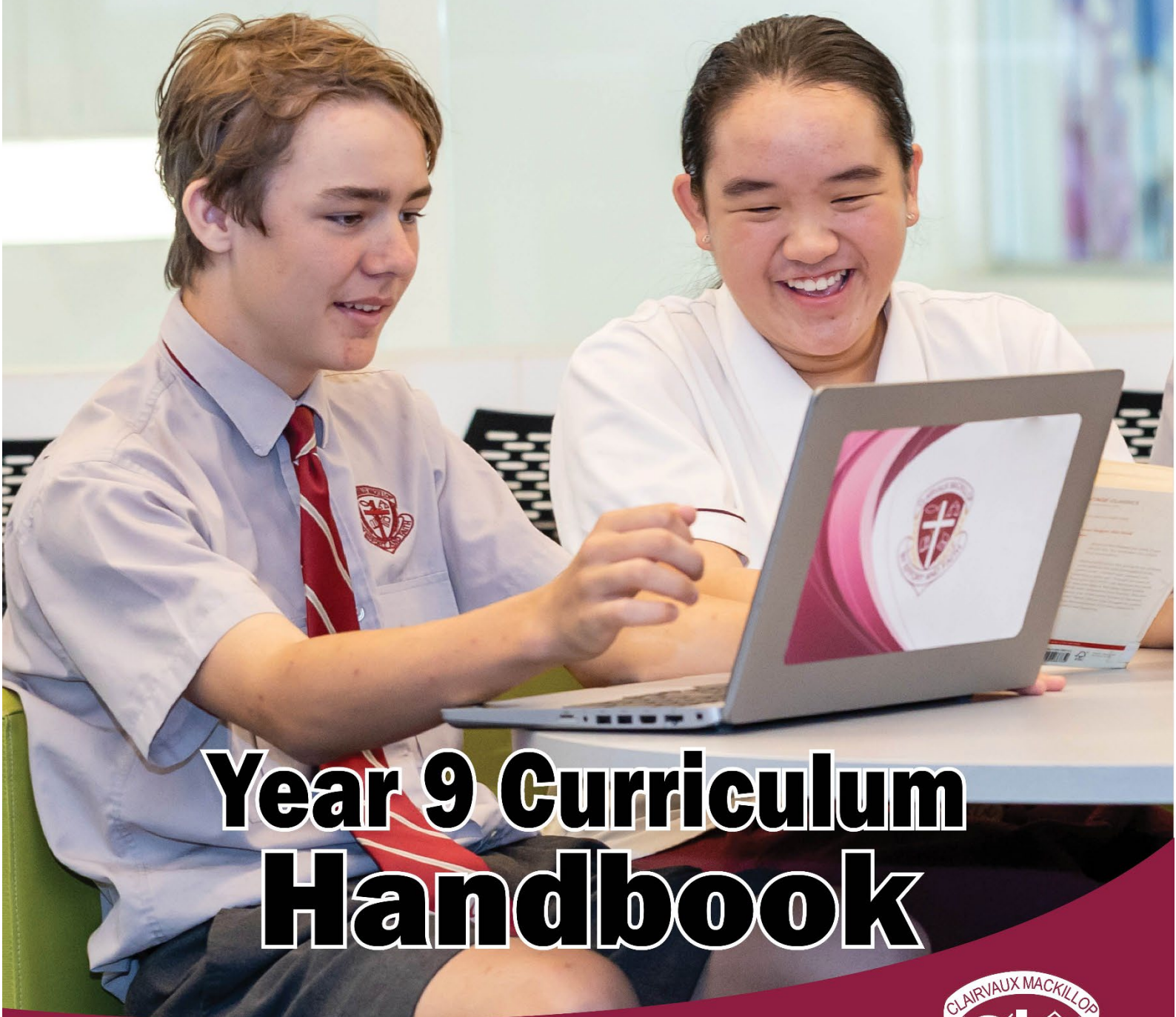


2025 Edition



# Year 9 Curriculum Handbook

**Clairvaux MacKillop College**



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# From Our Principal

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

						
<b>Vision</b>	Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our founders. As witness to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.					
<b>Mission</b>	Our mission is to work actively as a Catholic, Christian, inclusive learning community.					
<b>Values</b>	Excellence	Integrity	Justice	Commitment	Compassion	Celebration



# THE AUSTRALIAN CURRICULUM

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

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. 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  
Seven General Capabilities
- 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.

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Australian Curriculum, these have become priorities that provide students with the tools and language to engage with, and better understand, their world at a range of levels. The priorities provide dimensions that will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or sustainability. Incorporation of the priorities will encourage conversations between learning areas and between students, teachers and the wider community.

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 (either Chinese or Japanese) this is a year long course. You need to select Semester 1 and Semester 2. Students wishing to study Chinese or 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
Chinese	Full Year	CHI/CHI2
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 find unknown sides and angles of right-angled triangles.
- apply the index laws to numbers and express numbers in scientific notation.
- calculate the distance between two points on the Cartesian plane, gradient and midpoint of a line segment.
- calculate areas of shapes and the volume and surface area of right prisms and cylinders.
- calculate relative frequencies to estimate probabilities.

