Foreword

St Mary’s College is a Catholic College which bases its curriculum, formal and informal, on the values of Christ. We are about the integration of our faith within our daily lives and living out the College’s motto “Knowledge and Integrity”.

The purpose of the College is:

- To educate, by developing the whole person academically, spiritually, socially, culturally, physically and emotionally.
- Development is based on respect for self and others, with an emphasis on personal responsibility for actions.

We believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their particular level and building on their prior learning does much to build their confidence and self esteem.

Our Year 8 Program was focussed upon supporting students to make the transition into Junior Secondary. The Year 8 Program was also designed to maximize the learning outcomes for each individual student and to promote positive attitudes to future schooling experiences.

Year 9 represents an important academic year when students continue the journey to becoming successful, self-directed confident learners.

At St Mary’s College we are dedicated to establishing a healthy school culture characterised by:

- warmth and positive interest;
- authoritative adult-student interactions;
- the use of consistent non-hostile limits;
- positive active support by Parents with constructive interactions between Staff and Parents.

The Staff of SMC are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging & supporting students to …

- set clear goals;
- plan strategies to achieve the results they want;
- understand, that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at St Mary’s, we are about …

Launching Adolescents into Lifelong Learning!

We believe this is exciting stuff!

Graham Meertens
Principal
Year 9 Curriculum Structure

The RELIGIOUS EDUCATION curriculum in Years 8-10 is organised and resourced by the Brisbane Catholic Education Office.

All other subjects are based on the Australian Curriculum provided by the Australian Curriculum, Assessment and Reporting Authority in line with all other schools in Australia.

Subject Selection

CORE SUBJECTS
For students in Year 9 Core subjects include:

- Religious Education
- English
- History (1 semester)
- Health and Physical Education
- Mathematics
- Science
- Enrichment Program (1 semester)

ELECTIVE SUBJECTS
Students are required to study four semester units from any of the KLAs in the list below:

- Arts - Music, Drama, Meida Arts or Visual Art
- SOSE – Business and Economics, Geography
- LOTE – Japanese (this must be studied for the whole year)

The Elective Subjects that students undertake will be allocated by the use of preferences. While every effort is made to ensure that students can study subjects that are their first preference, this may not always be possible. Please complete the subject selection form by carefully following the instructions. The number of students selecting a subject will largely (but not solely) determine whether it will be offered as this directly impacts on issues such as class size and staffing.
CORE SUBJECTS

SUBJECT: Religious Education

Course Overview:

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated throughout the units. The Year 9 Religion Curriculum gives the students the opportunity to investigate faith in action, developing their own response to the needs of others through the Catholic Social Teachings. They experience the meaning of sacred texts within contemporary contexts and see how the Church influences and encourages Christian life.

Unit 1 – Let There Be Light
In this unit, students:
- express their own ideas about the experience of sin and human weakness in the world using evidence from a variety of sources
- explain how different understandings of God impact on believers' core beliefs about good and evil and their practices
- make judgements about behaviour towards one self and others in light of their knowledge about sin, suffering, forgiveness and healing
- participate respectfully in prayer

Unit 2 – Making Sense of Jesus
In this unit, students:
- explore miracles and parable stories
- explain incarnation, resurrection and ascension of Jesus
- participate in meditation
- deepen their understanding of anointing rituals

Unit 3 – Restoring the Balance
In this unit, students:
- Understand the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work.
- Investigate the Church's response to emerging moral issues including the response of key Church agencies, for example, the St Vincent de Paul society.
- Explore sources of inspiration, strength and guidance for believers today, including Catholic social teaching, personal and communal prayer, Scripture, writings of religious and lay leaders, and how these may effect an individual's moral behaviour
- Develop their understanding of, and participate in, Christian Meditation and other meditative prayer practices including praying with labyrinths

Unit 4 – Learning from the Past
In this unit, students:
- Sequence significant events and developments in the Church (c. 1750 CE – c. 1918 CE) within a chronological framework
- Explain why Christianity, Judaism and Islam can be defined as monotheistic religions.
- Explain how the writings and key messages of various religious and lay leaders (c. 1750 CE – c. 1918 CE) inspired and empowered others to respond to the needs of the faithful.
- Participate respectfully in meditative prayer.

