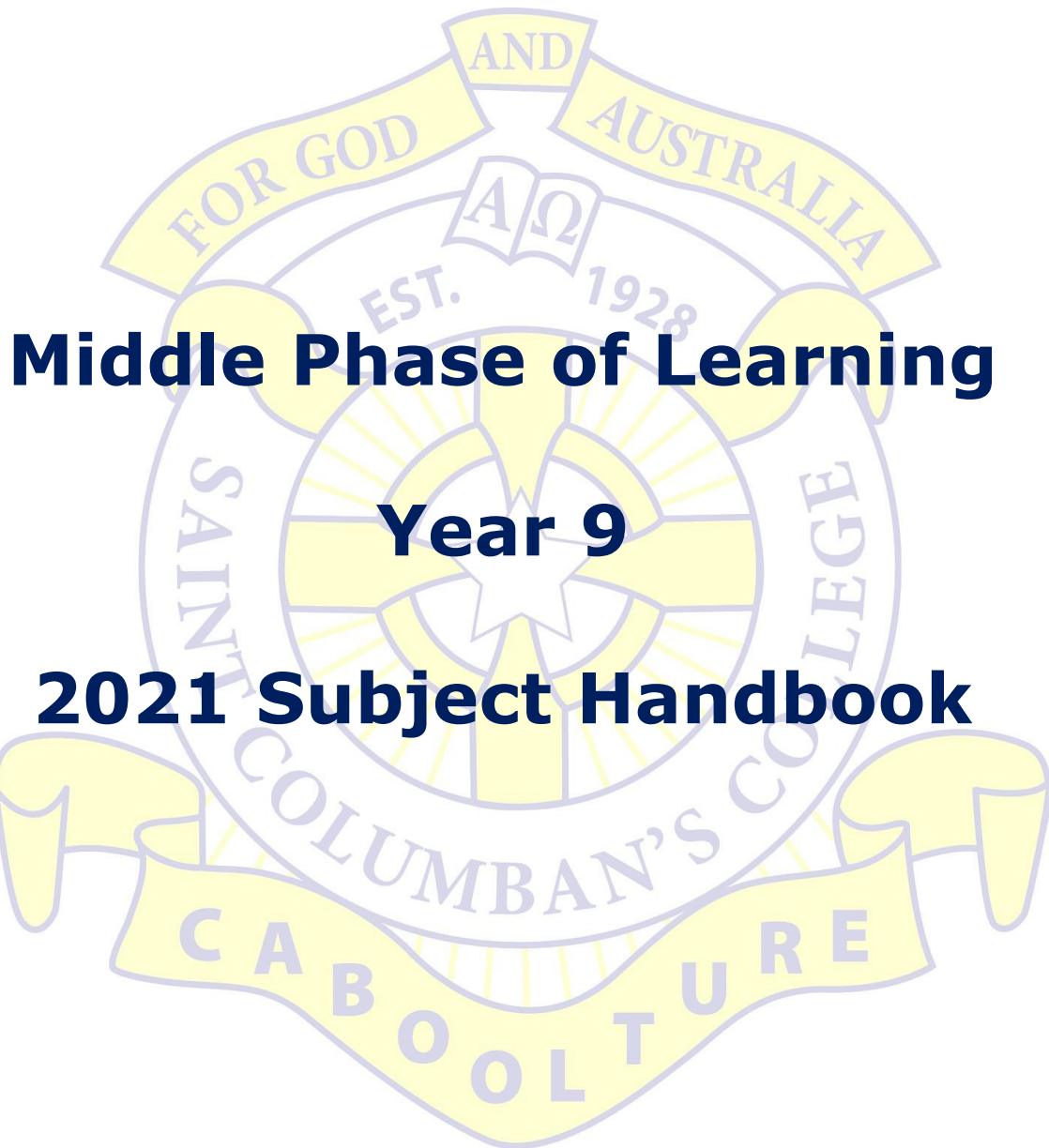


# St Columban's College



**Middle Phase of Learning**

**Year 9**

**2021 Subject Handbook**

***'Every Student***

***Every Success'***



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# From the Principal

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, broad-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 semester 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, presentations, 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 Access & Reasonable Adjustments (AARA) would apply upon negotiation with the Assistant Principal Middle Phase.

