



ST. MARY'S  
COLLEGE MARYBOROUGH



# YEAR 9 CURRICULUM HANDBOOK

## **INTRODUCTION**

### **Year 9**

St Mary's College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students who are entering Year 9, on subjects from which students will choose, and important contact information.

St Mary's 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 level and building on their prior learning does much to build their confidence and self-esteem.

Year 9 represents an important academic year when students continue the journey to becoming successful, self-directed confident learners. The staff at St Mary's College 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 and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

**Stephan le Roux**  
**Principal**

## YEAR 9 CURRICULUM STRUCTURE

The Religious Education curriculum in Years 7-10 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 (ACARA) in line with other schools in Australia.

### COURSE OF STUDY

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

### ELECTIVE SUBJECTS

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

**Arts** – Drama, Media Arts, Music, Visual Arts

**Social Science** – Business and Geography

**Technology** – Digital Technologies, Design (Food Studies), Design (Industrial), Design (Textiles)

**LOTE**– Japanese (this must be studied for the whole year)

**Elective Subjects** will be chosen using preferences. While every effort is made to ensure that students can study subjects that are their first four preferences, this may not always be possible, and they may have a lower preference subject assigned to them. Please complete the subject selection form by carefully following the instructions.

In Year 10, students study year-long electives. This reflects more the learning required for Year 11 and 12 in the new QCE system beginning in 2019. Hence students are recommended to try a range of subjects from many different KLAs in Year 9 next year.

### IMPORTANT CONTACTS

Your teachers and Careers/Pathways Advisors are your best resources for information. You should never choose a subject without knowing its demands in terms of content and assessment. In order to assist you in your decision-making, refer to the list of contacts below. Make appointments to discuss your options so that when you are ready to make your selections, you are already well- prepared.

Role	Name	Email
Assistant Principal Curriculum	Denise Newman	dmnewman@bne.catholic.edu.au
Middle Schooling Leader	Aliah Lennox	Aliah.Lennox@bne.catholic.edu.au
Assistant Principal Religious Education	Juanita Macnamara	jmacnamara@bne.catholic.edu.au
Learning Leader	Glenys Nash	gnash@bne.catholic.edu.au
Learning Leader	Jason Menard	jmenard@bne.catholic.edu.au
Learning Leader	Krissy Lourigan	klourigan@bne.catholic.edu.au
Year 9 Teachers		

## CORE SUBJECTS

<b>Religious Education</b>	
<b>Rationale:</b>	Students deepen their exploration and analysis of how the Church has responded to the world in action using Catholic Social Teachings as inspiration, Biblical interpretation Divergent understandings of God, and the core beliefs of Christianity.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>IS IT TRUE, FROM THE CATHOLIC PERSPECTIVE, ‘TO ERR IS HUMAN; TO FORGIVE, DIVINE?’</b></p> <ul style="list-style-type: none"> <li>• express their own ideas about the experience of sin and human weakness in the world selecting evidence from a variety of sources.</li> <li>• evaluate behaviour towards one self and others considering their knowledge about sin, suffering, forgiveness and healing.</li> <li>• analyse prayers of forgiveness and healing.</li> </ul> <p><b>MAKING SENSE OF JESUS</b></p> <ul style="list-style-type: none"> <li>• analyse and interpret of miracles and parables.</li> <li>• demonstrate their developing use of biblical criticism by applying this skill to understand and interpret a parable.</li> <li>• examine the 3 foundational beliefs of Christianity (Incarnation, Resurrection and Ascension) using core texts, including biblical texts. Students analyse for evidence of these 3 beliefs in the way Christians live their life today.</li> <li>• analyse Christian meditation to determine pertinent factors such as the intention of the believer, behaviours for practice, mantra and ways to assist preparation (resources such as labyrinths).</li> </ul> <p><b>RESTORING THE BALANCE – WHY SHOULD I CARE?</b></p> <ul style="list-style-type: none"> <li>• demonstrate their developing understanding of what it means to be in need.</li> <li>• examine Charities and Organisations that provide assistance for the mind, body and the soul.</li> <li>• analyse the ways Christians ought to live their life today.</li> <li>• analyse different organisations and compare them to Catholic organisation to determine the similarities and differences between those organisations.</li> </ul> <p><b>LEARNING FROM THE PAST</b></p> <ul style="list-style-type: none"> <li>• analyse significant events and individuals in the Church from c. 1750 CE – c. 1918 CE.</li> <li>• evaluate the importance of events and developments in the Church from c.1750 CE – c.1918 CE.</li> <li>• explain the significance of the writings of various religious and lay leaders of that time.</li> <li>• examine the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism).</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Tasks include:-</p> <p>Multimodal Presentations</p> <p>Visual Display</p> <p>Web-Based Production e.g. Voki</p> <p>Extended Writing</p>