- compare techniques for collecting data in primary and secondary sources.
- construct histograms and back-to-back stem-and-leaf plots.
- solve problems involving simple interest.
- describe the position of the mean and median in skewed, symmetric and bimodal displays when interpreting data.
- 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.
- sketch linear and non-linear relations.

## 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 3 assessments each semester.

**Term exam:** one or two 45 minute exams each term that assesses content covered within the term in both familiar and unfamiliar contexts.

**Assignment:** one assessment each semester that is completed over a three week period.

## Resources Required

CASIO fx-82AU PLUS II - scientific calculator or  
CASIO fx-8200AU

# 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 Response Exam, Extended written response (booklet), Extended written response (journal entries), Short Response Exam.

**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, Science in Practice, 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 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 and written exams. 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 Chinese Semester 1

**Code: 09CHI   Availability: Semester 1   Length: Semester   Recommended: Nil**

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

## Description

In Year 9 Chinese Semester 1, students will consolidate their knowledge of basic greeting, self-description, family information, and build on their knowledge of *Chinese characters*. Course content is based on the textbook *Chinese Made Easy*, and topics covered include how to socialise, giving our family information, days, dates and months, and traditional cultural activities.

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

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese 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 Chinese 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.

## 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 Nil

## Additional Costs

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

# Year 9 Chinese Semester 2

**Code: 09CHIC2   Availability: Semester 2   Length: Semester   Recommended: Chinese (Sem 1)**

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

## Description

In Year 9 Chinese Semester 2, students will consolidate their knowledge of greeting, personal information, family details and build on their knowledge of *Chinese characters*. Course content is based on the textbook *Chinese Made Easy*, and topics covered include how to socialise, expressing their future job preference, countries that they like to go, and traditional cultural and festivals activities.

This subject leads to Year 10 Chinese.

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese 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.

- Translate familiar social and community texts from Chinese 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.

## 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 Nil

## Additional Costs

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

# Year 9 Dance

**Code: 09DAN**

**Length: One Semester**

**Recommended: Nil**

## Description

This unit explores a variety of Popular Dance and Contemporary styles, with a focus on developing skills in communicating meaning.

This subject leads to Year 10 Dance.

This subject caters to students who study Dance 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 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.

- Research a chosen dance style looking at the historical, socio-cultural and geographical functions of that dance.
- Choreograph short partner dances in a chosen dance era.
- Present informal demonstrations of social dances.
- Performance of a teacher devised popular dance.
- Students will rehearse and perform choreography as taught in class.
- View videos to support the learning of each style, e.g. Grease, Saturday Night Fever, etc.

## Assessment

- Group performance.
- Choreography.
- Written response.

## Resources Required

All students are required to have black leggings or trousers and a black fitted top for performance. Black socks are also required.

# Year 9 Design and Technologies: Design

**Code: 09DT**

**Length: One Semester**

**Recommended: Nil**

## Description

This unit of study is about designing products, services and environments to solving real life problems and communicating through both written responses, graphical representations and drawings. In learning about Design students will:

- Form and develop the ability to analyse and interpret information.
- Meet the needs and solve problems in creative ways, using imagination and visualization.
- Transfer information and ideas; and disseminate knowledge to a variety of audiences.

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

This subject caters to students interested in further studies in Design, Engineering and Industrial Graphics.

## Learning Experiences

In learning about Design, students will gain knowledge of:

- Selection of 2D or 3D viewing system.
- Elements of Design.
- Standards and Conventions.
- Sketching and dimensioning components.
- Presenting drawings using CAD.
- Foundational Engineering Concepts.
- Rendering techniques.
- Visual language, symbolism and imagery.
- Presenting information – quality, layout and techniques.
- Primary and secondary research gathering and data analysis.

## Assessment

- Exam
- Design Folio

## Resources Required

Pencil for sketching, eraser and 48 page A4 writing book.

# Year 9 Design and Technologies: Food and Fibre Production

**Code: 09DTFFP**

**Length: One Semester**

**Recommended: Nil**

## Description

This course of work consists of two units – one unit which focuses on food, and one unit which focuses on textiles.

### **Food for Families unit:**

In this unit, students will learn about safe and hygienic food preparation in a communal kitchen. They will apply these safety and hygiene strategies while preparing various food products. Students will investigate current Australian dietary guidelines to understand the importance of a balanced, nutrient-dense diet for maintaining good health. They will identify nutrients that can cause health problems if consumed in excess. Students will explore factors that influence what Australian families eat. Using their knowledge of nutrition and recipe modification, students will analyse common dinners consumed by Australian families and suggest ways to improve their nutrient content.

### **Designing Functional Textile Products unit:**

In this unit, students will learn how to safely operate high-risk equipment in a communal textiles room. They will investigate natural and manufactured textile fibres and understand the differences in their physical properties. Students will describe the processes used to spin these fibres into yarns and explain the methods used to construct fabrics. They will design textile products that consider functional, aesthetic, social and environmental needs. Students will demonstrate various textile construction skills to produce a functional apron.

