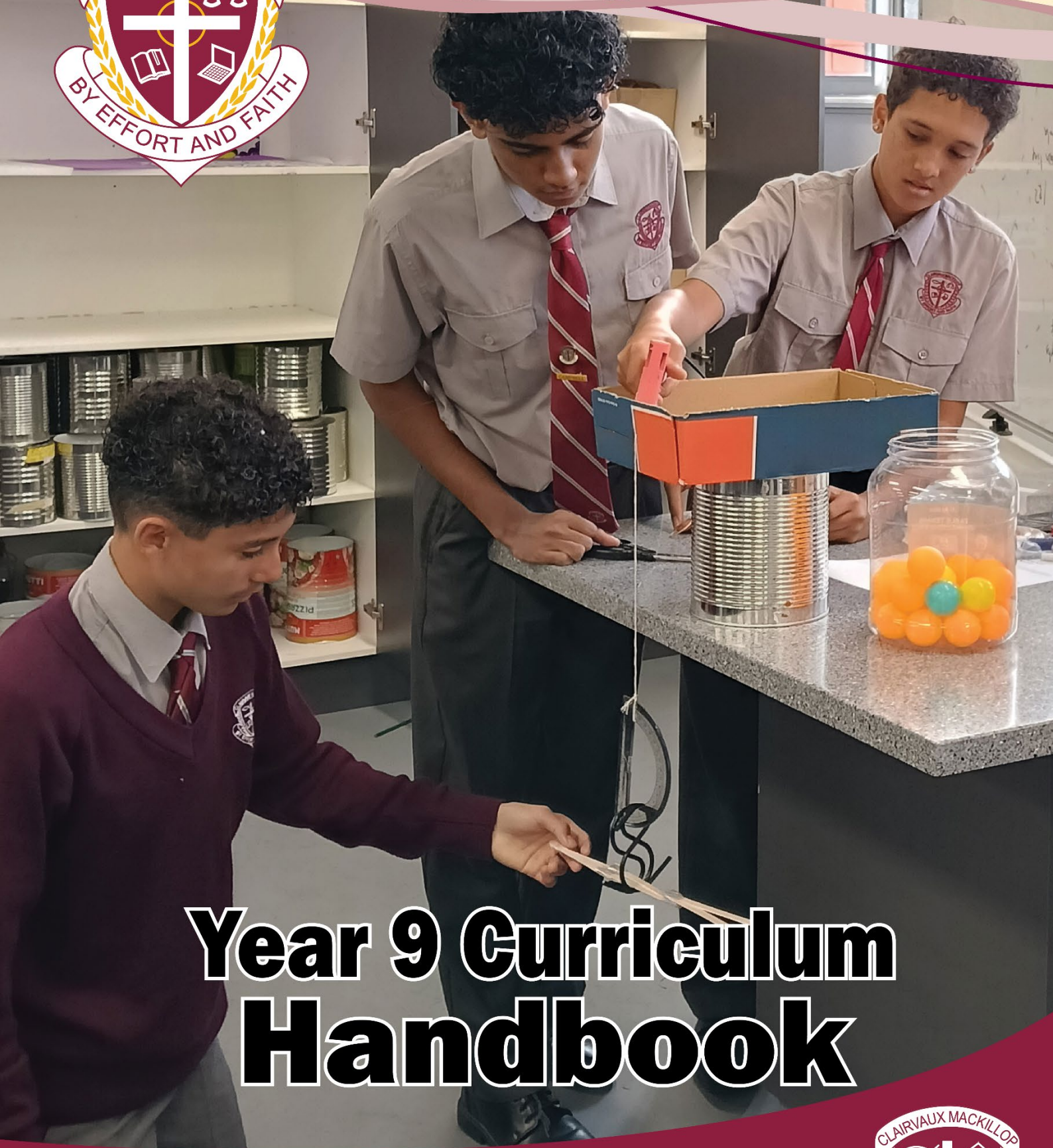


2027 Edition



# Year 9 Curriculum Handbook

**Clairvaux MacKillop College**



# TABLE OF CONTENTS

|                                                                          |    |
|--------------------------------------------------------------------------|----|
| Principal's Message .....                                                | 3  |
| School Mission .....                                                     | 4  |
| History and Context .....                                                | 4  |
| School Vision.....                                                       | 4  |
| School Values.....                                                       | 4  |
| The Australian Curriculum .....                                          | 6  |
| Brisbane Catholic Education: Religion Curriculum .....                   | 7  |
| Learning and Teaching in Year 9 .....                                    | 8  |
| Course Structure .....                                                   | 9  |
| YEAR 9 SUBJECT OUTLINES .....                                            | 11 |
| YEAR 9 CORE SUBJECTS .....                                               | 12 |
| Year 9 English.....                                                      | 13 |
| Year 9 Health and Physical Education .....                               | 14 |
| Year 9 History .....                                                     | 15 |
| Year 9 Mathematics .....                                                 | 16 |
| Year 9 Religious Education .....                                         | 17 |
| Year 9 Science .....                                                     | 18 |
| YEAR 9 SPECIALISATION SUBJECTS.....                                      | 19 |
| Year 9 Business.....                                                     | 20 |
| Year 9 Dance.....                                                        | 21 |
| Year 9 Design and Technologies: Engineering Principles and Systems ..... | 22 |
| Year 9 Design and Technologies: Food and Fibre Production .....          | 23 |
| Year 9 Digital Technologies: Programming for Digital Technology .....    | 25 |
| Year 9 Drama .....                                                       | 26 |
| Year 9 Geography.....                                                    | 27 |
| Year 9 Japanese Semester 1 .....                                         | 28 |
| Year 9 Japanese Semester 2 .....                                         | 29 |
| Year 9 Media Arts .....                                                  | 30 |
| Year 9 Music .....                                                       | 31 |
| Year 9 STEM .....                                                        | 32 |
| Year 9 Visual Art.....                                                   | 33 |

# CLAIRVAUX MACKILLOP COLLEGE

## Principal's Message



What an exhilarating time it is for the students of Clairvaux MacKillop College as they step into the realm of Year 9 and 10! This transitional moment from Year 8 marks a significant shift in their educational journey, unlocking a range of exciting opportunities.