## English

<b>Rationale:</b>	The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
<b>Learning Focus:</b>	In this subject, students will study the following units through the described content:  <b>FOCUS ON WRITING</b> <ul style="list-style-type: none"><li>• Persuasive Writing – read, interpret and create</li><li>• Imaginative Writing – read, interpret and create</li><li>• Informative Writing – read, interpret and create</li><li>• NAPLAN preparation – skills for language, literacy and comprehension</li></ul> <b>POETRY STUDY</b> <ul style="list-style-type: none"><li>• Understand basic poetic techniques</li><li>• Analyse a variety of poetry forms</li><li>• Create original poetry inspired by a variety of stimuli</li></ul> <b>NOVEL STUDY</b> <ul style="list-style-type: none"><li>• Understand basic conventions of novel</li><li>• Read, discuss and interpret literature</li><li>• Close analysis of selected extracts</li><li>• Create imaginative responses inspired by literary text</li></ul> <b>FILM STUDY</b> <ul style="list-style-type: none"><li>• Understand key film techniques</li><li>• Close analysis of selected scenes</li><li>• Identify and analyse the use of film techniques to convey social messages</li><li>• Analyse how viewers are positioned to respond to these representations</li></ul>
<b>Outcomes / Assessment:</b>	Narrative Writing Persuasive Writing Extended Analytical Response Multimodal Response

<b>Mathematics</b>	
<b>Rationale:</b>	Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. All students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MONEY AND FINANCIAL MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Solve problems using simple interest</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Calculate measures of central tendency</li> <li>• Construct back-to-back stem-and-leaf plot</li> <li>• Construct and interpret histograms</li> </ul> <p><b>RATIO AND RATE</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving direct proportion</li> <li>• Divide quantities into a given ratio</li> <li>• Investigate speed as a unit of rate</li> </ul> <p><b>TRIGONOMETRY</b></p> <ul style="list-style-type: none"> <li>• Solve simple problems involving right triangles</li> <li>• Use Pythagoras' Theorem to solve unknown sides</li> <li>• Develop an understanding of the trigonometric relationships</li> </ul> <p><b>MEASUREMENT AND AREA</b></p> <ul style="list-style-type: none"> <li>• Calculate areas of composite shapes</li> <li>• Calculate the surface area and volume of cylinders</li> <li>• Calculate surface area and volume of right prisms</li> </ul> <p><b>PATTERNS AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Extend and apply the index laws to unknown variables</li> <li>• Apply the distributive law to the expansion of algebraic expressions</li> </ul> <p><b>LINEAR AND NON-LINEAR RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Find the distance between two points located on the Cartesian plane</li> <li>• Find the midpoint and gradient of a line segment</li> <li>• Sketch linear graphs and solve linear equations</li> <li>• Graph simple non-linear relations with and without the use of digital technologies</li> </ul> <p><b>CHANCE</b></p> <ul style="list-style-type: none"> <li>• List all outcomes for two-step chance experiments using tree diagrams</li> <li>• Calculate frequencies from given data to estimate probabilities of events</li> </ul>
<b>Outcomes / Assessment:</b>	Supervised Tests Mathematical investigations

