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Please keep this Subject Information Booklet for future reference
Dear Student

This Handbook offers advice and information to help you make decisions about your subject choices for Year 9. The aim of study in the Middle Phase is still to give all students a sound, yet broadly based education.

While Core areas of Religious Education, English, Humanities, Mathematics, Science and Physical Education are compulsory for Year 9 in the Middle Phase, other subjects are offered as electives. If you find that you are unable to access the subject you want this year, it may well be possible to undertake that subject the following year - depending on it being offered. All elective subjects are organised in year long units of study.

This handbook offers advice and information to help you to make decisions about your subjects for Year 9. **The best general advice about subjects is to choose widely and come to understand the subjects you like and in which you achieve well.**

What amount of study time is required as you move up in the secondary school? Generally speaking, you should be prepared to devote adequate time to complete school work each week night. It is best if you have somewhere in your home where you can study free from distractions. A suitable desk or table with adequate lighting is essential if study conditions are to allow you to become a serious student. Your parents, who are paying for your education and making other sacrifices on your behalf, have a right to know how your school work is progressing. Where possible, share with them what you are doing. Their support is invaluable. Your teachers are also very committed to helping you achieve your very best.

Some subjects involve assignments, reports, speeches, as well as exams. You must ensure that all work is completed on time and presented with care. You will find that teachers are always willing to assist you if you have difficulties in understanding any of the work. Do not hesitate to ask for assistance in class or, where necessary, out of class time. If you are in a situation, where you are sick or other issues are affecting you and your school work, then the Special Provision Policy would apply upon negotiation with Mr Crilly Assistant Principal Middle Phase.

There are 2 Essential premises of your education at St Columban’s College:

(i) **The main goal of any school is the pursuit of excellence in the academic, religious, cultural and sporting curriculum.**

(ii) Catholic schools aim to be a community of faith in which the Gospel values are fostered as a focus for the leading of a full Christian life.

There is much value in the pursuit of excellence. Christ calls us all to develop our talents to the full.

Good luck.

Ms Ann Rebgetz
Principal
Middle Phase Curriculum

The curriculum in the Middle Phase endeavours to offer students a broad based and a holistic education. We hope that it is one that responds to the individual needs of students, as well as the changing nature of education and society. In this way, students’ achievements – academic, cultural, sporting, as well as their spiritual wellbeing, are maximized.

Key Learning Areas

Subjects in the Middle Phase are organised into ten Key Learning Areas or KLAs. These KLAs are a way of dividing subjects that have similar learning outcomes despite differences in content. Below is a table which outlines the Key Learning Areas as well as various types of subjects that are contained in them.

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Types of subjects or subject areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Humanities</td>
<td>Incorporating both History and Geography</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Business</td>
<td>Business</td>
</tr>
<tr>
<td>Design and Living Technology</td>
<td>Health &amp; Living Technologies</td>
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<tr>
<td></td>
<td>Technology and Design</td>
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<td></td>
<td>▪ Designing with Technologies</td>
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<td></td>
<td>▪ Electronics and Systems</td>
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<td></td>
<td>▪ Graphics</td>
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<tr>
<td>Health and Physical Education</td>
<td>Core Physical Education</td>
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<td></td>
<td>Sports Science</td>
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<td></td>
<td>Sport Excellence Program</td>
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<tr>
<td>Languages</td>
<td>Chinese</td>
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<td></td>
<td>Italian</td>
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<td>The Arts</td>
<td>Dance</td>
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<td></td>
<td>Drama</td>
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<td></td>
<td>Media Arts</td>
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<td></td>
<td>Music</td>
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<td></td>
<td>Visual Art</td>
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</tbody>
</table>
A course of study in Year 9 is made up of a **Core** of mandatory subjects plus **Electives** chosen from a range of units.

**CORE**

All students study Religious Education, English, Humanities, Mathematics, Physical Education and Science. These subjects run for the full Year. No decisions need to be made with the core subjects.

**ELECTIVES**

These are chosen from the subject areas of Business, Design and Living Technology, Health and Physical Education (HPE), Languages and The Arts. The units run for the whole school year.

*To ensure that they get a balanced course of electives, over the next two years students should choose at least one unit from each of the areas.*

Choosing Electives for Year 9 in 2016

**Step 1**

Examine the pages of the book for units available in the areas of Business, Design and Living Technology, Health and Physical Education, Languages and The Arts.

Use a pencil, just in case you change your mind along the way!

**Step 2**

For Year 9, you need to select **2 electives** plus **2 extra reserve preferences**.

The reserves will be used if we cannot timetable your first 2 preferences.

Complete the table on Page 5 to keep as your personal record.

**Step 3**

You will enter your Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database. You will be given your own personal Log-in, and a start and finish date with instructions prior to the commencement of the Subject selection process.
Use this table to plan your selections for Year 9 2016

Complete and retain for your records (Be sure to read the previous pages first.)