During these two years, certain parts of the coursework are predetermined, as they align with the core aspects of the Australian Curriculum that all students are required to study. However, that's not all. Students also are able to make choices based on their interests, experiences and curiosities. These choices offer engaging prospects for learning, exploring, and discovering new interests.

It's essential for our young people to view these decisions as gateways to personal growth and knowledge expansion. They should ponder over questions such as:

- Which subjects do they look forward to attending every day?
- Which subjects ignite their curiosity and interest?
- Which ones do they dream of exploring and trying out?

Additionally, our students should consider subjects that will challenge them and allow them to stretch their abilities, fostering a sense of accomplishment and pride in their achievements.

It's important to remember that these choices in Year 9 and 10 won't dictate their future options. Many diverse pathways lie ahead. What truly matters is that students take their time, read and listen to all available information, and then make informed decisions that align with their aspirations and strengths. Whatever their choices, the key is to commit to them wholeheartedly and approach Year 9 with their best efforts. By doing so, they'll be well-prepared for the future years in school and beyond.

In conclusion, Year 9 and 10 is a time of discovery, growth, and learning, and students have the freedom to explore subjects that genuinely inspire them. By making thoughtful decisions and dedicating themselves to their chosen paths, they will undoubtedly thrive and achieve success in their academic journey and beyond.

Wayne Chapman  
**Principal**



## School Mission

Our Mission is to work actively as a Catholic, Christian, inclusive learning community.

## History and Context

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ.

For over 30 years, we have built a community of students and staff working together towards common goals, striving to be welcoming, open and supportive of each other.

Over the years we have built a reputation for academic excellence, of students with a balanced outlook on life who have developed self-discipline, self-motivation, responsibility and accountability.

Our vision is to continue that work. We encourage our students to be welcoming, open and supportive. We encourage them to interact with their world with justice, respect and compassion, forgiveness and patience. These characteristics attitudes and life skills will assist them to contribute positively and openly to their community.

## School Vision

Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our Founders. As witnesses to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.

## School Values

**Excellence** - Accepting responsibility for quality Learning and Teaching is a shared expectation.

**Integrity** - As witnesses to the Good News of Jesus Christ, we act ethically.

**Justice** – As people of faith, foster respectful relationships, as well as respect for the environment.

**Commitment** - As a community we nurture the gifts and talents of all for the common good.

**Compassion** - Advocating for and empathising in solidarity with those at the margins.

**Celebration** - As a community, honour the successes and achievements within the framework of a holistic education.



# VISION FOR LEARNING

Clairvaux MacKillop College is a community of transformation in the **SPIRIT OF THE RISEN CHRIST**. We are inspired by the visionary values of Mary MacKillop and Edmund Rice. We challenge each student to achieve their personal best in an environment which values the **RESPECT AND DIGNITY** of each person. We strive to develop **VISIONARY YOUNG PEOPLE** who embrace their changing world with confidence and hope.

## IN THE SPIRIT OF CHRIST

A commitment to:

- Sharing a strong Catholic identity and mission
- Committed to the dignity of the human person
- Integrating faith, life and culture
- Living Gospel values
- Social Justice

## CONNECTED, INCLUSIVE COMMUNITY

A community founded on:

- Inspiring strong relationships
- Stimulating lifelong learning
- Valuing the differences and infinite possibilities in each person
- Knowing that everyone is capable of learning
- Honouring families as the first educators
- United by a shared vision
- Owning the collective responsibility for the success of students.

## VISIONARY YOUNG PEOPLE

Learners who are:

- Creative and curious
- Resilient risk takers
- Seekers and creators of new knowledge and ideas
- Hope-filled young people who enrich the world around them.

## EMBRACE OUR CHANGING WORLD

A learning culture built upon:

- Innovation
- Contemporary pedagogies
- Learning together and from each other
- A spirit of continual learning and adaptability in using digital technology to extend learning.

## RELATIONSHIPS AND CONNECTEDNESS

Nurturing a caring, compassionate, inclusive and connected community.

## FAITH

Celebrating a hope-filled Catholic faith which grows from reflection and leads to justice and service

## COMMITMENT AND ENGAGEMENT

Encouraging each person to commit to realising their potential and use the gifts given to them from God.

## ENGAGED

Pedagogical design is innovative and enhances learning

- A culture of understanding is evidenced by teachers who know their students and how they learn
- Flexible learning spaces are used intentionally
- Learning environments are safe and supportive
- A wide instructional range both activates and facilitates learning
- Students are active participants in their own learning and staff collaborate to design deep learning experiences that reflect the needs and interests of students
- Learners seek local and global connections.

## CHALLENGED

Learners thrive in a culture where there are rigorous learning experiences

- Growth mindset, reflective practices and high standards drive the curriculum
- Contemporary pedagogies create opportunities for collaboration, communication, critical thinking, the development of character and creativity
- Student agency empowers young people as active citizens who shape and enrich our world
- Students are inspired and challenged to make connections in their learning, both independently and as members of teams
- Learning experiences are differentiated
- In continuously critiquing, questioning and reimagining one's self and the world, there is ongoing engagement with Catholic beliefs and practices.

