Fashion; Multimedia)</td>
<td></td>
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</tr>
<tr>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
<td></td>
</tr>
</tbody>
</table>

This table is only to illustrate related subject connections. These connections are not meant to be prescriptive.
Mathematics Subject Pathways - Cabra Dominican College 2013

NB. * Possible pathway based on teacher recommendation.
If uncertain students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.

A “C” grade or better in one semester of Maths is necessary to fulfil the Numeracy requirement for SACE. One 10 point unit is compulsory.
MATHEMATICS (Compulsory Subject within Maths Options)

LEVEL Year 9
LENGTH OF COURSE Full Year

SCHOOL PREREQUISITES/ASSUMED KNOWLEDGE High Achievement in Year 8 Mathematics

COURSE DESCRIPTION
The Year 9 Mathematics course continues to develop the mathematical concepts and processes taught previously. Students gradually develop an understanding of the concepts and are challenged to apply their knowledge to non-routine problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts whilst applying their knowledge in different contexts. Through investigative tasks students utilise technology to analyse, interpret and justify their mathematical findings.

Literacy Focus
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus
Graphics Calculators are compulsory; Excel; Geometer Sketchpad; Equation Editor.

Numeracy Focus
Numeracy is evident within all topics.

Topics include:

- **Number**
  Scientific Notation, Irrational Number, Indices, Surds
- **Measurement**
  Length, Area, Perimeter, Volume, Capacity, Mass, Pythagoras’ Theorem
- **Patterns & Algebraic Reasoning**
  Expanding and Factorising, Equations, Coordinate Geometry, Linear Functions.
- **Spatial Sense & Geometric Reasoning**
  Transformation Geometry, Congruency and Similarity
- **Exploring, Analysing & Modelling Data**
  Statistics, Chance & Probability

ASSESSMENT
Topic tests 75%
Mathematical Investigations, Projects & Worksheets 25%

Common Test at end of the semester is used as an indicator of the appropriate course for the students.

CHANGES IN MATHEMATICAL PATHWAYS (REQUESTED OR RECOMMENDED) WILL ONLY OCCUR AT THE END OF SEMESTER ONE.
MATHEMATICAL APPLICATIONS (Compulsory Subject within Maths Options)

LEVEL Year 9
LENGTH OF COURSE Full Year

SCHOOL PREREQUISITES/ASSUMED KNOWLEDGE Satisfactory Achievement in Year 8 Mathematics

COURSE DESCRIPTION
The Year 9 General Mathematics course continues to develop the mathematical concepts and processes taught previously. Students gradually develop an understanding of the concepts and are challenged to apply their knowledge to routine problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts. Through investigative tasks students utilise technology to analyse, interpret and justify their mathematical findings.

Literacy Focus
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus
Graphics Calculators are compulsory; Excel; Geometer Sketchpad; Equation Editor.

Numeracy Focus
Numeracy is evident within all topics.

Topics include:
- **Number**
  - Scientific Notation, Irrational Number, Indices, Surds
- **Measurement**
  - Length, Area, Perimeter, Volume, Capacity, Mass, Pythagoras' Theorem
- **Patterns & Algebraic Reasoning**
  - Expanding and Factorising, Equations, Coordinate Geometry, Linear Functions.
- **Spatial Sense & Geometric Reasoning**
  - Transformation Geometry, Congruency and Similarity
- **Exploring, Analysing & Modelling Data**
  - Statistics, Chance & Probability

ASSESSMENT
Topic tests 60%
Mathematical Investigations, Projects & Worksheets 40%

Common Test at end of the semester is used as an indicator of the appropriate course for the students.

CHANGES IN MATHEMATICAL PATHWAYS (REQUESTED OR RECOMMENDED) WILL ONLY OCCUR AT THE END OF SEMESTER ONE.
NUMERACY (Compulsory Subject within Maths Options)

**LEVEL**  
Year 9

**LENGTH OF COURSE**  
Full Year

**SCHOOL PREREQUISITES/ASSUMED KNOWLEDGE**  
Basic Achievement in Year 8 Mathematics

The Year 9 Mathematics course continues to develop the mathematical concepts and processes taught previously. Students slowly develop an understanding of the concepts and are challenged to apply their knowledge to basic problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts. Through investigative tasks students utilise technology to interpret and justify their mathematical findings.

**Literacy Focus**  
All Projects and Investigations are presented formally as a written report detailing findings and interpreting results. The structure and language features of a formal report are reviewed and developed throughout the year.