<table>
<thead>
<tr>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>1</td>
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<td>6</td>
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<tr>
<td>7</td>
</tr>
</tbody>
</table>

Please note:
- Read the unit descriptions in the Middle Phase Handbook carefully. Choose two electives and enter them in the final two spaces in the Subject Selection table above.
- The electives chosen will be studied for the full school year.
- Choose two reserve subjects and enter them in the Reserve Choice table above.
  (This reserve selection will be used if we cannot allocate your first 2 selected electives.)
- At times Subjects are unable to run due to insufficient numbers, if this occurs your Reserve Subject will be used.

Subjects offered are:
- Business
- Chinese
- Dance
- Designing with Technologies (Wood and Metal)
- Drama
- Electronic and Systems
- Graphics
- Health and Living Technologies
- Italian
- Media Arts
- Music
- Sports Science
- Sport Excellence (Rugby Union /League, Netball, Basketball and Touch Football)
- Visual Art

Step 3
Copy your selections in preferential order onto the above Subject Selection Sheet prior to entering into Subject Selection Online (SSO).

Step 4
You will enter your 2 Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database. You will be given your own personal Log-in, and a start and finish date with instructions prior to the commencement of the Subject selection process.
Learning Framework

St Columban’s College Learning Frameworks

These Frameworks make explicit the core purposes of St Columban’s as a Catholic College in educating and equipping students with distinctive qualities that enable them to contribute to our ever-changing global context in a meaningful and positive way.

At St Columban’s College, we:

- Form persons of spirit who actively explore our personal relationship with God, celebrate our uniqueness and live a life of moral integrity
- Educate persons of tradition who recognise the importance of honouring and learning from the past, live authentically in the present and engage transformatively with the future
- Build persons of community who live in quality relationships amongst all members of the school, parish and wider community, make individual contributions, honour diversity and live in a just and inclusive manner
- Utilise Literacy for Life strategies in all aspects of the College community life to enhance a student’s chances of being a literate and informed citizen
- Provide a supportive College environment where all students are able to develop in a socially responsible, equitable and respectful manner
- Enhance a student’s employability skills through their development as life-long learners who demonstrate self management and interpersonal skills, initiative and resilience
- Provide structured learning opportunities that enable all students to actively acquire knowledge and demonstrate that knowledge in a clear, skilful, accurate and articulate manner
- Foster student engagement in creative and critical thinking tasks which extend their knowledge and equip them with learning that has value beyond school
- Promote collaborative and empathetic learning where students work and think interdependently, value and support one another’s individual differences and experience positive, constructive and respectful feedback from their teachers and peers
- Develop reflective, self directed learners who are confident, responsible, reliable, persistent and independent
- Provide learning environments that are student centred, flexible, adaptable, supportive and inspirational and which effectively integrate innovative pedagogical practices, including technology
- Promote and support the acquisition of professional learning by staff which extends their knowledge and skills in teaching, learning and subject specific material
- Recognise staff professionalism which is characterised by continuous collaborative learning (through professional conversations and connected learning teams), reflection, passion and personal growth

St C - engaged in transforming learners of Spirit, Tradition and Community
KEY LEARNING AREAS

Religious Education
English
Humanities
Mathematics
Physical Education
Science

ELECTIVES

Business
Design and Living Technology
Health and Physical Education
Languages
The Arts
Religious Education

Catholic schools are founded on the premise that religion is an essential dimension of education. Parents want their children to be educated in the faith in all its richness, complexity and promise. This religious dimension is made particularly explicit in the subject Religious Education which is a key learning area in Catholic schools and a major educational priority. Therefore it is a mandated and compulsory subject for all students at St Columban’s.

The Religious Education Program is based on the Religious Education Archdiocese of Brisbane (2013) Document or (Syllabus). Some of the units studied have been written and supplied by the Brisbane Catholic Education Website (as Learning Bytes), whilst other units, have been written by staff at the College. The individual units are part of a sequential study of content and process, which extend into the Senior School Religious Education Programme. The content of the Religion Curriculum P-12 is organised into four interrelated strands – Sacred Texts, Beliefs, Church and Christian Life. Each strand has its own distinctive body of knowledge.

The four strands comprise of three distinct yet interrelated substrands:

<table>
<thead>
<tr>
<th>Sacred Texts</th>
<th>Beliefs</th>
<th>Church</th>
<th>Christian Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>Trinity: God, Jesus &amp; Spirit</td>
<td>Liturgy &amp; Sacraments</td>
<td>Moral Formation</td>
</tr>
<tr>
<td>New Testament</td>
<td>Human Existence</td>
<td>People of God</td>
<td>Mission and Justice</td>
</tr>
<tr>
<td>Christian Spiritual</td>
<td>World Religions</td>
<td>Church History</td>
<td>Prayer &amp; Spirituality</td>
</tr>
<tr>
<td>Writings and Wisdom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Religious Education
Catholic Schools are educational institutions and faith communities. Religious Education is understood to consist of two distinct but complimentary dimensions, that can be described as ‘teaching people religion (classroom learning and teaching of religion) and teaching people to be religious, in a particular way (the religious life of the school or the spiritual formation of students and their faith development)’ Religious Education, Archdiocese of Brisbane, (2013).