## PROGRESSING

The learning community works together to improve student achievement

- Strong partnerships are visible and are built on conversation and feedback
- A continual focus on leadership for learning builds capacity
- Reflective practice drives challenging and achievable goals
- Data analysis informs and enables individual progression
- Assessment design is intentional
- Learning progresses through feedback
- Learners are met at point of need, supported and inspired. Progress is recognised and celebrated.



# The Australian Curriculum

The subjects within the Year 9 course of study are based upon the Australian Curriculum V9.0. The best preparation for the Senior Years of Learning, is to take advantage of a rigorous Australian Curriculum in the Middle Years.

The Australian Curriculum is a national framework that outlines what students should learn as they progress through schooling.

It is designed to help all young Australians to become:

- successful learners who are curious and capable.
- confident and creative individuals who can express themselves and solve problems.
- active and informed citizens who contribute positively to society.

Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The Australian Curriculum ensures the same high standard curriculum content is available to every student, regardless of where they live. It reflects the priorities and expectations that Australians hold for our young people.

The Australian Curriculum is three-dimensional and is based upon the following:

- Three Cross-Curriculum Priorities— Including Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia, and Sustainability
- Seven General Capabilities - Often called 21st-century skills, such as critical thinking and digital literacy.
- Eight Learning Areas -

These all contribute to a well-rounded education of all Australian students, providing the knowledge, understanding and skills needed for life and work in the 21st century.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. Cross-curriculum priorities are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.



# Brisbane Catholic Education: Religion Curriculum

---

The classroom learning within Religious Education is based upon the Religion Curriculum developed by Brisbane Catholic Education. It follows a similar structure to the Australian Curriculum.

The classroom learning and teaching of religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. It operates from an educational framework and Brisbane Catholic Education's *Model for Religious Education*. Classroom religion becomes a place for dealing with the critical religious issues and concerns of life.

Like the learning in previous years, the Year 10 course in Religious Education is based upon four areas:

- Sacred Texts
- Beliefs
- Christian Life
- Church



The *Religion Curriculum P-12* includes content descriptions at each year level. These set out the religious knowledge, deep understanding and skills that teachers are expected to teach and students are expected to learn. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

The Religion Curriculum also includes General capabilities which comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school.

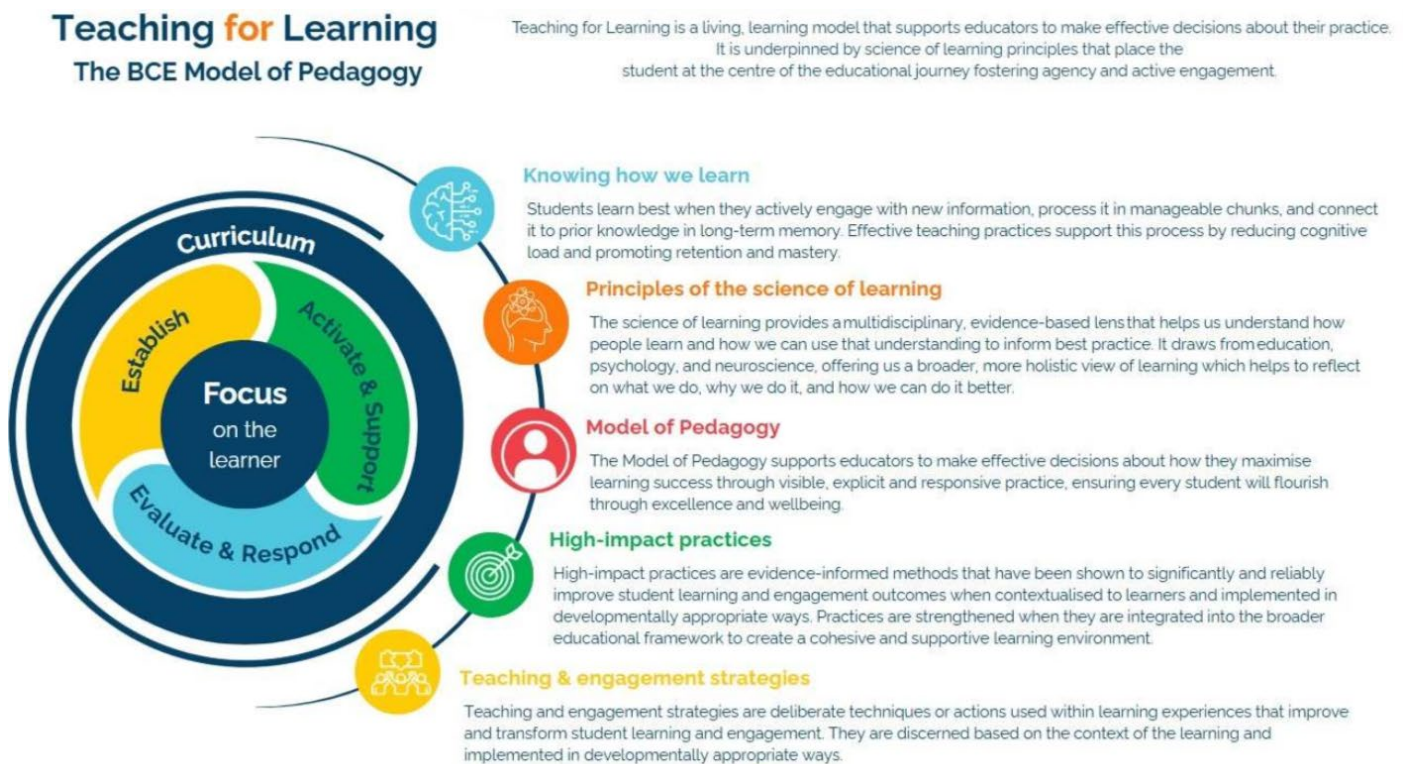
There are seven general capabilities:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability

# Learning and Teaching in Year 9

The BCE model of pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners. These principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

It provides a common language for planning and reflecting on learning and teaching in our College.