**Technology Focus**  
Graphics Calculators; Excel; Geometer Sketchpad; Maths Circus.

**Numeracy Focus**  
Numeracy is evident within all topics.

Topics include:

- **Number**  
  Whole Number; Fractions; Decimals and Percentages; Ratio and Rates.
- **Measurement**  
  Length, Area, Perimeter, Volume, Capacity, Mass, Pythagoras' Theorem
- **Patterns & Algebraic Reasoning**  
  Patterns and Formulae
- **Spatial Sense & Geometric Reasoning**  
  2D – 3D shapes, Angles
- **Exploring, Analysing & Modelling Data**  
  Statistics, Chance & Probability

**ASSESSMENT**

Topic tests  
60%

Mathematical Investigations, Projects & Worksheets  
40%

*Common Test at end of the semester is used as an indicator of the appropriate course for the students.*

**CHANGES IN MATHEMATICAL PATHWAYS (REQUESTED OR RECOMMENDED) WILL ONLY OCCUR AT THE END OF SEMESTER ONE.**
Elective Subject Information

ARTS FULL YEAR SUBJECTS

ART/DESIGN

Preferred Background: Students who are eager to extend their skills in the Visual Arts.

This course will include:
• Working in depth to develop skills in a variety of media.
• Exploring themes as well as developing and applying your own ideas to the work.
• Researching Artists’ work and applying the knowledge gained to your work.
• 2D drawing and painting through the study on Impressionism and Cubism.
• 3D ceramics & sculpture. Studying present culture and exploring POP ART of today and of the 60s.
• Producing major pieces of work in both 2D and 3D and learning to write and analyse your work and that of other artists.

Future Directions:
• Year 10 Visual Arts (Art General 2D)
• Year 10 Visual Arts (Art General 3D)
• Year 10 Visual Arts (Multimedia)

DRAMA (Advanced)

Preferred Background: This course is for Drama enthusiasts who performed well in Yr 8 and wish to extend their skills by undertaking this advanced, full year course.

This course will include:
• Whole class production, small group productions and either a duologue or monologue piece.
• Becoming familiar with drama technology as well as technical and practical elements such as lighting, make-up, sound and costume.
• Creating individual pieces of drama to allow students to make statements about beliefs and ideas.
• Possibly undertaking a film study and using relevant technology.
• Improving confidence and competence in drama.

Future Directions:
• Year 10 Drama (General)
• Year 10 Drama (Comedy)
• Year 10 Drama (Theatre Production)
ARTS FULL YEAR SUBJECTS

MUSIC (Advanced)
This is a course for students who may wish to study music in Year 10, Stage 1, Stage 2 or at a Tertiary level.

Preferred Background:
- Good results in Music at Year 8 level and/or, an ability to read, write and understand music notation.
- Ability to play an instrument/voice. (It is a requirement that instrumental/vocal lessons are to be taken concurrently with this course.)

This course will include:
- Rehearsing and performing in your own group/band.
- Looking at the development of Rock and Pop Music.
- Developing music skills on music related computer programs.
- Developing skills of reading, writing and comprehending music, through written theory and playing keyboard.
- Solo performance on an instrument/voice.

Future Directions:
- Year 10 Music Advanced
- SACE (South Australian Certificate of Education) Stages 1 & 2 Music
- Tertiary study of Music and/or Music as a career

ARTS SEMESTER SUBJECTS

ART/DESIGN - Computer Aided Design

Preferred Background: Students who are eager to extend their computer design skills.

This course will include:
- Building on basic graphic design principles from Year 8.
- Exploring a range of design experiences on the computer, including use of an in-line camera/scanner and colour printer.
- Developing skills in Adobe Illustrator and Photoshop, Flash and 3DS max.
- Working through a design process to generate realistic graphics for packaging.
- Drawing upon Art styles to create 3D works based on personal interests.
- Modelling and animating virtual 3D objects.

Future Directions:
- Year 10 Visual Arts (Multimedia)
ARTS SEMESTER SUBJECTS

ART/DESIGN – Pottery/Ceramics

Preferred Background: Students who are interested in continuing in their work with clay.

This course will include:

- Participating in a broad range of pottery and ceramic options.
- Emphasis on hand building methods, ceramic moulds and their uses, and where possible, wheel throwing.
- Opportunities to use a range of different finishes, glazes, oxides and other methods.
- Making items such as a candle, candle holder, wind chime, tea pot, terracotta garden item and a number of other decorative pottery and ceramic pieces.

Future Directions:

- Year 10 Visual Arts (Ceramics)

DANCE

Preferred Background: Enthusiasm for dance and movement.

This course will include:

- Dance as a part of the history of human movement, culture, communication and an important factor of human social development.
- The study of Dance in the ritualistic, social and theatrical context.
- The action of Dance using both intuitive and rational processes.
- A variety of dance styles as well as creating your own unique dances.
- An appreciation of the language of Dance.
- Developing your own dance style through the manipulation of play, improvisation and experimentation within the elements of time and space.

Future Directions:

- Year 10 Dance
ARTS SEMESTER SUBJECTS

DRAMA (General)

Preferred Background: This course is for students who enjoyed Yr 8 Drama and would like to extend their skills whilst keeping their options open to try other areas. It is for students who enjoy working with others and would like to do practical things in their learning.