The Gospel – a Vision
Jesus’ teaching of the Kingdom of God is central to the Gospel. The Gospel is about the Christian vision, the Christian way of living and the Christian way of evaluating and judging. Gospel values and teaching permeate the College life at every level – educational, institutional, structural and social. The Gospel provides a focussing lens for all that we do and all that we are.

The College – its Charter
The College Charter forms the basis of all aspects of College life. The Religious Education program is centred in the six aspects of the Charter, with particular attention to Faith, Mission and Education.

Liturgy and Prayer
The College Community celebrates Eucharist at the opening and closing of the College Year and at other times as appropriate eg House Masses. On Friday mornings, the College Community is joined by parishioners from St Peter’s for the celebration of the Eucharist.

There are other liturgical celebrations on Heritage Day, Anzac Day, Remembrance Day and so on. Feast Days and other important religious events are marked by prayer in student notices. There is the opportunity for prayer every day in PC groups.

Retreat and Reflection Day
Students in the Junior School attend at least a one-day retreat or a reflection day each Year. This is facilitated by College staff, Youth Ministry students and/or outside facilitators.

How are students assessed?
A variety of assessment instruments including exams, orals, multimodal presentations, and research assignments are completed.
English

The study of English for our learners provides multiple opportunities and experiences to develop effective communication skills. English in Year 8 is an extension and development of the three integrated strands of the Australian Curriculum: language, literature and literacy skills.

The Curriculum Program in Year 9 is designed to further develop and improve these strands in language and literacy skills in writing and creating, reading and viewing, listening and speaking. By the end of the course, students will be able to compose and understand written and spoken English in a variety of real-life or life-like situations by developing writing and speaking skills in creative, reflective, analytical and expository genres.

Curriculum Progression from Year 8 to Year 9

The learning experience in English builds on concepts, skills and processes from the focus of the individual in Year 8 to the focus of the world of teenagers and their place in society in Year 9.

The design of our program engages our learners with an integrated approach of learning about language in context, placing emphasis on the skills of spelling, functional grammar and comprehension in context with the study of a variety of texts both literary and non-literary. Students are presented with a variety of novels, plays, poems, short stories, films, newspaper articles, pictures (and many more) to support the units of study that are organised thematically.

The Learning Experience

Using texts we begin to develop language skills required for our learners to become confident and creative individuals. They are exposed to a number of genres and learn to produce essays, poetry, reports, letters, scripts, drama, diary entries, short stories and plays (to name just a few) as well as to speak to small and large groups in a number of different oral presentations.

Learning in English encompasses multiple ways of working both collaboratively with teachers, peers, groups and individually. Our assessment of learning is evidence based whereupon teachers use both formative and summative assessment to track the learning progress of every learner and provide next steps for continual improvement.
Humanities

The Humanities centre on the human fascination with the way people interact with each other and with their environments, now and in the past. It involves investigations of sometimes topical and challenging issues and promotes critical thinking, empathy, and the development of optimistic future visions. The Humanities encourages young people to be active participants in their world.

Humanities at St Columban’s College is a combination of History and Geography, as well as a variety of other Social Science subjects including civics and citizenship, government, tourism, Aboriginal and Torres Strait Islander studies, and environmental studies. The implementation of the Australian Curriculum in History and Geography will continue in 2016.

Learning in Humanities is designed to cater for all learners. It is organised around the major learning styles of Visual, Auditory and Kinaesthetic and the Core Curriculum Elements, tested in NAPLAN and QCST. There is a strong emphasis on literacy in Humanities. Computers and technology are also integral to study in Humanities.

What is studied?

In Year 9 all students study Humanities, before being able to select History, Geography and/or Legal Studies in Year 10. Humanities subjects lead into the senior subjects of Modern History, Ancient History, Geography, Legal Studies and the Certificate II in Tourism.

Topics:

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Revolution</td>
<td>Feeding the World</td>
</tr>
<tr>
<td>Building a Nation – Australia or China</td>
<td>Connecting the World</td>
</tr>
<tr>
<td>World War 1</td>
<td>Politics &amp; Justice</td>
</tr>
</tbody>
</table>

The skills developed in Humanities include: planning, devising questions, researching, using sources and evidence, interpreting, explaining, analysing, evaluating, communicating and empathising.

How are students assessed?

Students demonstrate evidence of their learning through:

- knowledge and understanding
- questioning and research
- analysis and interpretation
- interpretation
- communication

Assessment may also include:

- Writing blogs, song lyrics, speeches, letters, diaries or debates
- Creating models, graphs, acting & miming scenes, podcasts, keynotes, montages, movies
  - Knowledge & Response to Stimulus tests, report writing, research journals, essays
Mathematics

Mathematics in the Middle Phase of Learning Years aims to give students a range of understandings which are:

- Associated with a wide definition of numeracy - Students will develop competencies in computational skills
- Required by other subjects - across the curriculum
- Useful in a wide range of post Year 10 employment situations
- Important as a basis for further study of Mathematics

What is studied?