Assessment: The course assesses in both extended responses and folio tasks, giving students a range of techniques to demonstrate their acquired knowledge and skills. The students also engage in one extensive project which they develop and execute, with the guide of their teachers.
Subject: English

Course Overview:

Unit 1: FINDING THE WRITER WITHIN

Students will engage in a close study of the techniques of persuasive and narrative writing. These include Editorials, Letters to the editor, feature articles, argument, debate, short story, anecdote, prologues, epilogues and personal reflections. Students will construct a range of persuasive and narrative texts which will demonstrate their understanding of the use of a range of conventions and writing techniques.

Unit 2: OPENING OUR EYES - A STUDY OF VISUAL LITERACY

Students will view a variety of visual texts to develop an appreciating of aspects of visual literacy to create meaning for the audience. Students will construct a portfolio of responses to visual texts including analytical exposition, creation of posters and advertisements which demonstrate their understanding of the power of visual texts to engage the viewer.

Unit 3: MORE THAN JUST A GOOD STORY

Students will engage in depth study of the literary techniques used by the fiction writer to create a novel of social comment. They will create a folio of responses to the set novel. They will demonstrate their understanding of the construction of the set text through the application of analytical strategies to explore plot, character, setting, theme and style and to construct creative texts in response to the novel.

Unit 4: CELEBRATING POETRY THROUGH THE AGES

Students will explore traditional and contemporary poetic forms to develop an understanding of the central place poetry has in the literary world 17th to 21st century.

Students will construct a portfolio of responses which include analysis of poetic techniques plus construction of tone, mood and atmosphere. They will create their own poetry texts including song lyrics.

Assessment:
All units are assessed using folios of student responses from selected work in class/at home.

The final response for each unit is:
Unit 1: Written exam – response to stimulus
Unit 2: Written assignment - comparative analytical exposition
Unit 3: Written examination - analytical exposition (response to novel)
Unit 4: Oral presentation – exposition
Subject: Mathematics

GLOBAL AIMS
Mathematics is the ‘science’ of number, space and patterns. It is an integral part of a general education as it enhances our understanding of our world. The tools provided in mathematics education are valuable at personal, civic and vocational levels. It is our aim to provide students with the mathematical skills and knowledge that best supports their path in the future.

CLASS GROUPINGS
Students will be placed in a class by the College based on their progress during Year 8. Each grouping will cover the same curriculum content with learning experiences provided to cater for different learning styles. General Maths student will be given opportunities for extension or recovering core elements when appropriate for their individual learning needs. Advanced Maths students will be challenged to explore concepts in greater depths. Students’ progress is monitored throughout the year and movement across the groupings is possible to support student learning.

COURSE OVERVIEW
The course contains elements from each of the three strands detailed in the Australian Curriculum – Measurement and Geometry, Statistics and Probability and Number and Algebra. Units are delivered in a spiralling nature so students will continually revisit and build on foundation skills developed. Emphasis is placed on problem solving strategies and working and communicating mathematically. Time is allocated to NAPLAN Numeracy preparation to build student confidence and strategies for the test.

LEARNING EXPERIENCES
A variety of strategies is employed to allow a wide range of opportunities for students to learn. Standard textbook exercises, puzzles, practical activities, problem-solving tasks, open-ended tasks and computer applications are some such strategies. Homework is set regularly to ensure students consolidate skills learnt and are able to build on them. Students should spend time each night completing class work, practising previous work or completing required assessment items.

ASSESSMENT
Written tests, assignments, self-reflection, projects and oral presentations are possible forms of assessment.
Subject: Science

Course Overview:

Science provides an empirical way on answering interesting and important questions about biological, physical and the technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour. It has arised from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Unit 1: Physics
Students investigate heat, light, sound and electricity

Unit 2: Chemistry
Students investigate different types of reactions which allow them to develop their equation writing as well as studying acids and bases.