This course of work prepares students for two Design and Technologies pathways in Year 10 – Food and Fibre Production (DTFFP) and Food Specialisations (DTFS).

## Learning Experiences

- Understand why consuming a balanced, nutrient-dense diet is important for long-term health.

- Determine factors that influence the consumption behaviours of Australian families.
- Demonstrate how to modify common dinners to improve their nutrient content.
- Demonstrate a variety of food preparation techniques to create quality food products.
- Understand how the properties of different fibres affect how textile products perform.
- Explore how practical use, looks, social trends and environmental concerns influence the design of textile products .
- Demonstrate textile construction skills to create a useful textile product (apron).

## Assessment

### **Food for Families unit:**

- Project – written and practical task .
- Weekly organisation of equipment for practical cookery lessons.

### **Designing Functional Textile Products unit:**

- Examination – written task.
- Product construction (apron).

## Resources Required

### **Food for Families unit:**

- For weekly practical cookery lessons, students will be required to bring equipment from home including a full coverage apron, tea towels, and storage container.
- The College will supply all ingredients needed to participate in weekly cookery lessons, however, students will be required to supply some ingredients when completing the practical section of the project assessment.

### **Designing Functional Textile Products unit:**

- The College will provide all equipment and fabric needed to complete the product construction (apron) assessment.



# Year 9 Design and Technologies: Materials and Technologies

**Code: 09DTMAT**

**Length: One Semester**

**Recommended: Nil**

## Description

Technology and Design is an area of study that provides both theoretical and practical applications of design, materials and actual production of project items. These can range from timber boxes to items of furniture or design of projects by students that allow students to develop critical thinking skills through research and analysis.

This subject leads to Year 10 Design and Technologies: Materials and Technologies.

This subject caters to students who have an interest in producing useful projects and development of hand skills and/or students interested in future studies in Industrial Technology subjects.

## Learning Experiences

Project: Drawings, timber projects

- Safety and hazards in the workshop.
- Hand tool identification.
- Basic woodworking and machine identification.
- Introduction to materials.
- Basic design sketching.
- Shaping and forming timber materials.
- Production and evaluation procedures.

- Calculating quantities of materials.

## Assessment

- Folio – basic drawings, tools and equipment theory.
- Project Production.
- Project evaluation.

## Resources Required

Pencil, Safety Glasses and 48 page A4 writing book.

# 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 focus on the development of comedy through theatre history.

This subject caters to students who study Drama 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 Senior Drama and Drama in Practice.

## Learning Experiences

- Investigating the style of comedy throughout history.
- Improvisation.
- Performance and Published Scripts.
- Character development.
- Investigating the elements of Drama including: *place, space, role, language, movement, relationships, focus, mood, symbol.*
- Building team/group work skills.
- Analysing and evaluating own and others performance.
- Workshops with guest artists.

## Assessment

- Performance tasks.
- Devising 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 (either Chinese or Japanese) this is a year long course. You need to select **Semester 1 and Semester 2**. Students wishing to study Chinese or 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: Semester 2   Length: Semester   Recommended: Japanese (Sem1)**

*For students who wish to study a language (either Chinese or Japanese) this is a year long course. You need to select **Semester 1 and Semester 2**. Students wishing to study Chinese or 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 select an influential director or genre film and create an engaging multi-modal presentation. Students will go on to work in groups, using handy cams to create a short Sweded sequence (recreating a famous scene or trailer shot by shot).

Students consider construct representations and communicate ideas, perspectives and meaning for specific audiences.

This subject leads to Year 10 Media Arts.

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 by influential directors. They will consider how film can represent or challenge real world ideas.

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:

- A Multi-Modal Presentation.
- Making a Sweded film scene or trailer.

## Resources Required

All students are required to have headphones and access to a laptop for editing purposes.

# Year 9 Music

**Code: 09MUS**

**Length: One Semester**

**Recommended: Nil**

## Description

This is a themed unit in which students explore the power of music to convey narratives and comment on social and political statements. This unit gives students the opportunity to develop their skills as musicians through performing, composing and responding to a range of music from different styles and eras.

This subject leads to Year 10 Music.

This subject caters to students who study Music 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 Senior Music and Music in Practice.

## Learning Experiences

- Explore contemporary and classical music styles and genres.
- 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

- Performing (solo and/or ensemble).
- Musicology exam.
- Composing.

## Resources Required

All students are required to have 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.
- Opti-minds Challenge.
- 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: team work, 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.

## 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

This unit will engage students in Surrealism through critical analysis and exploration of visual conventions, artistic processes, and cultural contexts.

This subject leads to Year 10 Visual Art.

This subject caters to students interested in future Art studies.

## Learning Experiences

Topics might include:

- Elements and design of art and colour theory.
- Self-portrait.
- Drawing and painting techniques.
- Photography.
- Ceramics.
- Collage.
- Fantasy art painting.
- Skate deck, street art, graffiti art.

**Recommended Nil**

## Assessment

- Portfolio.
- Responding Task.

## Resources Required

Art Pack available for purchase from the College.