Topics include:

- Algebra
- Integers
- Trigonometry
- Measurement & Statistics
- Analytical Geometry
- Probability
- Geometry on a Sphere

In Year 9, all students will study the same core topics.

Students who are capable of working at a faster rate, based on application and results may complete more complex applications in mathematics.
Science

Science is integral to our everyday lives. It is a powerful way of generating, organising analysing and applying information. Its processes can be applied to understand the natural world, and to use wisely the products of technology. Scientific principles underpin the medicines we take, the energy we use in our homes, the computers we use for work, communication and entertainment, the food production for our consumption and the fuel we use for our everyday transport needs. Not a day goes by without the media reporting science–related issues affecting society; examples include biotechnology, stem cell use, nanotechnology, new energy sources and generation, climate change and medical break-throughs.

A study of science allows students to develop understanding of various principles, equips students with critical and analytical thinking skills necessary for problem solving and allows them to become independent thinkers able to make informed decisions. Science helps us all to understand the world we live in and to better cope with the inevitable changes the future will bring. A study of science is also a necessary or advisable pre-requisite for many career paths.

In 2016 full implementation of all elements of the new Australian Curriculum is going to take place. As such the studies of Science are conducted within three strands, with each strand divided into several sub-strands:

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science Inquiry Skills</th>
<th>Science as a Human Endeavour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>Questioning &amp; predicting</td>
<td>Nature &amp; development of Science</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>Planning &amp; conducting</td>
<td>The use &amp; influence of Science</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Processing &amp; analysing data and information</td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space Sciences</td>
<td>Evaluating</td>
<td></td>
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<tr>
<td></td>
<td>Communicating</td>
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</tbody>
</table>

Science as a Human Endeavour provides the context within which students develop their understanding of the four areas of scientific study and Scientific Inquiry Skills provide the ‘tool set’ of methods with which to explore, analyse, evaluate and generally ‘make sense’ of the natural and technological reality around them.

Inquiry based learning is the over-arching method of scientific study in the Australian Curriculum.

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building blocks of matter</td>
<td>Class tests</td>
</tr>
<tr>
<td>Chemical reactions</td>
<td>Laboratory inquiry reports</td>
</tr>
<tr>
<td>Acids and Bases</td>
<td>Documentary/Podcast production</td>
</tr>
<tr>
<td>The Human Body</td>
<td>Research assignments/Projects</td>
</tr>
<tr>
<td>Ecology &amp; Environment</td>
<td>Field trip reports</td>
</tr>
<tr>
<td>Geological activity and Plate tectonics</td>
<td></td>
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<tr>
<td>Heat &amp; Temperature</td>
<td></td>
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<tr>
<td>Electricity</td>
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</tbody>
</table>

Future studies in Years 10, 11 and 12 Sciences require a student to have some background in the understanding of scientific principles, thinking skill and laboratory skills.
Business

Business is a subject area within the Humanities and Social Sciences learning area. It aims to stimulate an interest in the activities of the business world and to provide skills to help students operate effectively as producers and consumers in society. Students can obtain knowledge to understand the diversity of transactions that occur in the business world and the systems that regulate their activity.

This subject focuses on the following areas:

- Lifelong personal financial management skills relating to budgeting, banking, credit cards, loans and insurance
- Legal structure of business ownership with a focus on companies in preparation for Australian Business Week (ABW)
- Different types of industry - primary, secondary, tertiary
- Economic environment which affects our everyday lives including interest rates, inflation and availability of resources
- Preparation and interpretation of financial reports
- Participation in the Australian Business Week (ABW) competition which gives students a practical opportunity to manage a business through an online stimulation whilst competing against other schools. A Satisfactory achievement in ABW contributes 1 point towards a students’ QCE in Year 12.

Valuable skills will be developed in these units which will be able to be used across the curriculum. Such skills will include:

- Oral presentations
- Debates
- Folio production
- Critical thinking
- Referencing
- Project and time management
- Display of business documents such as: reports, letters, memos
- Calculations of: exchange rates, compounding interest, percentages
- Bibliography/Reference List
- Internet researching
- Professional PowerPoint & iMovie presentations
- Critical reflection of activities
- Multimedia design & creation
- Display of business documents such as: reports, letters, memos
- Calculations of: exchange rates, compounding interest, percentages

The subject includes a Knowledge element, an Analysis and Interpretation element as well as a Practical element. These elements are important to develop in the Middle Phase to ensure maximum success when students enter the Senior Phase of Learning.

How are students assessed?

Possible assessment tasks may include:

- Exams
- Assignments/Reports
- Group work
- Folio production
- Multimedia/ Oral presentations
Design and Living Technology

Health and Living Technologies

Throughout this course of study, students will explore the fundamentals of food and design in our contemporary, fast paced society, to form firm foundations for preparing simple yet delicious meals and snacks for themselves and others as well as developing an insight into the creative design process.

The principles of hygiene and safety will be investigated. Students will explore the effects that technology has had on the food and clothing we use. Furthermore, students will use the design process to enable them to produce high quality innovative products.