Unit 3: Biology
Using relationships within an ecosystem students research populations and energy flow. They also study a number of different systems including the nervous, endocrine and excretory systems.

Unit 4: Science as a Human Endeavour
This unit is dependent on world events in science and topics may include disease, forensic science or medical breakthroughs and the impact they may have on society.

Assessment:
Assessment may include: Supervised Examinations, Extended Research Tasks and Experimental Investigation Reports.
**Subject: Health & Physical Education**

**Course Overview:**

Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. It has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. Students learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. They apply health and physical activity information to be able to maintain healthy and active habits.

Content is drawn from the Australian Curriculum.

Unit 1: Media and Body Image and Oztag
Students investigate healthy eating, energy balances and positive body image as well as sociocultural influences on adolescence.

Unit 2: Biomechanics and Athletics
Students investigate speed and force to analysis and improve performances.

Unit 3: How Heathy and Fit are we?
Students engage in a number of fitness tasks.

Unit 4: First Aid and Basketball/Netball and Soccer/Futsal
Students learn how to respond in emergency situations including sports injuries and engage in safe practices when participating in physical activity.

**Assessment:**

Assessment may include: written exams, practical performances, performance reflections, folio tasks, response to stimulus, multi-modal, extended written tasks.
**Subject: History**

**Course Overview:**

The Year 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918. History is an exciting subject that allows students to learn about people’s experiences of life in past times. We study history to understand:

- what people did
- how they felt
- the reasons for their actions
- the results of their actions

History can be about the study of individuals who played an important role in past events. It also involves the study of ordinary groups of people and their experiences of everyday life.

**Depth Studies:**

1. **Making a Better World?**
   - How life changed during the Industrial Revolution (1750 – 1914)

2. **Australia and Asia (1750 – 1918)**
   - the history of Australia in Making a Nation

3. **World War I (1914 – 1918)**
   - key aspects of World War I and the Australian experience of the war

**Assessment:**

A variety of assessment tasks will be undertaken including:

- written assignment
- oral presentation
- examination

**Subject: Enrichment Program**

**Course Overview:**

The Enrichment Program at St Mary’s College is a well-rounded program aimed at developing students’ social skills as well as their academic skills. This holistic approach encompasses a range of topics including: organisational and study skills, resilience, persistence, confidence, mind and body wellbeing, thinking skills and cooperative learning.

The Year 9 program focuses on developing the skills of self-awareness and self-management including understanding themselves as learners and becoming confident, resilient and adaptable. With regards to social-awareness and social-management students understand the importance of right relationships and the skills of effective communication.

**Assessment:**

There is no formal assessment in this unit. Students will not receive results on reports for this subject.
ELECTIVE SUBJECTS

Subject: Civics & Citizenship

Course Overview:
The curriculum builds students’ understanding of Australia’s political system and how it enables change. It also compares Australia’s system of government through comparison with another system of government in the Asian region. The course covers three areas:

Government and democracy
- Role of political parties in Australia’s system of government
- How citizens’ choices are shaped at election time, including the influence of the media
- Comparison between Australia’s system of government and a system of government in Asia
- Australia’s roles and responsibilities at a global level, eg provision of foreign aid

Law and Citizens
- The key features of Australia’s court system
- The key principles of Australia’s justice system
- The role of the High Court
- How Australia’s international legal obligations shape Australian law and government policies

Citizenship, Diversity and Identity
- The influence of a range of media in shaping identities and attitudes to diversity
- How ideas about and experiences of Australian identity are influenced by global connectedness
- The challenges to and ways of sustaining a resilient democracy and cohesive society

Assessment:
Research Report
Short Answer Test
Extended Response Test

Subject: Digital Technologies

Course Overview:
Technology Today
Digital technologies influence many aspects of human life and are applicable to diverse fields of study. Studying Digital Technologies will enable students to access, construct and publish information for particular purposes and audiences. Students will be exposed to a variety of intellectual challenges set in a real life context involving problem solving, communication and a range of practical skill applications.