The BCE Model of Pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners.

These principles arise out of the beliefs and values of the Brisbane Catholic Education Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

Principles of the BCE Model of Pedagogy include:

- High expectations
- Equity and excellence
- Learning entitlement



## Course Structure

---

Students in Year 9 study six core subjects:

| YEAR 9 CORE SUBJECTS          |           |              |
|-------------------------------|-----------|--------------|
| SUBJECT                       | DURATION  | SUBJECT CODE |
| Religion                      | Full Year | RE           |
| English                       | Full Year | ENG          |
| Mathematics                   | Full Year | MAT          |
| Science                       | Full Year | SCI          |
| Health and Physical Education | Semester  | HPE          |
| History                       | Semester  | HIS          |

Students will study two (2) specialisation subjects in Semester 1 and another two specialisation (2) subjects in Semester 2. Please note that all classes are subject to class sizes and teacher allocations. If there are insufficient numbers for a class, it may not be offered.

### IMPORTANT NOTE TO STUDENTS Languages and STEM:

- *For students who wish to study a language (Japanese) this is a year long course. You need to select Semester 1 and Semester 2. Students wishing to study Japanese in Years 10-12 need to complete both semesters in Year 9.*
- *Students who wish to study **STEM** it is strongly recommended that student's achieve a **B in both Mathematics and Science in Year 8** to be eligible to choose their course. Students need to be able to work collaboratively in groups and also have the ability to work independently. Students can study STEM for either semester or for a full year. **Students who wish to study STEM for the full year need to select Semester 1 and Semester 2 course.***

## YEAR 9 SPECIALISATION SUBJECTS

*Year 9 students will study four electives - two per semester.*

| SUBJECT                                              | DURATION              | SUBJECT CODE |
|------------------------------------------------------|-----------------------|--------------|
| Dance                                                | Semester              | DAN          |
| Digital Technologies                                 | Semester              | DIGTEC       |
| Design Technologies                                  | Semester              | DT           |
| Design and Technologies (Food and Fibre Production)  | Semester              | DTFFP        |
| Design and Technologies (Materials and Technologies) | Semester              | DTMAT        |
| Drama                                                | Semester              | DRA          |
| Economics and Business                               | Semester              | ECBUS        |
| Geography                                            | Semester              | GEO          |
| Japanese                                             | Full Year             | JAP/JAPC2    |
| Media                                                | Semester              | MEDA         |
| Music                                                | Semester              | MUS          |
| Science, Technology, Engineering and Mathematics     | Semester or Full Year | STEM/STEMC2  |
| Visual Arts                                          | Semester              | VARTS        |

# **YEAR 9 SUBJECT OUTLINES**

# **YEAR 9 CORE SUBJECTS**



# Year 9 English

**Code: 09ENG**

**Length: Full Year**

**Recommended: Nil**

## Description

In Year 9, students continue to develop their creative, analytical and persuasive skills. Students examine the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and they develop their ability to use accurate spelling and punctuation.

**Unit topics include:** modern poetry; novel study; introduction to Shakespeare; film study.

This subject leads to Year 10 English.

This subject caters to all students.

## Learning Experiences

- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Creating literary texts, including hybrid texts that innovate on aspects of other texts.

- Analysing and explaining the use of film techniques and genre characteristics in still and moving images and how these augment meaning.
- Presenting an argument about a literary text based on initial impressions and subsequent analysis of the whole text.
- Investigating representations of Australian culture used in texts and evaluate their purpose and accuracy.
- Investigating and experimenting with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.

## Assessment

In English, assessment pieces are either written or spoken:

- written assessment tasks might include the following genres: persuasive essay; creative writing; analytical essay.
- spoken assessment tasks include: persuasive speaking.

## Resources Required

Class notebook, document folder.

# Year 9 Health and Physical Education

**Code: 09HPE Availability: Full Year**

**Length: Semester**

**Recommended: Nil**

## Description

In Year 9 Health and Physical Education students use a critical inquiry approach when investigating relationships and community fitness. They apply movement concepts and strategies to new performance environments and apply criteria to judge and refine their performance of invasion games, and investigate the role physical activity has played historically in defining cultures and cultural identities while performing various multicultural dances.

This subject leads to Year 10 Health and Physical Education.

This subject caters to all students who require the knowledge and skills to make decisions to improve their health, safety and wellbeing.

## Learning Experiences

Students will use a critical inquiry approach to investigate:

- Respectful relationships.

- Community fitness strategies.
- Students to participate in the following physical activities:
- Invasion games (Choice of Speedball, European handball, Sofcrosse, Touch Gridiron and Oz Tag).
- Multicultural Dances.
- Recreational activities.
- Amazing Race.

## Assessment

- Teacher observation of physical performance.
- Supervised Exam (discussion response).
- Assignment.

## Resources Required

Sports Uniform

## Additional Costs

Nil

# Year 9 History

**Code: 09HIS    Availability: Full Year    Length: Semester    Recommended: Nil**

## Description

The Year 9 curriculum provides a study of 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”.

## Learning Experiences

Students will study the strands of Making and transforming the Australian nation, the Industrial Revolution and First World War.

The overarching key inquiry questions for this unit are:

- What were the causes, developments, significance and long-term effects of [imperialism](#) in this period?
- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes and significance of First World War?
- What were the perspectives of different people at the time?

### Unit topics include:

- Making and transforming the Australian nation
- The Industrial Revolution
- First World War

This subject leads to Year 10 History.

This subject caters to all students.