<b>Science</b>	
<b>Rationale:</b>	Science provides students with a way of understanding how our world works as a series of systems operating at different levels. In Year 9 students explore ways in which the human body responds to its external environment and how the many parts of an ecosystem work together. They are introduced to the smallest and most basic building blocks of our universe, the atom. Students learn that matter can be rearranged through chemical change and how energy transfers and transforms in everyday objects.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>PHYSICS</b></p> <ul style="list-style-type: none"> <li>• Describe energy transfers and transformations</li> <li>• Apply this knowledge to heat, light and sound as energy forms</li> <li>• Investigate how music is created</li> <li>• Analyse energy transformation in instruments</li> </ul> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>• Explain atomic structure and chemical properties</li> <li>• Understand acids, bases and pH</li> <li>• Create and balance chemical equations</li> <li>• Investigate reaction types</li> </ul> <p><b>BIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Analyse the human body's reaction to external stimulus</li> <li>• Describe energy transfers from one organism to another</li> <li>• Explain energy flows within ecosystems</li> </ul> <p><b>SCIENCE AS A HUMAN ENDEAVOUR</b></p> <ul style="list-style-type: none"> <li>• Describe the social and technological factors influencing scientific development</li> <li>• Predict future applications of science and their impacts on people's lives</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Extended Experimental Investigations</p> <p>Supervised Exams</p> <p>Extended Research Tasks</p>

<b>Health and Physical Education</b>													
<b>Rationale:</b>	Year 9 Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different social, and movement situations. Students learn to critically analyse and apply health information to devise and implement personalised plans for maintaining healthy habits. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The subject also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.												
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>ALCOHOL AND DRUGS</b></p> <ul style="list-style-type: none"> <li>• Propose and practise a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks.</li> <li>• Critique images and messages in the media that portray what it means to have a good time and be fun to be around and evaluate how these images can be interpreted.</li> <li>• Critically analyse and apply health information from a range of sources to health decisions and situations.</li> <li>• Critique the appropriateness and effectiveness of help and support services available for young people in the local community.</li> </ul> <p><b>RELATIONSHIPS AND SEXUALITY</b></p> <ul style="list-style-type: none"> <li>• Practise skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans.</li> <li>• Assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions and actions.</li> <li>• Critique the appropriateness and effectiveness of help and support services available for young people in the local community.</li> <li>• Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul> <p>In this subject, students may study any of the following practical units:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- Rhythmic Movement</td> <td style="width: 50%;">- Oz Tag</td> </tr> <tr> <td>- Touch Football</td> <td>- Netball/Basketball</td> </tr> <tr> <td>- Softball</td> <td>- AFL</td> </tr> <tr> <td>- Gaelic Football</td> <td>- Futsal/Soccer</td> </tr> <tr> <td>- Volleyball</td> <td>- Fitness</td> </tr> <tr> <td>- Athletics</td> <td></td> </tr> </table>	- Rhythmic Movement	- Oz Tag	- Touch Football	- Netball/Basketball	- Softball	- AFL	- Gaelic Football	- Futsal/Soccer	- Volleyball	- Fitness	- Athletics	
- Rhythmic Movement	- Oz Tag												
- Touch Football	- Netball/Basketball												
- Softball	- AFL												
- Gaelic Football	- Futsal/Soccer												
- Volleyball	- Fitness												
- Athletics													
<b>Outcomes / Assessment:</b>	Supervised Written Exam Research Assignment												

<b>History</b>	
<b>Rationale:</b>	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. 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. We study history to understand what people did, how they felt, the reasons for their actions and the results of their actions.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MAKING A BETTER WORLD?</b></p> <ul style="list-style-type: none"> <li>• Research key elements of the Industrial Revolution (1750 – 1914)</li> <li>• Evaluate the positive and negative impact on humankind</li> <li>• Construct inquiry questions</li> <li>• Analyse a range of historical documents</li> <li>• Apply inquiry skills to research tasks</li> </ul> <p><b>AUSTRALIA AND ASIA (1750 – 1918)</b></p> <ul style="list-style-type: none"> <li>• Research key events and personalities which influenced the development of Australia from the colonial era to an independent nation.</li> <li>• Construct inquiry questions</li> <li>• Analyse a range of historical documents</li> <li>• Apply inquiry skills to research tasks</li> </ul> <p><b>WORLD WAR I (1914 – 1918)</b></p> <ul style="list-style-type: none"> <li>• Investigate key concepts, events, ideologies and personalities of World War I.</li> <li>• Research Australia's involvement experience of the war</li> <li>• Construct inquiry questions</li> <li>• Analyse a range of historical documents</li> <li>• Apply inquiry skills to research tasks</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Written assignments Research tasks Examination.</p> <p><b>Year 9 Trip to Canberra and Sydney:</b> As part of our enrichment program, Year 9 students travel to Canberra and Sydney. At Cowra, students visit the Japanese Prisoner of War Camp and learn about the impact of the Second World War upon Australia. In Canberra, students utilise the displays and information contained in the National Memorial Museum as part of their research on the impact of the first World War upon Australia and its people. Students also identify and evaluate primary sources from the period which they can incorporate into their assessment piece. Additionally, students visit the Memorial itself to pay their respects to the fallen and search for and lay poppies at the names of ex-students of St Mary's College.</p>