Topics of study include:
- Fundamental Design Principles
- Presentation of Information
- Introduction to Multimedia Elements
- Animation using Flash

Assessment:
Portfolio of items and a major project.
Subject: Drama

Course Overview
In Drama, students develop their understanding of the dramatic languages, skills of performance and conventions of drama. Students explore physical and verbal acting skills through small improvisations and the presentation of scripted performance.

Unit 1: A Thousand Faces
Students are introduced to Commedia dell’Arte: a form of masked comedic drama from Renaissance Italy. They experiment with character and scenarios, creating comedy sketches based around improvisation and unseen stimulus.

Unit 2: For All Ages
Students engage with scripted drama, focusing on texts created for young people. They learn skills in interpreting and staging action, creating dramatic meaning through the application of the dramatic elements.

Assessment
In Drama, students are assessed through a wide variety of instruments including improvisation, written analysis and staged performance.

Subject: Economics & Business

Course Overview:
Let’s Get Down to Business
Business and economic systems are the heart of every modern society across the world. This subject has been designed to provide students with a wider understanding of business and the skills, abilities and attitudes necessary to succeed in modern society today. As part of this unit, students will design and publish a business magazine and participate in the ASX share market competition. These projects will consolidate business knowledge and also develop valuable communication, teamwork, organisational and computer skills.

Topics covered:
- The Nature of Economic Systems
- Enterprise and Ventures
- Contemporary Business Environments
- Information Technology
- Financial Records Management

Assessment:
Business magazine
Share market activities
Written tests
Practical financial documents
**Subject: Engineering Technology**

**Course Overview**
In Engineering Technology students use technologies knowledge and creative thinking to produce designed solutions to identified needs. Students work both independently and collaboratively, applying theoretical concepts to practical problems. Through problem-solving tasks, students develop creativity, innovation and enterprise skills. In particular, students will investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.

Students will learn theory and principles of engineering including Physics and Computer Aided Design. These concepts will then be used within a specific context to produce a designed solution.

**Units:**
Topics may be selected from:
- Engineering Principles
- Advanced Manufacturing
- Machines of War
- Avionics Engineering
- Civil and Structural Engineering

**Assessment**
Students will have the opportunity to design various engineered solutions to identified problems, and will evaluate and refine their design practice across defined projects.

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**Subject: Food Technology**

**Course Overview: Food, Glorious Food**
Every day we are faced with choices about what foods to eat. The right food choices help us look and feel good. This subject teaches students about basic nutrition and gives them the knowledge and skills to make the right choices. Recipes are modified and tested as students find solutions to design challenges. There are two projects:

- **The Food Diary Challenge**
  Students use their design skills to create a food diary to help improve their food choices for breakfast, lunch and the evening meal.

- **Stephanie Alexander’s Kitchen Garden Challenge**
  Students investigate recipes and ideas using ingredients from a kitchen garden. They design and produce a new recipe page for a cook book.

**Topics covered:**
- Making the right choices
- Cookery techniques for nutrition
- The kitchen garden
- Recipes for life

**Assessment:**
The emphasis is on practical assessment in this unit.

Unit 1: Food Diary Report
Unit 2: Recipe Page Project Folio

*NOTE: Students may choose to study Food Technology and Hospitality.*
**SUBJECT: GEOGRAPHY**

**COURSE OVERVIEW:**
There are two themes in Geography in Year 9:
Biomes and food security

- Case Study 1: Looks at the characteristics of the major world ecosystems, providing students with an understanding of their distinctive climates, soils and vegetation and significance.
- Case Study 2: Agricultural innovation in Australia examines how important agricultural innovation has been in Australia's history and how settlers and farmers have managed their environments and maintained them as productive entities.