## Assessment

**Task 1:** Source Based Skills Exam.

**Task 2:** Portfolio Assignment.

**Task 3:** Source Based Skills Exam.

## Resources Required Nil

## Additional Costs/ Excursion

Field trip to the ANZAC Gallery and State Library of Queensland. Cost approx. \$15

# Year 9 Mathematics

**Code: 09MAT**

**Length: Full Year**

**Recommended: Nil**

## Description

Year 9 Mathematics advances their concepts studied in Year 8 and continues to develop elements of digital literacy. It furthers algebraic skills and uses more theoretical contexts for solving problems. Students relate their knowledge of 2-dimensional shapes to the 3-dimensional world and start analyzing quantitative data, from both experimental and practical contexts.

In Year 9 Mathematics students will study the following topics:

- Number and Algebra - real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.
- Measurement and Geometry - using units of measurement, geometric reasoning, surface area, volume, Pythagoras and trigonometry.
- Statistics and Probability - chance, data representation and interpretation.

This subject leads to Year 10 Mathematics.

This subject caters to all students in the Year 9 cohort.

## Learning Experiences

- apply the distributive law to expand binomial expressions and factorise monic quadratics.
- apply Pythagoras' Theorem and trigonometry to solve problems involving right-angled triangles.
- apply the index laws with positive integers to variables and express numbers in scientific notation.
- calculate the distance between two points on the Cartesian plane, gradient and midpoint of a line segment.
- apply formulas to solve problems surface area of right prisms and cylinders.
- Explain how sampling techniques and representation can be used to support or

questions conclusions or to promote a point of view.

- Compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers
- explain similarity of triangles.
- identify outcomes for two-step experiments and assign probabilities for those outcomes.
- interpret ratio and scale factors in similar figures.
- recognise the connections between similarity and the trigonometric ratios.
- graph quadratic functions.
- Design, use and test algorithms based on geometric constructions and theorems.

## Assessment

Assessment in Year 9 starts to transition students from short cycle learning to the requirements of senior assessment. Exams move from covering one concept in a five week unit to covering multiple concepts over a term. Assignments gradually require students to become more independent with more sections to be completed outside the classroom.

Students will complete 4 assessments in semester 1, moving to 3 assessments in semester 2.

**Term exam:** one or two 45 minute exams in terms 2, 3 and 4 that assesses content covered within the Semester in both familiar and unfamiliar contexts.

**Assignment:** two assignments in semester 1 and 1 assignment in semester 2 for approximately 3 weeks

## Resources Required

CASIO fx-8200AU preferred

# Year 9 Religious Education

**Code: 09RE**

**Length: Full Year**

**Recommended: Nil**

## Description

Students explore how the concept of Jesus as a person and God, is the extension of Covenant, and how this is understood differently amongst Abrahamic faiths. They consider Jesus' influences which promoted justice and reflect on these through Catholic documents. They explore how Catholic individuals and organisations have developed and evolved across the late 1700's to early 1900's and how have they influenced society and helped move our human history forward. They consider how our Catholic spiritual tradition might create a hope-filled future.

Students differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences including prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, especially praying with labyrinths.

This subject leads to Year 10 Religious Education Units.

This subject caters to all students.

## Learning Experiences

### Students will consider:

- Texts from the New Testament and the Hebrew scriptures.
- Writings of, and about spiritually inspiring people.
- Ways in which believers live their Christian vocation.

### Students will analyse:

- Writings of various religious and lay leaders.
- Perspectives on the understandings of God in the monotheistic religions (Judaism, Christianity, Islam).

- Causes and effects of events and developments in the Church from c.1750CE – c.1918CE.
- The application of Jesus' teachings in the contemporary world by believers past and present.
- The causes and effects of events and developments in the Church.

### Students will:

- Draw conclusions to the significance of foundational beliefs of Christianity in the lives of believers.
- Distinguish between the priestly, prophetic and kingly work of Jesus Christ in the mission of the Church.
- Evaluate the impact of the forms of penance (prayer, fasting and almsgiving), Scripture and the celebration of the Sacraments of Healing.
- Evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.
- Participate respectfully in a variety of prayer experiences including Christian meditation.

## Assessment

Short responses to stimulus, extended written response, pre-recorded multimodal presentation.

**Resources Required** Exercise book, pens, colours, laptop.

# Year 9 Science

**Code: 09SCI**

**Length: Full Year**

**Recommended: Nil**

## Description

This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences, in accordance with the Australian Curriculum.

Year 9 students will study energy transfer and electricity and apply this knowledge to energy conservation. They examine how key processes such as combustion, photosynthesis, and respiration rely on interactions between the Earth's spheres. Students will also study chemical processes in terms of changes in atomic structure, atomic rearrangement, and mass. They examine how reproduction enables survival of the species and how body systems provide coordinated responses to stimuli. Students will study the role of publication in the development of scientific knowledge and explore how science and society are interconnected.

This subject leads to Biology, Physics, Chemistry, Psychology and 10STEM.

This subject caters to students inquisitive about how the world works and those students considering a career in a Science, Engineering or Health field.

## Learning Experiences

In Year 9, students respond to inquiry questions to excite their curiosity and challenge their thinking. They work collaboratively and individually as they consider the operation of systems at a range of

scales and use their inquiry skills to investigate extreme scenarios that impact the body's ability to maintain internal balance. Students explore the reproductive processes that enable a species to respond to a changing environment over time. 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 concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they construct representations of the movement of carbon within and between the Earth's spheres and relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

## Assessment

Students will be assessed in their learning in a variety of ways, including research investigations, student experimental reports, written exams and short *Science as a Human Endeavour* tasks. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

## Additional Resources

**Required Nil**



# **YEAR 9 SPECIALISATION SUBJECTS**

# Year 9 Business

**Code: 09ECBUS**

**Length: One Semester**

**Recommended: Nil**

## Description

Students will investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. Students will focus on consumer and financial risks and rewards while examining the influence of Australia's financial sector on economic decision-making.