There are 3 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.
- (iii) There is an expectation of involvement in Cocurricular activities

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

Good luck



Mr Michael Connolly  
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.

Key Learning Area	Types of subjects or subject areas
Religious Education	Religious Education
English	English
Humanities	Humanities (History and Geography)
Mathematics	Mathematics
Science	Science
Business and Aerospace	Economics and Business Economics & Business (Aerospace Focus)
Languages	Chinese Italian
Design and Technology	Digital Technologies Food & Fibre Food Specialisation Engineering and Materials Materials and Technology
Health and Physical Education	HPE: Movement and Physical Activity Sport and Recreation Core PE
The Arts	Dance Drama Media Arts Music Visual Art

# Subject selection for students entering Year 9 in 2021

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, Science and Physical Education.

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 and Aerospace, Languages, Design and Living Technology, Health and Physical Education, and The Arts.

The Elective units run for a semester.

***Some electives will be offered only once, others will be offered multiple times, depending on the number of students who select them***

## **Choosing Electives for Year 9 in 2021**

### **Step 1**

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

### **Step 2**

For Year 9, you need to select **4 electives** plus **2 extra reserve preferences**.

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

### **Step 3**

You will enter your Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database. You will be provided with your own personal Log-in, and a start and finish date with instructions in regard to details for 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

***StC - engaged in transforming learners of Spirit, Tradition and Community***



# 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 that 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 Program. 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.

## 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 e.g. House Masses. 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 and 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, Christian Ministry students and/or outside facilitators.

## How are students assessed?

A variety of assessment instruments including Investigation - Inquiry response, Creative response - short response, and Examination - extended written response.



# English

The study of English for our learners provides multiple opportunities and experiences to develop effective communication skills. English in Year 9 is an extension and development of the three integrated strands of the Australian Curriculum: language, literature and literacy.

The Curriculum Program in Year 9 is designed to further develop and improve these strands through 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 power of individual voices in Year 8, the focus on the power of the literary voice in Year 9.

The design of our program engages our learners with an integrated approach to 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, articles and images to support the units of study that are organised thematically.

## The Learning Experience

Using texts we continue 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 create essays, emails, scripts, diary entries, short stories and plays 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. Students are assessed on evidence of their learning with a minimum of three assessment items per semester.

# 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 other Social Science subjects including civics and citizenship, government, tourism, Aboriginal and Torres Strait Islander studies, and environmental studies. The Australian Curriculum is implemented in History, Geography, Civics and Citizenship in the Humanities subject.

Learning in Humanities is designed to cater for all learners. There is a strong emphasis on literacy in Humanities. Computers and technology are also integral to study in Humanities. The learning experience builds on the knowledge and skills gained from Years 7 & 8, and leads into the Humanities subjects of History, Geography and Legal Studies in Year 10.

## What is studied?

In Year 9 all students study Humanities, before being able to select History, Geography and/or Civics and Citizenship 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:

History	Geography
Industrial Revolution	Feeding the World
World War 1	Globalisation
Refugees	Tourism

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

Learning mathematics creates opportunities for all students and enriches their lives. Mathematics provides students with essential skills and knowledge in the major strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

It develops the numeracy capabilities that students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics Curriculum provides students with carefully paced, in-depth study of critical skills and concepts. Teachers help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Topics in Year 9 include:

- Real numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Using Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Students complete the Australian Curriculum: Mathematics at Year 9 level. All students will be provided with the opportunity to engage with enrichment and extension activities throughout the course.

# 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 the products of scientific and technological development wisely. 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 (e.g. 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.

Under Australian Curriculum, studies of Science are conducted within **three strands**, with each strand divided into several sub-strands:

<b>SCIENCE UNDERSTANDING</b>	<b>SCIENCE INQUIRY SKILLS</b>	<b>SCIENCE AS A HUMAN ENDEAVOUR</b>
<ul style="list-style-type: none"> <li>▪ Biological Sciences</li> <li>▪ Chemical Sciences</li> <li>▪ Physical Sciences</li> <li>▪ Earth &amp; Space Sciences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questioning &amp; predicting</li> <li>▪ Planning &amp; conducting</li> <li>▪ Processing &amp; analysing data and information</li> <li>▪ Evaluating</li> <li>▪ Communicating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nature &amp; development of Science</li> <li>▪ The use &amp; influence of Science</li> </ul>

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.