Throughout the second half of the year, students will undertake studies on the many cultures, which have impacted on and influenced the Australian identity. Students will develop an awareness of the Australian food and fashion timeline from Aboriginal bush foods to the other international design influences. This unit will enable student to prepare simple dishes from other cultures as well as experience design challenges. Students will be exposed to different culture’s through food and fashion technologies.

Students will demonstrate their skills in cultural food preparation and produce their own television cooking show. They also investigate celebration foods and create a handmade Christmas hamper full of cultural delicacies for their family.

How are students assessed?

Assessment tasks in Health and Living Technologies may include:

- Practical assessment
- Research Reports
- Design journals
- Theory exams
**Design and Technology**

This subject area enables students to develop skills in the learning area of Technology. It helps to develop an awareness of design and an understanding of how objects are made in our technological society.

**Designing with Technologies**

In this course of study, students develop skills in production and design. Students will further build upon the skills developed in Year 8 Design and Technology. Throughout this course of study, students will work with a combination of both natural and synthetics materials. Students will further enhance their knowledge and understanding of the use of materials, tools, equipment and the related technology. Students will be required to follow Workplace, Health and Safety regulations at all times.

Students will create and design a variety of practical projects. Simple aspects of design will be introduced and students will initial complete skill-based projects and activities that lead students to the creation of design based products.

**How are students assessed?**

Assessment in Design Technology includes:

- Knowledge exams
- Minor and Major projects
- Design Folios

This subject is beneficial to students who are considering a pathway in Industrial Technology and/or Furnishing.
Electronics and Systems

This subject is broken into 2 units over the course of the year.

**Unit 1**
Introduces students to a basic understanding of systems control and their use in modern life.

Hydraulics – 10 weeks
- History of hydraulics and pneumatics
- Experiments with hydraulics and pneumatics (syringe kits)
- Ideations, investigation of hydraulic systems
- Design and manufacture a hydraulic arm

Mechanics – 10 weeks
- History of mechanics
- Experiments with gears, cams, motors and springs (Lego mechanics)
- Ideation, investigation of a mechanical system
- Design and Manufacture a children’s toy with a moving part

**Unit 2**
Expands on the knowledge, skills and techniques gained from Unit 1, focusing on the Electronics and Computer Systems Control units.

Electronics – 10 weeks History of Electronics
- Experiments with electronic components using electro – flash kits
- Basics of soldering
- Construction of various kits

Computer Control – 10 weeks
- Organic robot
- Icons explained for Intellecta and Robo LAB
- Work stations and design challenges
- Lego snail race
- Lego hill climb

**How are students assessed?**
Assessment in this unit will take the form:
- Assignments
- Projects
- Tests
Graphics

Year 9 Graphics is a course of study that provides students with the opportunity to gain an understanding of graphical communication across a broad spectrum of applications. Through this course, students will draw upon the elements and principles of graphical communications and presentation. Students will develop the skills, methods and processes that form the knowledge of communication through graphical imagery.

The subject provides students with an opportunity to further develop their technological literacy and knowledge, which is useful in our technological age. This course of study will provide students with a basic understanding of modern industrial graphic tools and techniques.

The software utilised includes:
- Autodesk CAD Programs such as:
  - Inventor
  - Revit

This course will provide students with a firm foundation into further studies in Graphics and Technical Design.

How are students assessed?
Assessment tasks in Design Technology - Graphics could include:
- Individual and Class work Folios
- Individual assignments
- Short response tests

The study of Graphics in Year 9 is beneficial for students interested in a pathway in Technology and Design. This unit of study will provide solid foundations for future Graphics studies.
Health and Physical Education

Core Health and Physical Education is an integral part of the program for all students in the Middle Phase of Learning. There will however continue to be electives in HPE that students may choose to select to broaden their experience in this area. Health and Physical Education aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:

- learn to access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity
- develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategic awareness in order to respond creatively, competently and safely in a variety of physical activity contexts and settings
- are provided with regular opportunities to enjoy developmentally appropriate movement experiences, and understand and appreciate their significance to personal, social, cultural and health practices and outcomes
- analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally

Health and Physical Education will achieve this through two integrated strands:

- Personal, social and community health
- Movement and physical activity

The two strands provide a balance between health-related and movement-related knowledge, understanding and skills.

Physical Education (Core)

This subject is taken by all students over the year. It is the foundation unit for all health and physical education electives. It is a combination of physical education and health. Students will learn the importance of engaging in physical activity to enhance health and for enjoyment and fun. Units will include the following: Mini Tennis, Fitness/X Country, Health, Athletics, Soccer, Bullying, Netball, Hockey, Self Esteem / Body Image, Drugs, Lacrosse, Speedball, Relationships, Sexuality.

How are students assessed?

Students will be assessed to evaluate skills and knowledge acquired and application of this knowledge.