The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asian and global economy; **analyse** why and how participants in the global community are dependent on each other; and **explain** why and how businesses seek to create and maintain a competitive advantage in the global market.

Key questions:

- Why does Australia trade with other nations?
- How do participants in the global economy interact?
- How does creating a competitive advantage benefit business?

## Learning Experiences

Students will develop and modify questions to investigate an economic and business issue, as well as interpret and analyse information and data to develop a response. Students will also evaluate a response using criteria and make decisions about implementation.

Students will follow a six-phase plan to create and build a business, using the starting funds of \$20.

This subject leads to Year 10 Business.

This subject caters to all students.

## Assessment

**Task 1:** Exam.

**Task 2:** Business Report.

## Resources Required Nil

# Year 9 Dance

**Code: 09DAN**

**Length: One Semester**

**Recommended: Nil**

## Description

This unit explores a variety of Popular Dance, with a focus on Commercial Dance and Hip Hop.

This subject leads to Year 10 Dance.

Dance helps students develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

## Learning Experiences

- Students engage in dance lessons to experience the unique nature of the Dance classroom.
- Participate in a workshops with guest choreographers.
- Performance skills.
- Expressive dance skills.
- Technical skills.
- Research skills.
- Functions of dance – Ritual, Social and Artistic.
- Learn about the historical, socio-cultural and geographical contexts of each dance style studied.
- Performance of a teacher/guest-artist devised popular dance.
- Students will rehearse and perform choreography as taught in class.

## Assessment

- Presenting and Performing
- Extended Response
- Choreography

## Resources Required

All students are required to have a 48-page Exercise book, A4 plastic sleeve folder, leggings or tights for female students/loose pants or exercise shorts for males.

# Year 9 Design and Technologies

## Engineering Principles and Systems

**Code: 09DTENG**

**Length: One Semester**

**Recommended: Nil**

### Description

This unit explores the intersection of materials science and engineering principles to solve real-world problems through design. Students investigate the characteristics and properties of materials and how they interact with force, motion, and energy to create functional solutions. They apply design thinking and production skills to develop products, services, and environments that reflect social, ethical, and sustainability considerations.

This subject leads to Year 10 Design and Technologies and Engineering pathways.

This subject caters to students interested in practical applications of science and design, including those considering careers in engineering, industrial design, or manufacturing.

### Learning Experiences

- Analyse the properties of materials and their suitability for engineered solutions.
- Apply principles of force, motion, and energy in design contexts.
- Use graphical representation techniques to communicate design ideas.
- Work independently and collaboratively to manage projects and minimise risks.
- Explore social, ethical, and sustainability factors in design.
- Transfer theoretical knowledge to practical activities using tools and equipment.

### Assessment

- Design Folio – including sketches, CAD drawings, and written analysis.
- Practical Project – production of a functional item using engineered systems.
- Evaluation Report – assessing the effectiveness and sustainability of the solution.

### Resources Required

Pencil, Safety Glasses, 48-page A4 writing book, and access to workshop tools and materials.

# Year 9 Design and Technologies

## Food and Fibre Production

**Code: 09DTFFP**

**Length: One Semester**

**Recommended: Nil**

### Description

This course of work consists of two distinct units – one with a focus on food and nutrition, and the other on textiles and fibre production. Through practical and project-based learning, students develop knowledge and skills in food preparation, nutrition, textile production and design.

#### **Recipe Redesign for Multicultural Australia (food) unit:**

In this unit, students develop safe and hygienic practices for working in a communal kitchen and investigate the six essential nutrients, their functions in the body and the importance of a balanced diet. They explore how immigration has influenced Australian cuisine and learn how recipes can be modified to improve their nutritional value.

Students prepare a variety of food products inspired by cultural cuisines and develop practical cookery skills. Using the design process, they investigate a cultural gap in the convenience food market and design, produce and evaluate a chilled convenience meal that addresses this opportunity.

#### **From Fibre to Fabric (textiles) unit:**

In this unit, students develop safe work practices for a communal textiles room and learn to safely use equipment required to construct textile products. They investigate the journey from fibre to yarn to fabric, with a particular focus on cotton and woven fabrics.

Through practical lessons, students develop sewing and textile construction skills and apply these to produce a functional apron. They also develop accuracy, organisation and time-management skills throughout the construction process.

This course provides foundational knowledge and practical skills to support further study in the Year 10 Design and Technologies pathways: Food and Fibre Production (DTFFP) and Food Specialisations (DTFS).

### Learning Experiences

- Apply safe and hygienic work practices in communal food and textiles environments.
- Investigate the six essential nutrients and their importance in a balanced diet.
- Explore how immigration and cultural diversity have influenced Australian cuisine.
- Prepare food products inspired by cultural cuisines using a range of cookery techniques.
- Apply the design process to develop a chilled convenience meal addressing a cultural gap in the market.
- Investigate the journey from fibre to yarn to fabric, including fibre properties, yarn production and fabric construction methods.
- Safely use sewing equipment and apply textile construction techniques to produce a functional apron.

### Assessment

#### **Food unit**

- Project – design and production of a chilled convenience meal.
- Practical cookery and equipment organisation.

#### **Textiles unit**

- Written examination.
- Product construction – apron.

### Resources Required

- For practical cookery lessons, students are required to bring a clean, full-coverage apron, tea towels and a suitable food storage container from home.
- The College will supply ingredients for regular practical cookery lessons. For the food project assessment, students may be required to provide some ingredients depending on their selected product.
- The College will provide the equipment, materials and fabric required to complete the apron.