<b>TOPICS COVERED</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>▪ Building Blocks of Matter</li> <li>▪ Chemical Reactions</li> <li>▪ Acids and Bases</li> <li>▪ The Human Body</li> <li>▪ Ecology &amp; Environment</li> <li>▪ Geological Activity and Plate Tectonics</li> <li>▪ Heat &amp; Temperature</li> <li>▪ Electricity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class tests</li> <li>▪ Laboratory inquiry reports</li> <li>▪ Documentary/podcast production</li> <li>▪ Research assignments/projects</li> <li>▪ Field trip reports</li> </ul>

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

# Business and Aerospace

## Economics and Business

### ***Why study Economics and Business?***

Economic and Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace, and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Economics and Business activities influence the daily life of everyone, from the way we work, spend, save and invest to the way we travel. Business has a significant impact not only on the standard of living and quality of life, but also on the environment in which we live.

All students will encounter the world of business at some stage in their life. They, therefore, must be prepared to engage in business activity with confidence and competence. Business studies at secondary school provide a pathway to tertiary business studies, which is highly regarded and sought after by a number of industries.

As well as the business advantages that is gained whilst studying business students will develop the 21st Century Skills that many employers look for in their staff members.

### ***What is studied?***

#### **Unit 1      Australia's Interdependence with economies in the Asian region**

- Analysis of absolute advantage: economic performance.
- GDP, GNP and Globalisation
- Consumer Prices
- Cost-Benefit Analysis
- Analysis of Asian Aerospace industry; continuous improvement; competitive advantage and innovation between key players.
- How Australia, Malaysia, China and Japan interact and interrelate within the Global Economy.

#### **Unit 2      Nature of Innovation**

- Australian Entrepreneur analysis (Steve Baxter, Janine Allis, Andrew Banks, Naomi Simpson, Glen Richards). VS Global Entrepreneurs: Donald Trump, Richard Branson & Anita Roddick.
- New Product Development
- Brand Recreation and business re-position
- Competitive Advantage
- Successful Marketing Campaigns of Innovation (Coke and Santa, Pepsi and Michael Jackson, Apple vs PC, etc).

### **How are students assessed?**

**Unit 1:** Students will produce a Slow-Motion Presentation with a focus on Import/Export to Asian Region. Key concepts will include GDP, GNP, Cost Benefit Analysis and Consumer Price.

**Unit 2:** Folio of Tasks

1. Build your Entrepreneur Avatar
2. Create your social media Entrepreneur Profile
3. Success story of your Entrepreneur; What do they sell? How have they remade themselves?
4. How does your Entrepreneur maintain Competitive Advantage?
5. Create an innovative Marketing Campaign for your Entrepreneurs Business (Includes Advertisement, Brand Creation etc).

# Economics and Business (Aerospace Focus)

## Why study Aerospace Studies?

This subject will contribute to creating a pathway for students into the Aerospace Industry. The Aerospace Industry offers a wide variety of opportunities and endless career options to those who are interested in the Aerospace field. Australia has many aviation organisations that contribute to the mentoring, friendships and financial support of students pursuing a career in Aerospace. As a recognised Aerospace Gateway School students at St Columban's will be provided with opportunities to access industry opportunities. There are over 30 industry partners and supporters that we engage including, local and international aerospace entities, training institutions and universities.

This unit aims to provide students with an introduction to the operational aspects of aerospace businesses as well as an introduction to the principles of flight and understanding of an aerospace working environment.