## ELECTIVE SUBJECTS – THE ARTS

<b>Drama</b>	
<b>Rationale:</b>	Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. 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 and 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
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>THE FUNNY SIDE</b></p> <ul style="list-style-type: none"><li>• Understand roles, characters and relationships</li><li>• incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance</li><li>• Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama</li></ul> <p><b>THE OTHER SIDE</b></p> <ul style="list-style-type: none"><li>• Use voice and movement and focus, tension, space and time to sustain and enhance character and situation</li><li>• Shape drama for audiences using narrative and non-narrative dramatic forms and production elements</li><li>• Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.</li></ul>
<b>Outcomes / Assessment:</b>	Folio Tasks Group Performance Design project Extended response

<b>Media Arts</b>	
<b>Rationale:</b>	Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Students learn to be critically aware of the ways the media are culturally used and negotiated and explore and interpret diverse and dynamic cultural, social, historical and institutional factors.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>SELL IT TO ME</b></p> <ul style="list-style-type: none"> <li>• Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks</li> <li>• Consider social, cultural and historical influences and representations in media arts</li> <li>• Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks</li> </ul> <p><b>SOUND AND VISION</b></p> <ul style="list-style-type: none"> <li>• Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks</li> <li>• Draw on media arts from a range of cultures, times and locations as they experience media arts</li> <li>• Understand structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Research Project  Group Production  Supervised examination</p>

<b>Music</b>	
<b>Rationale:</b>	<p>Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MUSIC SKILLS 101</b></p> <ul style="list-style-type: none"> <li>• Develop aural skills through the understanding and use of the elements of music</li> <li>• Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and vocal techniques</li> <li>• Extend technical and expressive skills in performance from the previous band</li> <li>• Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music</li> <li>• Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> </ul> <p><b>COOL BLUES – THE BIRTH OF CONTEMPORARY MUSIC</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their aural skills as they build on their understanding and use of the elements of music</li> <li>• Extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms</li> <li>• Learn that over time there has been further development of different traditional and contemporary styles as they explore music forms</li> <li>• Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music</li> <li>• Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> <li>• Maintain safety, correct posture and technique in using instruments and technologies</li> <li>• Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Music Analysis Task Performance Composition</p>

## Visual Art

<b>Rationale:</b>	Through the subject Visual Art, students learn to manipulate art materials and art techniques to represent their ideas through their art work. They identify influences of other artists on their own artworks. Students evaluate artworks from different cultures, times and places to learn how to further develop their own work.
<b>Learning Focus:</b>	In this subject, students will study the following units through the described content:  <b>FINDING YOURSELF</b> <ul style="list-style-type: none"><li>• Explore the ideas and techniques from Art movements including Cubism, Impressionism and Pop.</li><li>• Create mixed media artworks taking inspiration from and reinterpreting these art movements.</li><li>• Communicate ideas about their own identity through artwork.</li><li>• Research artists and artworks to learn how others create artwork and express ideas.</li></ul> <b>MY PLACE</b> <ul style="list-style-type: none"><li>• Create a folio of photography that interprets origins and identity.</li><li>• Explore traditional and contemporary printmaking techniques</li><li>• Research artists and understand how researched artists influence the work they create.</li><li>• Create traditional and contemporary prints that communicate origins and identity.</li><li>• Reflect on how meaning is communicated through their artwork.</li></ul>
<b>Outcomes / Assessment:</b>	Creation of Artworks Folio Tasks Comparative Analysis Research Folio