# Year 9 Design and Technologies

## Materials and Technologies Specialisation

**Code: 09DTMAT**

**Length: One Semester**

**Recommended: Nil**

### Description

This unit focuses on the characteristics and properties of materials, systems, components, tools and equipment. Students explore how technologies can be combined and applied to create designed solutions that meet identified needs. Emphasis is placed on sustainability, innovation, and the safe use of materials and equipment.

This subject leads to Year 10 Design and Technologies and Engineering pathways.

This subject caters to students interested in practical design, material science, and future careers in engineering, manufacturing, or industrial design.

### Learning Experiences

- Investigate and compare the properties of materials and their suitability for specific applications.
- Explore engineered systems and how components interact to perform functions.
- Apply design processes to develop solutions that consider social, ethical, and environmental factors.
- Use tools and equipment safely and effectively to produce prototypes or products.
- Communicate design ideas using graphical representation and technical documentation.
- Evaluate the success of their solutions based on criteria such as functionality, aesthetics, and sustainability.

### Assessment

Design Folio – including research, sketches, and design documentation.

Practical Project – creation of a functional item using selected materials and systems.

Evaluation Report – analysis of design effectiveness and sustainability.

### Resources Required

Pencil, Safety Glasses, 48-page A4 writing book, and access to workshop tools and materials.

# Year 9 Digital Technologies: Programming for Digital Technology

**Code: 09DIGTEC**

**Length: One Semester**

**Recommended: Nil**

## Description

Programming for Digital Technology is a course which covers topics relevant to students interested in Games programming and Robotics. The material covered will include:

- Introduction to Python coding and creating Adventure Text-based games.
- Design and develop robotic prototypes using VEX IQ robots by controlling motors and sensors.

This subject leads to Year 10 Digital Technology; Year 11 Digital Solutions; Year 11 Information and Communication Technology (ICT).

This subject caters to students interested in future studies in Digital and Communication Technology.

## Learning Experiences

- Object-oriented programming using Python.
- Game design.
- Designing robotic prototypes.
- Programming robotic solutions by controlling sensors and motors.

## Assessment

2 x Projects.

## Resources Required Nil



# Year 9 Drama

**Code: 09DRA**

**Length: One Semester**

**Recommended: Nil**

## Description

Students will explore contemporary Australian plays through the style of Realism by analysing the elements of drama, evaluating how drama is used to communicate dramatic meaning and celebrate and challenge perspectives of Australian identity.

Additionally, students will work collaboratively to present a scripted drama for audiences whilst developing their performance skills.

Students will also devise a dramatic monologue that provides insights into the motivations of a character through the deconstruction of play texts.

Drama helps develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Drama (General) and Drama in Practice (Applied).

## Learning Experiences

- Investigate use of elements of drama and performance skills
- Engage with recorded performances and published scripts.
- Character development.
- Building team/group work skills.
- Analysing and evaluating own and others performance.
- Workshops with guest artists.

## Assessment

- Exploring and responding tasks.
- Creating and making tasks.
- Presenting and performing tasks

## Resources Required

All students are required to have black clothing for performance.

# Year 9 Geography

**Code: 09GEO**

**Length: One Semester**

**Recommended: Nil**

## Description

The Year 9 Australian Curriculum for Geography has two units of study: Biomes and food security and Geographies of interconnections.

**Biomes and food security** focuses on the characteristics and significance of biomes as a source of food and fibre. Students will examine the distribution of biomes as regions, and their contribution to food production and food security. They will consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

**Geographies of interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students will examine the nature of connections between people and places through the products people buy and the effects of their production on the places that make them. Students will consider the management of the impacts of tourism and trade on places within Australia and other countries.

### Unit topics include:

Biomes and food security.

Geographies of interconnections.

This subject leads to Year 10 Geography.

This subject caters to all students.

## Learning Experiences

Students will study topics that are based on both Australia and other countries to answer the key inquiry questions of:

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?

Why are interconnections and interdependencies important for the future of places and environments.

## Assessment

- **Task 1:** Skills Based Exam.
- **Task 2:** Research Report.

## Resources Required Nil

## Additional Costs Nil

# Year 9 Japanese Semester 1

**Code:09JAP   Availability: Semester 1   Length: Semester   Recommended: Year 8 Japanese**

*For students who wish to study a language (Japanese) this is a year long course. You need to select **Semester 1 and Semester 2**. Students wishing to study Japanese in Years 10-12 need to complete both semesters in Year 9.*

## Description

In Year 9 Japanese Semester 1, students will consolidate their knowledge of the writing scripts, *hiragana* and *katakana*, and build on their knowledge of *kanji*. Course content is based on the textbook *Obento Deluxe*, and topics covered include days, dates and months, hobbies and sports, traditional cultural and club activities, places and transport, and describing daily routine.

This subject leads to Year 9 Japanese Semester 2 and Year 10 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

## Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience.
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences.
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others.
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience.
- Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when

transferring meaning from one language to another.

- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making.
- Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words.

## Assessment

Students will be assessed in each of the four macro skills:

- Listening.
- Speaking.
- Reading.
- Writing.

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

## Resources Required

Obento Deluxe Workbook. Approximate cost \$35 - \$40. (This should have been purchased previously and retained from the Year 8 Japanese course).

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

# Year 9 Japanese Semester 2

**Code:09JAPC2    Availability: Semester2    Length Semester    Recommended: Japanese (Sem1)**

*For students who wish to study a language ( Japanese) this is a year long course. You need to select **Semester 1 and Semester 2**. Students wishing to study Japanese in Years 10-12 need to complete both semesters in Year 9.*

## Description

In Year 9 Japanese Semester 2, students will consolidate their knowledge of the writing scripts, *hiragana* and *katakana*, and build on their knowledge of *kanji*. Course content is based on the textbooks *Obento Deluxe* and *Obento Supreme*, and topics covered include discussing leisure time, making suggestions, expressing opinions, past tense of verbs and adjectives, telling the time, invitations, locations and housing.