## What is studied?

### Unit 1: Introduction to Aerospace

- A brief history: a few major advancements in aerospace over recent history
- History of aviation and flight
- Intro to basic aeronautical knowledge
- Language of Aerospace (eg. alpha, bravo, charlie...)
- Futures of Aerospace

### Unit 2: Let's Fly Away

- Aerodynamics
- Wing terminology
- Aircraft design
- Theory of flight
- Instrumentation
- Flight controls

## How are students assessed?

Students will be assessed through one exam and one research project in each term. They will be able to choose a topic with different focus points for the research project.

## Pathways

Some of the pathways within Aerospace include;

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Aircraft Maintenance Engineer</li> <li>▪ Aircraft Refueler</li> <li>▪ Aircraft Trimmer</li> <li>▪ Licensed Aircraft Maintenance Engineer</li> <li>▪ Propeller Technician</li> <li>▪ Air Traffic Controller</li> <li>▪ Airlines Operations Manager</li> <li>▪ Cabin Crew</li> </ul> | <ul style="list-style-type: none"> <li>▪ Aviation Psychologist</li> <li>▪ Flight Instructor</li> <li>▪ Drone / UAV Operator</li> <li>▪ Pilot/Chief Pilot</li> <li>▪ Aviation Inspector</li> <li>▪ Quality Management</li> <li>▪ Administration</li> </ul> |
|---|---|

# Languages

## Chinese

### Recommended Standard of Entry

Nil. All students have had the opportunity to study Chinese in Year 7 and/or 8. Students who did not study Chinese previously may enter Year 9 Chinese in consultation with the subject teacher. As learning Chinese is a linear progression, it is suggested that students continue to study Chinese in Year 10 if they intend on studying Chinese as a Senior General subject in Years 11 and 12. Students may also wish to prepare their linguistic and cultural knowledge for the College's biennial trip to China.

### What is studied?

Chinese involves learning the language and the culture of China. Students engage in activities with a purpose. 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. Learning builds on past knowledge and skills.

Chinese offers students an extensive range of themes and topics. The course provides a sensible balance between cultural and linguistic elements, however there will be greater emphasis of learning in language functions, grammar and vocabulary.

The units will be chosen from the following topics in Year 9 according to students' interests:

- Food "Tastes of China"
- My life "Keeping up with my life"
- Travel "Take-off"
- Shopping "Buy, Buy, Buy"
- Housing "Selling houses"

### What are the benefits of learning Chinese?

- Graduating with a language can allow students easier entry into most universities
- Develops general academic and study skills
- Increases employability as enhances skills in communication, collaboration, critical thinking and social skills
- Enhances appreciation of other cultures
- Improves English language and literacy
- Gain a wider perspective of their place in the world
- Trade, cultural and tourist links with other countries
- Chinese is an international language and is 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

### Assessment

Students demonstrate their learning through task-based assessment or exams as per unit requirement on a combination of the four macroskills of language: reading, writing, listening and speaking. Assessment tasks may culminate in quizzes, tests, exams, presentations, assignments and multi-modal presentations.

### Pathways

Studying a language opens up doors to careers in industries such as Diplomacy, Travel, Tourism, Event Management, Journalism, Film and Logistics. As well as the linguistic advantages that you gain, studying a foreign language teaches many 21st Century Skills that employers look for in their staff members.

# Italian

## Recommended Standard of Entry

Nil. All students have had the opportunity to study Italian in Year 7 and/or 8. Both beginners and learners are welcome. As learning a language is a linear progression, it is recommended that students choose Italian in Year 10 if they intend on studying Italian as a Senior General subject in Years 11 and 12. Students may also wish to prepare their linguistic and cultural knowledge for the College's biennial trip to Italy.

## What is studied?

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

The units will be chosen from the following topics in Year 9 according to students' interests:

- Questo è il mio Mondo - *This is My World*
- Fatto in Italia - *Made in Italy*
- Forza Italia! - *Go Italy! (Sports)*
- Masterchef Italia - *Masterchef Italy*

## What are the benefits of learning Italian?

- Graduating with a language can allow students easier entry into most universities
- Develops general academic and study skills
- Increases employability as enhances skills in communication, collaboration, critical thinking and social skills
- Enhances appreciation of other cultures
- Improves English language and literacy
- Gain a wider perspective of their place in the world
- Trade, cultural and tourist links with other countries
- Italian is the closest language to Latin – which underpins English, French and many other languages used today
- Italy is a very popular destination for Australian travellers and businesses

## Assessment

Students demonstrate their learning through task-based assessment or exams as per unit requirement on a combination of the four macroskills of language: reading, writing, listening and speaking.