Assessment items will include:
- Tests
- Assignments
- Games
- Drills
- Presentations etc
Sports Science

This elective is for the student who is interested in sport, the science of sport and related health industries. Students will learn information about skill acquisition, evaluating performance, anatomy and physiology, and biomechanical principles. During Semester 1, students will also look at issues such as skill acquisition, lifestyle diseases and sports injuries.

Students will engage in a variety of physical activities that could include: Volleyball, Juggling, Softball and Gaelic Football.

Topics covered in Semester 2 include: Anatomy, Health Conditions and Sports Nutrition. Students will engage in a variety of physical activities that could include Ultimate Frisbee, NFL (Flag football), Softcrosse or European Handball and Fitness.

How are students assessed?

Students will be assessed to evaluate skills and knowledge acquired and application of this knowledge.

Assessment items will include: tests, assignments, games, drills, presentations etc.

Sport Excellence

Students who have been successful in the application process of the Elite Sports Academy will be eligible to participate in the Sports Excellence Course.

To obtain Application forms students must contact the HPE Curriculum Coordinator Mr Lucas

Why study Sport Excellence?

The Sport Excellence Course is based on developing students’ abilities and skills with an aim of maximising the potential of each student. The focus sports in the Excellence program are Netball, Basketball, Rugby Union/League and Touch Football. Students with an interest and ability in these areas are encouraged to join this subject.

Students will gain knowledge in all fitness related areas with a particular focus on their chosen sport:

- Sport specific coaching will be provided for Rugby Union/League, Netball, Basketball and Touch Football.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in their sport.

What is studied?

The Sport Excellence Course will be conducted in terms including an introduction to exercise science, nutrition, fitness, strength and conditioning, first aid, coaching and officiating. It is the aim of the subject to give the student an increased understanding of their particular sport. At the completion of the course students should be able to efficiently train themselves and others as well as being able to play a further role in the community within their sport.

Students will be expected to contribute to their chosen sport within the College throughout the year. This includes TAS, House Competitions and Middle Phase classes.

How are students assessed?

Students will be assessed on their participation in all activities.

Each topic will be assessed in:

- Written form by virtue of assignments
- Exams
- Oral and physical presentations
- Games
- Demonstrations

The students will also be assessed on their progression in their sport.

Requirements

The cost of all coursework, equipment, some sport specific coaching and outings is included in the annual levy of approximately $320.

To ensure the course is able to meet its aim, all enrolments will be assessed before they can be confirmed.
Languages

Chinese (Mandarin)

The study of a language other than English has many advantages. It contributes to a student’s communication skills, cognitive development, and appreciation of other cultures.

All students have had opportunities to study Chinese in Year 7 and 8, with Chinese chosen as an elective subject in Years 9 and beyond. As learning Chinese is a linear progression, students need to choose Chinese in Year 9 if they intend on studying Chinese in Year 10. This can lead to further study of Chinese as a Senior Authority subject in Years 11 and 12.

What is studied?

Chinese involves learning the language and the culture of China. Students engage in activities with a purpose - talking and writing, listening and reading. Chinese cultural, historical and geographical aspects are also covered. Students are assessed in speaking, listening, reading and writing in Chinese. Computers and technology are central to learning Chinese.

Activities include communication with Chinese students and other students learning Chinese through emails, penpals, excursions to Chinese heritage, authentic Chinese Restaurants and the opportunity to travel to China, visiting many popular destinations, through the proposed new China tour hopefully held every second year.

In Year 7 students studied:
1. 认识中国 (Introducing China)
2. 有绝种的危险的动物 (Endanger animals)

In Year 8 students studied:
1. 一起去探险 (Let’s have an adventure!)
2. 我的学校生活 (What is my school life about?)

With the selection of Chinese in Year 9 students will study:
1. 住在月球 (Living on the moon)
2. 我很聪明 (I am intelligent)
3. 创造我的世界 (Create my own world)
4. 你要去哪里？ (Where are you going?)

What are the benefits of learning Chinese?

- General academic development is enhanced
- Communicating in another language develops flexible and creative thinking
- English language and literacy ability is improved
- Students are better able to solve problems, to think logically and to express themselves clearly
- Students appreciate other cultures and gain a wider perspective of their place in the world
- The ability to use another language can enhance students’ post-school options
- Trade, cultural and tourist links with other countries are enhanced
- Chinese is an international language, and it is also the most widely spoken Asian language in Australia
- Chinese shares numerous similar components in Japanese, and Korean. Knowledge of Chinese also helps the learning of other Asian languages.
- China has become a popular destination for Australian travellers and traders.
Italian

The study of a language other than English has many advantages. It contributes to a student’s communication skills, cognitive development, and appreciation of other cultures.

All students have had the opportunity to study Italian in Year 8, with Italian chosen as an elective subject in Years 9 and beyond. As learning Italian is a linear progression, students need to choose Italian in Year 9 if they intend on studying Italian in Year 10. This can lead to further study of Italian as a Senior Authority subject in Years 11 and 12.

What is studied?

Italian involves learning the language and the culture of Italy. Students engage in activities with a purpose - talking and writing, listening and reading. Italian cultural, historical and geographical aspects are also covered. Students are assessed in speaking, listening, reading and writing in Italian. Computers and technology are central to learning Italian.