Geographies of interconnections

- Case Study 3: Where is the music? This inquiry relates to the geography of music festivals. It looks at the location of the festivals, their purpose, their management and the impact that they may have on the environment and local communities.
- Case Study 4: E-waste takes a comprehensive view of the significance of electronic waste in local, national and global communities. Students have the opportunity to explore issues associated with the disposal of e-waste (electronic waste) and reflect on the negative impacts of society's obsession with the latest technology.

**ASSESSMENT:**
- Research report
- Short response exam
- Practical exam
- Stimulus response essay

**SUBJECT: GRAPHICS**

**LINKS TO SENIOR SUBJECT(S):**
This subject links to the senior subject Graphics (Authority Subject).

**COURSE OVERVIEW**

**Unit:** 3D ENGINEERING AND ARCHITECTURAL CAD
Computer-aided design (CAD) software is used to increase the productivity of a designer, improve the quality of design, improve communications through documentation and to create a database for manufacturing.

In this unit students will use Inventor, AutoCAD and Revit to assist in the creation, modification, analysis or optimisation of a design. These powerful programs are predominately used in engineering and architectural firms around the world.

Other industries that rely on CAD are the building and construction trades. These trades rely heavily on CAD generated drawings in their everyday operations. It’s for this reason that they hold students with CAD ability in high regard and see the value of employees with such skills.

Students who select Graphics will generate:
- 3D rendered objects
- Elevations
- Perspective views
- Floor plans
- Site plans
- Engineering drawings
- 3D Printer Artefacts

**ASSESSMENT**

Students will be using Computer Aided Design techniques to produce a folio of work that demonstrates the ability to generate and comprehend graphics concepts.
**Subject: FOOD TECHNOLOGY**

**Course Overview: The Magic of Hospitality**

This subject introduces students to the hospitality industry. Hospitality is the art of making a lasting impression and creating wonderful experiences for guests. Would you like to create and enjoy the perfect morning tea party and explore the latest trends in cookery? There are two units of work:

- **Our Morning Tea**
  Students work in groups to produce a range of sweet and savoury foods for a morning tea. They create a cake stand display for the event.

- **The Party Project**
  Students investigate fresh, contemporary ingredients to serve at a themed event. They create a signature dish suitable to serve at the event.

**Topics covered:**
- Introduction to the Hospitality Industry
- Catering for events
- Basic food preparation skills and service skills
- Contemporary ingredients and recipes
- Communication with guests

**Assessment:**
The emphasis is on practical assessment in this unit.
Unit 1: Annotated Project Folio
Unit 2: Continuous Practical Assessment
Photographic Journal

*NOTE: Students may choose to study Hospitality and Food Technology.*

**Subject: INDUSTRIAL TECHNOLOGY and Design**

**Course Overview:**
The Year 9 Industrial Technology and Design subject focuses on constructing projects through an integrated design process. This subject relies on the student applying design and technology skills and investigative steps, to produce a suitable product to solve a design challenge. Students need to consider and document all decisions needed to fulfil a design challenge. To enter the construction phase students will have to prove they have investigated, researched, analysed and evaluated their design before applying the associated skills to produce the product.

Safety expectations are paramount in the classroom. Students are taught the risks associated when working in the workshop environment. Accidents do occur but hazard identification and risk management are embedded throughout the course. Students should be able to foresee potential issues in the construction process and use appropriate personal protective equipment when it is required.

**Assessment:**
Students are assessed on two main aspects of the design challenges. Firstly a design booklet that outlines and applies the decision making, planning and evaluation of the product.

Secondly the completed product will be assessed. It will need to show individual considerations in its design. The quality of the product will be focussed on at this stage and cross referencing of the assignment will highlight any design issues.
**Subject: Japanese**

**Japanese Semester One - Me, Myself and I!** *(Students must also select Japanese Semester Two)*

This unit focuses on identifying and asking about oneself, family members and pets: introducing; describing oneself, hobbies, routines; expressing and asking about opinions, needs, wants, age, nationalities, contact details, birthdays.