This course will include:

- A group performance unit on Rituals.
- A look at the origins of Drama and Greek drama.
- A group performance unit on TV shows.
- A look at soap operas as a genre.
- A focus on theatre sports games and competitions.
- Completing a film study.
- A variety of activities especially improvisation and group work where the emphasis is on building skills and confidence.

Future Directions:

- Year 10 Drama (General)
- Year 10 Drama (Comedy)
- Year 10 Drama (Theatre Production)

MUSIC (General)

This course is for students who have an interest in music, but who don't necessarily play an instrument or sing.

Preferred Background: Year 8 General Music course and/or basic instrumental and music reading skills.

This course will include:

- Rehearsing and performing in your own group/band.
- Looking at the development of Rock and Pop Music.
- Developing music skills on music related computer programs.
- Developing skills of reading, writing and comprehending music, through theory and playing keyboard.
- Solo performance on an instrument/voice (depending on the experience level of the student).

Future Directions:

- Year 10 Music General or Contemporary Music Workshop
- VET in Music (Music Industry skills)

Students who make outstanding progress may qualify to study Music (Advanced) in Year 10, subject to the recommendation of the Music Coordinator, or join the Year 9 (Advanced) class in Semester 2.
NON-ARTS SEMESTER SUBJECTS

COMPUTER GAME DESIGN

The course is NOT about developing and playing games every lesson but designed for those students who are interested in all aspects of the gaming industry.

Preferred Background: Students who are keen gamers and wish to learn about aspects of the gaming industry.

This course will include:

- Principles of game design and game production.
- Gaming technology.
- Exploring what makes a ‘good game’ and the game design process.
- Using the popular Game Maker software to construct your own 2D game.
- Programming code, different gaming platforms and graphic design.
- Investigating the multi-billion dollar gaming industry and the positive and negative impact of games in the lives of gamers.

Future Directions:
- Year 10 Information Technology

ENRICHMENT MATHEMATICS ELECTIVE

(Not the compulsory mathematics subject)

Preferred Background: Students who enjoy applying Mathematics to real life problems.

This course will include:

- A focus on applying Mathematics in individual and group investigations.
- Using graphics calculators and computers to assist problem solving.
- Opportunities to further develop problem solving skills in a challenging and stimulating way.
- Students planning and monitoring their own learning in a cross-curricular situation.

Future Directions:
- Year 10 Extension Mathematics elective.
HOME ECONOMICS

Preferred Background: An interest in learning about nutrition, food preparation and theory.

This course will include:

- Safe food handling practices and theory.
- Food preparation skills.
- Exploring healthy eating and making informed food choices.

Future Directions:

- Year 10 Home Economics

MAKING A MOVIE

Preferred Background: An interest in all aspects of film making.

This course will include:

- Areas of film making such as story boarding, acting, taping and editing.
- Use of Pinnacle Studio Software.
- Developing an appreciation of movie history through some theory work.
- Exploring the use of three important forms of communication at the forefront of students’ lives – the camera, computer and television.

Future Directions:

- Year 10 Media Studies
SPORT EDUCATION – (General)

Preferred Background: A strong fitness and skill base as well as the desire for highly challenging sporting activities.

This course will include:

- Challenging students in a variety of new activities and established sports.
- Teams playing against each other in a formalised setting.
- Individuals competing in a structured competition.
- Activities such as cycling, golf, rock climbing, archery, aerobics, resistance training, lawn bowls and table tennis.

There is a cost involved.

Future Directions:

- Year 10 Physical Education
- Year 10 Physical Movement (Girls only)

SPORT EDUCATION – (Specialised)

The course offers a specialist focus on basketball and netball.

Preferred Background: A strong interest in playing and competing in both these sports with a good fitness base.

This course will include:

- A focus on individual and team skill development in these two sports.
- A training focus at high intensity.
- The possibility of opportunities for some interschool games.
- Peer coaching and leadership opportunities.
- An inclusion of competency in umpiring/refereeing in both sports.

There is a cost involved.

Future Directions:

- Year 10 Physical Education
- Year 10 Physical Movement (Girls only)
NON-ARTS SEMESTER SUBJECTS

DESIGN TECHNOLOGY – Metal/Wood

Preferred Background: Students who are interested in working with wood/metal materials.

This course will include:

- Learning about safety factors.
- Learning to use the variety of tools and machinery required to work with metal/wood.
- Designing objects requiring advanced skills.
- Designing, making and evaluating an individual project.
- Exploring a broader range of skills, processes, materials and the use of machinery.
- Learning to cost their project, developing skills in the variety of finishing processes.
- Building on the appraisal skills by learning to write and report on the processes they have experienced.

Future Directions:

- Year 10 Material Products ( Metals Engineering)
- Year 10 Material Products (Furniture Construction)