This subject leads to Year 10 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

## Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings.
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences.
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others.
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience.
- Translate familiar social and community texts from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another.

- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making.
- Convey meaning by appropriately selecting and combining *hiragana*, *katakana* and *kanji* characters, and use understanding of *kanji* to predict meaning of unfamiliar words .

## Assessment

Students will be assessed in each of the four macro skills:

- Listening.
- Speaking.
- Reading.
- Writing.

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

## Resources Required

Obento Supreme Workbook. Approximate cost \$35 - \$40.

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

# Year 9 Media Arts

**Code: 09MEDA**

**Length: One Semester**

**Recommended: Nil**

## Description

Year 9 Media Arts invites students to In Year 9, students develop fundamental understanding of concepts and processes used in moving image media. They will use the TRAIL—R (Technologies, Representations, Audiences, Institutions and Languages, that form Relationships) to analyse the way a Hollywood film creates meaning for an audience. With a focus on genre filmmaking, students will create productions that challenge and/or celebrate viewpoints.

This subject leads to Year 10 Media Arts, Film, Television and New Media (General) and Media Arts in Practice (Applied).

Media Arts assists the development of lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence.

## Learning Experiences

Students will build upon their understanding of representations, specifically those constructed in genre films and Hollywood films. They will consider how film can challenge or celebrate viewpoints

Students will understand genre films and the way meaning is communicated through technical and symbolic codes.

They will work in groups to refine their producing, creative collaboration and reflective skills.

## Assessment

There are 2 formal tasks:

- An in-class exam (Exploring and Responding).
- Multi-modal task (3 column script, Moodboard and Genre Film Production)

## Resources Required

All students are required to have wired headphones and access to a laptop (Premiere Rush or Premiere Pro) for editing purposes.

# Year 9 Music

**Code: 09MUS**

**Length: One Semester**

**Recommended: Nil**

## Description

In Year 9 Music students will be celebrating, challenging and/or evaluating the concepts of music through an exploration of diverse repertoire, from a range of times and cultures, including First Nations Australians. Additionally, students will master the elements of music and theoretical concepts in order to analyse, evaluate and create scores visually and aurally.

This subject leads to Year 10 Music.

Music encourages students to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Music (General), Music Extension (General) and Music in Practice (Applied).

## Learning Experiences

- Develop musicianship – including music theory and aural skills.
- Practice, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original works.
- Use notation and available technologies to record and share music.
- Justify their opinions and preferences about music.
- Develop music terminology to explain and describe the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

## Assessment

- Creating and Making
- Presenting and Performing
- Exploring and Responding

## Resources Required

All students are required to have wired headphones and access to an instrument on which to practice.

# Year 9 STEM

|                |                          |                  |                              |
|----------------|--------------------------|------------------|------------------------------|
| Code: 09STEM   | Availability: Semester 1 | Length: Semester | Recommended: (See below)     |
| Code: 09STEMC2 | Availability: Semester 2 | Length: Semester | Recommended: STEM Semester 1 |

*It is strongly recommended that students achieve no less than a **B** in both **Mathematics and Science in Year 8** if they wish to study **STEM**. Students need to be able to work collaboratively in groups, and also have the ability to work independently. Students can study STEM for either semester or for a full year. **Students who wish to study STEM for the full year need to select Semester 1 and Semester 2 course.***

## Description

This subject is designed to develop both critical thinking skills and to lateral thinking and design by working collaboratively on projects to solve real world problems.

**In Year 9 STEM students will study the following topics:**

- Spaghetti Bridges.
- Drones.
- Future Thinking (Opti-minds Challenge).
- Practical Inventions (3D Product Design).

Students have the opportunity to choose 9 STEM in both Semester 1 and Semester 2 (as a full year program) as different topics will be investigated. Students may also choose 1 Semester of 9 STEM on its own.

This subject leads to Biology, Chemistry, Physics, and Psychology.

This subject provides students with opportunities to find solutions to real world, multidisciplinary problems, by consolidating and integrating knowledge and skills learnt in science, IT and mathematics. Students also learn about the engineering methodology.

## Learning Experiences

Develop skills such as: teamwork, critical thinking skills and problem solving. It is expected that all students contribute to group work, and that they are also able to work independently. It will be assumed that students come into the subject at a B standard for Maths and Science.

## Assessment

Majority of assessment is project based which is developed and worked on through the term.

## Resources Required Nil

Possible costs for transportation to university workshops/ engineering activities.

# Year 9 Visual Art

**Code: 09VARTS**

**Length: One Semester**

**Recommended: Nil**

## Description

In this unit, students develop an awareness of the cultural significance of their environment as they represent personal and cultural stories associated with groups they belong to through their artwork.

Students will study street art as well as Surrealism, in response to the work of Australian artists such as Gordon Bennett, Reg Momba and Trevor Nickolls.

Students develop knowledge of painting skills and techniques, and will analyse and reflect on visual conventions, processes and materials in response to Australian culture and their connection to subcultures to which they belong.

## Learning Experiences

Topics might include:

- Elements and design of art and colour theory.
- Drawing and painting techniques.
- Painting
- Street Art
- Surrealism

This subject leads to Year 10 Visual Art, Visual Art (General) and Visual Art in Practice (Applied).

This subject caters to students by incorporating both theory and practical components of art study.

## Recommended Nil

## Assessment

- Two resolved artworks with supportive evidence such as a PowerPoint and/or an Artist's statement.

## Resources Required

All students must have an Art Pack, including visual diary. This is available for purchase from the College Uniform Shop.