## ELECTIVE SUBJECTS – SOCIAL SCIENCES

<b>Business</b>	
<b>Rationale:</b>	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 develop valuable communication, teamwork, organisational and computer skills.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>THE NATURE OF ECONOMIC SYSTEMS</b></p> <ul style="list-style-type: none"><li>• Explain the role of current world economies in allocating and distributing resources</li><li>• Analyse the effects of economic and business decisions</li><li>• Consider the potential consequences of alternative actions</li></ul> <p><b>ENTERPRISE AND VENTURES</b></p> <ul style="list-style-type: none"><li>• Research and investigate economic and business issues</li><li>• Construct a business magazine to present findings from research</li></ul> <p><b>CONTEMPORARY BUSINESS ENVIRONMENTS</b></p> <ul style="list-style-type: none"><li>• Participate in Australian Share Market Game</li><li>• Develop strategies to manage financial risks and rewards</li></ul> <p><b>FINANCIAL MANAGEMENT</b></p> <ul style="list-style-type: none"><li>• Apply economic and business knowledge, skills and concepts to manage the financial risks and rewards of a business enterprise (e.g. sole trading)</li></ul>
<b>Outcomes / Assessment:</b>	Research tasks Short answer and response to stimuli exam Practical exam

<b>Geography</b>	
<b>Rationale:</b>	Geography explains how geographical processes change the characteristics of places. It analyses interconnections between people, places and environments and explains how these interconnections influence people and change places and environments. It predicts changes in the characteristics of places over time and identifies the possible implications of change for the future. Alternative strategies to a geographical challenge are analysed using environmental, social and economic criteria.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>BIOMES AND FOOD SECURITY</b></p> <ul style="list-style-type: none"> <li>• Investigate the role of the biotic environment and its role in food and fibre production.</li> <li>• Examine the biomes of the world, their alteration and significance as a source of food and fibre.</li> <li>• Use studies drawn from Australia and across the world to examine environmental challenges of and constraints on expanding food production in the future.</li> </ul> <p><b>INTERCONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• Investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways.</li> <li>• Consider how connections help to make and change places and their environments.</li> <li>• Examine the interconnections between people and places considering the products people buy and the effects of their production on the places that make them.</li> <li>• Use studies drawn from Australia and across the world to examine ways that transport, and information and communication technologies have impacted on services provided internationally and on isolated rural areas connectivity.</li> <li>• Use inquiry questions and specific inquiry skills to interpret maps, photographs and other representations of geographical data.</li> <li>•</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Research report</p> <p>Short response / Practical exam</p>

## ELECTIVE SUBJECTS - TECHNOLOGY

<b>Digital Technologies</b>	
<b>Rationale:</b>	<p>The study of Digital Technologies reinforces the skills of the 21<sup>st</sup> Century. It is vital for students to have the capacity to control and manage networked digital systems and understand the security implications of the interaction between hardware, software and users. Students explain simple data compression, and why content data are separated from presentation. Students also plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>CONNECTED THROUGH DATA</b></p> <ul style="list-style-type: none"> <li>Examine Data, Networks, Hardware, Software and Digital Systems</li> </ul> <p><b>DATA DRIVEN INNOVATION</b></p> <ul style="list-style-type: none"> <li>Examine the ways big data is being used on a large scale to inform certain decisions</li> </ul> <p><b>CREATING A DIGITAL GAME</b></p> <ul style="list-style-type: none"> <li>Create interactive games for a client using coding programs</li> </ul> <p><b>GROUP PROJECT</b></p> <ul style="list-style-type: none"> <li>Investigate and research what it means to be eSmart</li> <li>Generate a multimedia project to increase eSmart Awareness.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Students research, analyse and synthesise data to create a solution that addresses a real-world need or opportunity by combining characteristics and properties of user experience and user interface design.</p> <ul style="list-style-type: none"> <li><b>Multimodal Presentation:</b> Investigate a complex problem, define the need or opportunity and outline how the project will be managed. Investigate the combining of components, materials, technologies and systems.</li> <li><b>Digital Solution:</b> Students work together to create a real-world digital solution to meet the needs, wants and opportunities of a client using a design brief.</li> </ul>