Activities include communication with Italian students and other students learning Italian through emails, penpals, excursions to Fashion Displays, Comedy Productions, Authentic Italian Restaurants and the opportunity to travel to Italy, visiting many popular destinations, through the “Footsteps Tour” held every second year.

In Year 8 students studied:
1. Commedia dell’arte
2. Buon Appetito

With the selection of Italian in Year 9 students will study:

5. Beuveuuti all mia vita (Welcome to my life)
6. I passatempi (Pastimes and hobbies)
7. Fatto in Italia (Made in Italy)
8. Forza Italia! (Go Italy)

What are the benefits of learning Italian?

- General academic development is enhanced
- Communicating in another language develops flexible and creative thinking
- English language and literacy ability is improved
- Students are better able to solve problems, to think logically and to express themselves clearly
- Students appreciate other cultures and gain a wider perspective of their place in the world.
- The ability to use another language can enhance students’ post-school options.
- Trade, cultural and tourist links with other countries are enhanced.
- Italian is an international and Australian community language, second only to English. Italians and people of Italian descent make up approximately 30 per cent of the modern Australian population.
- Italian is one of the easiest languages for English speakers to learn. Knowledge of Italian also helps the learning of other languages.
- Italy is a popular destination for Australian travellers.
The Arts

The subjects in The Arts key learning area include Dance, Drama, Music and Visual Arts. They are grouped together as related forms of human expression that have their own characteristics and body of knowledge.

The Arts provide the necessary medium for self-expression and meaning, which can balance and enrich student experience by fostering unique and transferable skills and understandings. Students become engaged in and transform the learning environment to become a place of discovery, enjoyment and reflection.

Students may be required to participate in performances, concerts and displays outside of class time as part of their learning and assessment.

Dance

This strand focuses on students using dance as an aesthetic means of ordering movement and the structuring of gesture and motion to capture and convey ideas, images and feelings, using the human body as the means of communication.

What is studied?

Dance outcomes are organised in terms of choreographing, performing and appreciating. The following units are studied over the course of the year.

Dance into the 21st Century

This unit focuses on how relevant and popular dance is in the 21st Century. There are two different modules covered in this unit.

- “In the Spotlight” examines the study of Musical Theatre across a variety of dance styles in this genre. Evaluation and analysis of various musicals will form the basis of teaching and learning in this unit.

- “Strictly Ballroom” involves the study of Ballroom Dancing including the Cha Cha, Quick Step, Jive and Lindy Hop. Students will also be exposed to Rhythms, Tempos and Movements that they may not encounter elsewhere. Students will explore the theme - Freedom Versus Conformity - and create Ballroom Dances that reflect this theme.

Get Technical

This unit focuses on the more technical aspects of dance. There are two different modules covered in this unit.

- “The Art of Dance” offers students’ opportunities to choreograph, perform and analyse Dance using a variety of techniques and styles. It will also examine current perceptions of dance in society. Students will learn Ballet and Contemporary. They will study the timeline of the History of Dance from Ballet in the 14th Century to Modern Dance trends today.

- The purpose of “Popular Dance” is to create an understanding of popular dance within the Youth Culture. Dance is very much a part of the Youth Culture as it is seen in commercials and music video clips. Students will learn dance styles such as Funk, Hip Hop, Jazz and Break Dancing.
Drama

In a time characterised by social and political change, students are required to become critically aware and active citizens equipped with the tools to shape and negotiate their world. Students who study Drama are guided through an exploration and examination of real and imagined contexts, develop performance skills, expand and enhance their knowledge and understanding of the function of Drama through different modes of creative expression and perform as both an individual and ensemble artist.

The Drama curriculum gives students the opportunity to develop as:
- a more knowledgeable person with a deeper understanding of the world around them
- a complex thinker
- an effective communicator
- a reflective and self-directed learner
- a responsive creator
- a more active participant in an interdependent world

What is studied?

Term 1  **From Page to Stage** – Students are introduced to the ingredients needed to create and shape engaging characters and stories through an exploration of a variety of scripted texts

Term 2  **Improvisation** – Students extend their skills of devising and apply previously explored techniques of improvisation to prepare for and compete in a Theatre Sports competition.

Term 3  **Physical comedy** – Building on their skills of improvisation, students experiment with movement and mask through the style of Commedia dell'Arte.

Term 4  **Collage drama** - Through the process of collaboration, students use their knowledge of a range of performance styles to devise, develop and present an original performance for a particular audience and purpose.

How are students assessed?

Three dimensions are used to assess student achievement in Drama:
- **Forming** - making creative dramatic works.
- **Presenting** - planning and rehearsing performances to an audience.
- **Responding** - interpreting, analysing, reflecting and evaluating dramatic action.
Media Arts

Media Arts focuses on the Making of Media Artworks, including the design and production of film projects using a range of technologies and communications. Along with this, Media Arts also provides opportunities for the students to explore, view and analyse media culture, Responding.