Assessment tasks may culminate in quizzes, tests, exams, presentations, assignments and multi-modal presentations.

## Pathways

Studying a language opens up doors to careers in industries such as Diplomacy, Travel, Tourism, Event Management, Journalism, Film and Logistics. As well as the linguistic advantages that you gain, studying a foreign language teaches many 21st Century Skills that employers look for in their staff members.



# Design and Technology

## Digital Technologies

This subject is for students who enjoy using their knowledge and skills to design and produce digital products in response to given needs, issues or problems. Students will have the opportunity to further understand the technology that runs the Internet and the connected devices they interact with each day.

### Why study Digital Technologies?

Technology, mobile devices, the Internet and computers are now a part of everyday life for the digital generation. This subject offers students the ability to learn new skills to use with their computers while also exposing them to the issues with the uptake of new technology. Students will work through the design process to investigate, develop and create digital solutions & products. There will be project based design challenges that allow for innovative and creative solutions for real world problems.

Project management skills are an essential part of successfully developing products. Students will learn to plan their time, materials and resources during the design and then creation of their ideas. This subject also provides students with the opportunity to build on and further develop their technological literacy through the use of programming & scripting languages, computer software packages and new technology hardware. Throughout the course students will learn both graphical and written communication skills in the completion of their design folios.

### What is studied?

- Students design, create, manage and evaluate sustainable & innovative digital solutions to meet current and future needs.
- Students will become more skilled at using computational thinking and algorithms to solve problems and create digital products.

Units within this subject are studied over a Semester

### Unit 1 iRobot

Students will undertake project based design challenges for real world problems.

Topics will include:

- Creating robotic solutions that factor in societal and world problems
- Designing and using Algorithms to manipulate robots to solve tasks
- Learning and understanding the issues around automation, artificial intelligence & robotics regarding emerging technology and ethical situations

### Unit 2 Game Nation

Students will undertake project based design challenges for real world problems.

Topics will include:

- Understand graphic and animation design principles in regards to making static and animated game materials
- Designing and using Algorithms to fulfil video game concepts, resources and components
- Learning and understanding programming languages and constraints to create simple digital products

## Food and Fibre

Throughout this course of study, students will explore the fundamentals of food and fibre design to form firm foundations for preparing simple yet delicious meals and snacks along with textile products for themselves and others while developing an insight into the creative design process.

Students will undertake studies on the many cultures which have impacted on and influenced the Australian identity. They will be exposed to different cultures through food and fibre whilst developing their own products.

### **Semester Overview – Cultural Roadshow**

Students will undertake project based design challenges that allow for innovative and creative solutions for real world problems.

Topics will include:

- Developing skills in food preparation while developing and producing their own cultural 'Eat Street' style dish.
- Organising and running a cultural 'Eat Street' market.
- Creating a textile item to reflect a cultural aspect of our school and community.

## Food Specialisation

This unit explore the effects that technology has had on the food we eat, in the context of traditional versus modern skills. Students will investigate key food influencers and the way they use technology to create desserts and a product for the Caboolture Show. Furthermore, students will use the design process to enable them to produce an innovative product that incorporates presentation techniques that appeal to all senses. The presentation of the dish will create a sense of nostalgia by linking it to a life experience by using music, food imagery and food science techniques.

### **Semester Overview – Back to Basics**

Students will undertake project based design challenges that allow for innovative and creative solutions for real world problems.

Topics will include:

- Investigating and trialling traditional skills compared to current trends
- Developing a baking item that may be entered into the Caboolture Show
- Investigation into food imagery and photography

# Materials and Technology

Throughout this course of study, students will explore the fundamentals of design, combining advanced technologies such as 3D printers and electronics with traditional workshop skills through the development of innovative products for themselves and others.