Using a variety of media applications in this unit students will:
- Introduce self and others in Japanese
- Explain and provide information about oneself and others
- Develop increased awareness of cultural similarities/differences and act accordingly.
- Refine language skills ie. reading and writing of script and development of conversational skills
- Role-play activities
- Use of realia in language rich environment
- Cultural activities and language games to reinforce knowledge

**Assessment:**
- Listening exam
- Speaking exam
- Reading exam
- Writing exam

**Japanese Semester Two – School Life in Japan** *(Students must also select Japanese Semester One)*

This unit focuses on identifying and interpreting data on schedules/designing schedules, programmes; using vocabulary appropriate to the situation, comparing and contrasting, giving opinions and explanations.

Using a variety of media applications in this unit students will:
- Provide details in Japanese about themselves- school timetable: subjects, clubs and extra-curricular activities
- State their likes/dislikes and favourites subjects
- Prepare speeches and role plays using the language in authentic contexts
- Develop their knowledge of kanji related to the topic
- Engage in communicative language activities

**Assessment:**
- Speaking exam
- Writing exam
- Reading exam
- Listening exam
**Subject: Media Arts**

**Course Overview**
Year 9 Media Arts explores the codes and conventions used by film makers to create meaning. Students analyse a variety of media productions, exploring how technical and symbolic codes engage an audience and construct narrative. Students develop skills in camera operation and film editing while creating their own films and media products.

**Unit 1: Music Videos**
Students are introduced to media text analysis and production techniques. Skills are developed in film design and production, exploring shot framing, mise en scène, editing and camera operation.

**Unit 2: Sell It To Me**
Students explore the world of advertising and marketing, analysing existing advertising campaigns and designing their own. Students are introduced to the concepts of demographics and target audience, and begin to explore media institutions within society.

**Assessment**
In Media Arts, students are assessed through a wide variety of instruments including film production, film editing, written semiotic analysis and individual research.

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**Subject: Music**

**Course Overview:** Rock Band 101
In Music students engage in musical activities to further develop knowledge, skills and understanding about genres, rhythmic and melodic patterns, harmonic progressions, form and structure, musical timbres and expressive elements within the historical and cultural development of the units studied. They are encouraged to learn through practical performance, composition and analysis.

**Assessment**
In Music there are a range of assessment objectives. This semester the students will complete the following assessment items:-

1) Composition – Reading and writing music
2) Performance – Singing and playing music
3) Analysis – Aurally and visually identifying and responding to music
**Subject: Textiles Technology**

**Course Overview**
**Unit: Fantastic Furnishings**

How can you use your skills with textiles to create fantastic interiors? Does your bedroom need a revamp? How can you make a comfortable space for relaxing in your lounge room?

Students will learn about textiles and textile design and how they can be used to solve interior design challenges. They will develop a variety of practical skills to create a range of soft furnishings.

**Unit: Looking Great**

Do you love clothes and fashion? How can you look great on a budget? How can you develop the skills you need with textiles to make great looking clothes?

Students will learn about the fashion industry including fashion design, fashion technology, fashion merchandising and fashion sales, personal styling, costume design, production, manufacture, merchandising, and retail.

Textiles Technology has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Through the design process students engage in design challenges while meeting the needs of clients, or develop products to suit design opportunities.

**Assessment**

Students will be assessed using a range of written/spoken and practical techniques including: Projects, investigations and products

**Costs**

Students are required to purchase their own fabrics and other textiles products, patterns, threads/buttons/zips/dyes etc and drawing materials. A basic sewing kit of scissors, quick un pick, tape measure and pins is required

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**Subject: Visual Art**

**Course Overview:**

**Mirror Mirror**

In this unit we explore a range of art materials to create a mixed media self portrait. Students experiment with a range of new skills and materials before creating an individual artwork that reflects their interest and skills.

**Getting Animated**

In this unit we experiment with using stop motion video and animation to create a video-based artwork. Students work in pairs to create a unique interpretation of the stop motion style.

**Assessment:**

Mixed media self portrait

Video-based artwork