Students will learn and develop skills in moving image production, camera work, editing programs, basic lighting, and ‘green screen’ technology through practical, ‘hands on’ tasks. They will work individually and in small teams to create film productions and props required for specific production projects.

The students will get the opportunity to:
- Create storyboards/cartoons
- Develop website concepts
- Develop camera skills, (panning, tracking, tilting, framing & composition)
- Utilise editing software
- Create props for production
- Produce short films

What is studied?
- Semester 1 – Exploration of identity through film, (‘I Am…’), media design, short film competition, film viewing and analysis.
- Semester 2 – Exploration of film as art, film noir, (black and white), website screen design, characterisations, film viewing and analysis.

How are students assessed?
Two dimensions are used to assess student achievement in Media Arts:
- Making – film productions, film design, scripting, storyboarding, capturing footage, editing.
- Responding - interpreting, analysing, reflecting and evaluating media products.

Media Arts is exactly what it claims to be, an exploration of the art form that is today's Media – technical, creative, imaginative, powerful.
Music

Music is a language. As such, the music strand of the Junior Arts syllabus embraces a developmental and sequential approach to the learning of music. The Middle Phase music program at St Columban's encourages this developmental approach.

Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire that is performed, students learn to aurally and visually identify and use the elements and patterns of music, developing the ability to hear what is seen and see what is heard.

Music outcomes are organised in terms of responding to music, performing music, and reading and writing music.

What is studied?

Music is like learning a language. Once you have learnt the basics you can then build on this and improve at expressing your musical ideas and thoughts. It is like a young child learning to say new words. The more you learn the better you become.

In the Music Units in Year 9 you can build on any music skills you have learnt in Year 8 Music, private lessons or from having taught yourself. You can also start these units whether you have or have not studied music or played a musical instrument before, however, it is an advantage.

In the first unit students either start or continue to learn to play an instrument both rhythmically and melodically on the instrument of their choice including voice. Students are given the opportunity to negotiate with the teacher as to which instrument they will play. Students learn to play in an ensemble, as a soloist and/or in a large group. The following units are studied in Year 9.

‘World Music’

In this unit students listen to, investigate and play different styles of World Music. They also learn how musicians read music, both rhythm and melody.

The standard of playing for this unit is around Grade 1 and 2 or higher. The standard for beginners is around a Debut level and Grade 1 or higher.

‘The Color Purple’

This unit is based on the movie ‘The Color Purple’ which deals with issues of freedom and rights, set in the deep south of America.

Students listen to, investigate and play different styles of music including; Blues, Jazz, Black Gospel, White Regal, Black African and also rock bands associated with the Colour Purple such as Deep Purple. They also practice analysing, reading and performing music incorporating rhythm, melody, timbre, articulation, form, harmony and stylistic features.

The standard of playing for this unit is around Grade 2 and 3 or higher. The standard for students new to studying music is around a Debut level and Grade 1 or higher.

Important Note: The more experience a musician has the higher the level of playing that can be achieved. Students may elect to sit for an exam as a soloist or as a member of a band if they wish.
Visual Arts

Visual Arts focuses on students making and appraising images and objects.

Visual Arts encourages the development of:
- creative, critical, imaginative and inventive thinking
- disciplined working
- the ability to work independently or in a team, where required
- self-motivation, self direction
- an openness to new experiences
- pushing boundaries and exploring new expressions
- visual communication
- develop multi literacies
- the ability to see things through to completion, resolving ideas
- the exploration of ideas and concepts

What is studied?
Visual Arts outcomes are organised in terms of making and appraising images and objects as studied in the following units.

The Object of My Obsession

Students continue to explore a diverse range of making and appraising experiences in this unit.

This unit focuses on Objects as subject matter.

For example, in the module ‘The object of my obsession’, students explore everyday objects and select one that will become ‘the object of their obsession’. They research and evaluate the works of visual artists who have used every day or mundane objects as stimuli for artworks. Students create a visual folio that records their observations and explorations of their objects focusing on expressing their emotional responses in various media. Students challenge and deconstruct meanings that may be associated with their objects and find new ways of representing their physical, emotional and conceptual characteristics. They make, display and appraise images and objects that express and communicate their responses to ‘the object of their obsession’.

Places and Spaces

Students continue to explore a diverse range of making and appraising experiences in this unit.

This unit focuses on Places and Spaces as subject matter.

Students might explore the qualities of urban and suburban places such as street, city and seascapes, interior and exterior qualities of old and new buildings such as facades, street orientations, shapes and proportions, decoration and ornamentation, particular architectural features such as windows, chimneys, doorways, hallways, living rooms and bedrooms. They might explore the qualities of rural and natural environments such as bushlands, rock formations, gullies, creeks, rivers, beaches, rock pools and the sea. They might investigate the nature and relationships of spaces in urban and natural environments such as the scale of themselves in relation to buildings and places and the ways in which these are altered by light and shadow, rain and mist. They might consider the relationships between different places and spaces through such things as journeys, migrations, associations, time and sequence, and places of significance in their own family and cultural histories.