In developing understanding and insight into the creative design process students will also explore the effects that technology has had on manufacturing techniques and the materials we use to construct products. Students will design and manufacture a number of products to solve design problems within a given issue or context.

This subject provides students with the opportunity to build on and further develop their technological literacy through the use of 3D modelling software and computer aided manufacture. Throughout the course students will learn both graphical and written communication skills, along with project management skills in the completion of their design folios. Students will be required to follow Workplace Health and Safety regulations at all times.

Units within this subject are studied over a Semester

## **Semester Overview – Light and Sound**

Students will undertake project based design challenges for real world problems.

Topics will include:

- Developing an LED lamp for a specified purpose
- Developing a personal set of Blue tooth Speakers

## **Semester Overview – Can we fix this**

Students will undertake project based design challenges for real world problems.

Topics will include:

- Investigating community issues and ways Technology can be used to improve and assist community members.

Projects may include:

- Manufacturing an electronic personal gaming device
- Designing and developing a mechanical aid to improve an everyday task

# Engineering and Materials

In this course, students develop skills in production and design. Students will further build upon the practical skills developed in the workshop. Throughout this course of study, students will work with a combination of both natural and synthetic 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. Aspects of the design process will be introduced and students will initially complete skill-based projects and activities that lead to the creation of design based products. Students will have the opportunity to use the advanced manufacturing machinery where appropriate, although this will not be the main focus of the course.

Students will study material characteristics and uses, manufacturing techniques and processes (Hand tools and machinery), Workplace Health and Safety and Industry practices and pathways.

Units within this subject are studied over a Semester

## **Unit 1          Pavement Surfing**

Students will undertake project based design challenges for real world problems.

Topics will include:

- Skill building workshop projects
- Investigating cultures within our community
- Designing a laminated longboard to reflect personal culture

## **Unit 2          Store it**

Students will undertake project based design challenges for real world problems.

Topics will include:

- Skill building workshop projects in both timber and metal
- Investigating storage needs and designing and developing a personal storage item

# Health and Physical Education

## Health and Physical Education – Movement and Physical Activity

This elective is for the students who are interested in **learning how the body works, how to improve performance and being physically active.**

A physically educated student communicates and demonstrates the interrelatedness of learning about, through and in physical activity; makes informed decisions and critical judgments regarding their own and others' involvement in physical activity.

### What is studied?

Unit 1	Unit 2
Badminton	Netball
Motor Learning	Training Programs

### How are students assessed?

Each topic will be assessed in:

- Investigations
- Physical Performance
- Exams
- Multimodal Presentations

## Sport and Recreation

### Why study Sport and Recreation?

Throughout this course students demonstrate leadership, fair play and cooperation across a range of movement contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

### What is studied?

Students will learn in, about and through a variety of Sport and Recreational activities including Tennis, Volleyball, Flag Football, Speedminton, Kayaking and Stand Up Paddle boarding.

Knowledge and understanding in concepts such as Sport Education in Physical Education Program (SEPEP), Coaching, Leadership and Teamwork will be demonstrated through a variety of different situations that students will be placed in.

### How are students assessed?

Students will be assessed on their participation in all activities. Each topic will be assessed in:

- Planning
- Performance
- Evaluation – written and spoken

# The Arts

The subjects in The Arts key learning area include Dance, Drama, Media Arts, 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

Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

### **What is studied?**

Dance outcomes are organised in terms of choreographing, performing and responding. The following unit will be studied over the course of the semester.

### ***Unit 1 Early Modern Dance Pioneers and Duet Dance***

This unit focuses on the pioneers of Modern Dance with a particular focus on Martha Graham and Alvin Ailey.

- This Dance unit offers students' opportunities to perform and analyse Early Modern Dance forms using a variety of techniques and styles.
- The purpose of this unit is to create an understanding of the lineage of Modern and Contemporary Dance.

The second part of this unit focuses on Duet Dance styles such as Ballroom, The Jive, and Rock and Roll.

- Students take a stroll down memory lane as well as learning contemporary dance duo forms.
- Students have opportunities for Performing and Choreographing within this unit.

# Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative, resourceful, collaborate and take on responsibilities. They develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience
- take risks and challenge their own creativity
- knowledge and understanding in controlling, applying, analysing and creating meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama

## What is studied?

The following unit will be studied over the course of the semester

### **Unit 1          Realism & Physical Theatre**

Across of the course of the semester, students will engage in the styles of Realism and Physical Theatre.

Throughout these styles students will develop their knowledge of the Elements of Drama, Conventions of Form and Style and build their skills of improvisation, experimenting with movement, engaging with the playwriting process, presenting scripted texts and investigating relevant social issues.

## How are students assessed?

Two dimensions are used to assess student achievement in Drama:

- Making                    - learning about and using knowledge, skills, techniques, processes, materials and technologies to explore drama  
                                  - make drama that communicates ideas and intentions
- Responding            - exploring, responding to, analysing and interpreting drama

# 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*.

The students will get the opportunity to:

- Create storyboards/cartoons
- Scriptwriting Conventions
- Develop camera skills, (panning, tracking, tilting, framing & composition)
- Utilise editing software
- Create props for production
- Produce short films

## What is studied?

In Year 9 students can choose to do one or two of the following units;

### Unit 1

**'This is NOIR' – foundation to media studies – Digital Photography and film production.**

In this unit students will engage in foundation film making and media design practices whilst exploring Film Noir from both a historical and contemporary perspective. Students will engage in production practices from pre-production to post production. Students will begin by being exposed to the foundations of photography before moving onto cinematic expression and film making.

### Unit 2

**'Ancient Encounters' – (Animation / VFX)**

In this unit students will learn the basic principles of animation and visual effects for film and media. They will explore the historical underpinnings of animation and VFX as a process and as an industry. They will examine how technologies and industries have evolved over time. Students will explore local indigenous, and global myths and legends as the starting point for the conceptual basis of their work. Students will engage in tactile and digital design and production processes whilst developing and resolving media works.

## 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

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

## Why study Music?

Students learn the language, skills, techniques and knowledge of music in increasing depth and complexity with ongoing and disciplined practice. Students work with the elements and materials of music to develop musicianship, critical thinking and aesthetic understanding. Students' active participation in music fosters learning for life-long well-being, developing understanding of other times, places, cultures and contexts.

## What is studied?

The following 2 units are offered for Year 9 students:

### ***Unit 1 Music with a Story***

This unit explores the vast and complex world of music that depicts a journey, story, and the characters we experience within these. This topic will cover Gaming music, Film music, Music in the Theatre and Programatic music. It mixes elements of performance, musicology, musicianship and composition to investigate sound, creating fresh perspectives and a deepening understanding of how to manipulate and shape the elements of music to create time, place, mood and journey.

### ***Unit 2 Cover to Cover - Song writing***

This unit delves into the world of song writing and producing. Students will go through the whole song writing process, from creation to performance and recording of their own pieces. Students will consider industry standards in recording, marketing, digital citizenship implications and copywrite laws involved in creating their own music for the global music market and online distribution.

## How are students assessed?

Three dimensions are used to assess student achievement in Music:

- Performing
- Responding
- Composing

# Visual Arts

In Visual Arts students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. Similarly, with the other art forms, the visual arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative potential by igniting informed, imaginative and innovative thinking.

## What is studied?

### **Unit 1**                    ***Piecing Art Together***

"Piecing Art together" provides students with an Introduction into Visual Arts.

Students will create artworks using mixed media and digital photography to explore a range of media. Students will learn about the Elements and Principles of Design and how these are used to create art works. Students will view works of art and discuss the visual composition of images.

### **Unit 2**                    ***New ways of seeing***

"New ways of seeing" introduces students to contemporary art practices.

Students will create artworks using a variety of media exploring contemporary art practices. Students will view works of art and discuss the visual composition of images.

## How are students assessed?

Two dimensions are used to assess student achievement in Visual Arts:

- Making
  - representing ideas and subject matter in artworks
  - planning, developing and resolving artworks
  - manipulating materials, techniques, processes and visual language in artworks
- Responding – describing, analysing and evaluating artworks

# Notes

*C*  
*St*  
*Spirit*  
*Tradition*  
*Community*