<b>Design (Food Studies)</b>	
<i>Rationale:</i>	<p>Course work will enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Students complete a variety of theory and practical tasks to develop their knowledge of food principles and properties, basic knowledge of the Hospitality Industry and skills and techniques related to this industry. Students will also be given the opportunity to work alongside senior students for various catering events.</p>
<i>Learning Focus:</i>	<p>In this subject, students will study from the following units through the described content:</p> <p><b>Unit 1: Taste of Asia</b> <b>Unit 2: Fast Food Frenzy</b></p> <ul style="list-style-type: none"> <li>• Explore and analyse historical, cultural, social, political, economic, technological and environmental factors that influence food services, production and consumption patterns</li> <li>• Investigate legal requirements of Food labelling systems</li> <li>• Modify standard recipes to enhance the overall nutritional value of food products</li> <li>• Develop nutritional labels using online programs</li> <li>• Compare, contrast and analyse original nutritional labels as opposed to the modified version to identify the nutritional benefits of food choices</li> <li>• Investigate and evaluate in relation to nutrition and health, the social, cultural, environmental and economic factors which influence food and drink choices.</li> <li>• Critically analyse and evaluate food, nutrition and health information to make informed healthy eating choices.</li> <li>• Demonstrate budgeting skills and application of healthy eating recommendations when planning and critiquing a range of common menus.</li> <li>• Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.</li> <li>• Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.</li> <li>• Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre.</li> <li>• Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.</li> <li>• Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.</li> </ul>
<i>Outcomes / Assessment:</i>	<p><b>Design folio and Practical Food Product</b></p>

<b>Design (Industrial)</b>	
<b>Rationale:</b>	Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years. These will be revisited, strengthened and extended during Year 9 Design.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>DESIGNING A WEATHER VANE</b></p> <ul style="list-style-type: none"> <li>• Design and produce a weather vane using design and technologies knowledge, processes and production skills and design thinking</li> <li>• Communicate graphically</li> <li>• Create a range of technical drawings and annotated sketches</li> </ul> <p><b>FLYING HIGH</b></p> <ul style="list-style-type: none"> <li>• Problem solve to generate a solution to a design problem</li> <li>• Work collaboratively with others to generate solutions</li> <li>• Investigate economic, environmental and social sustainability factors</li> <li>• Use creativity, innovation and enterprising skills to design and solve problems</li> </ul>
<b>Outcomes / Assessment:</b>	Design folio and product

<b>Design (Textiles)</b>	
<b>Rationale:</b>	Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>CLOTHING SUSTAINABILITY</b></p> <ul style="list-style-type: none"> <li>• Investigate how emerging technologies and products are fused together to meet the changing needs of everyday wearables</li> <li>• Explore the differences between man-made and natural fibre products E.g. cotton and bamboo vs polyester</li> <li>• Investigate using electrical circuits within clothing design for safety or entertainment</li> <li>• Produce functional well-designed products E.g. Jacket made from an old hand-made quilt</li> <li>• Evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability</li> <li>• Collaborate and work individually throughout the process</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Students design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies.</p> <p>Investigating and managing: Investigate a complex problem, define the need or opportunity and outline how the project will be managed. Investigate the combining of components, materials, technologies and systems.</p> <p>Designing, producing and evaluating a solution: Generate and evaluate design ideas, produce a designed solution and evaluate its success.</p>

## ELECTIVE SUBJECTS – LANGUAGE OTHER THAN ENGLISH (LOTE)

<b>Japanese</b>	
<b>Rationale:</b>	In Queensland, the study of Japanese is especially important given the strong cultural, economic and political ties with Japan. Through the study of Japanese, students learn to appreciate people from different cultural backgrounds, developing an awareness of people's different methods of perceiving and expressing reality. At the same time a new language gives these students a wider perspective from which they might view the world and their places in it.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>SCHOOL LIFE</b></p> <ul style="list-style-type: none"> <li>• interpret school timetables and letters written in Japanese scripts.</li> <li>• compare the similarities and differences between Japanese and Australian education and school life.</li> <li>• express information about their subjects and teachers.</li> </ul> <p><b>FANTASTIC FAMILIES</b></p> <ul style="list-style-type: none"> <li>• compare the similarities and differences between Japanese and Australian family life.</li> <li>• interpret family trees and short passages written in Japanese scripts.</li> <li>• comprehend dialogues and speeches about family life.</li> <li>• describe family members' personality, weekly routines and occupations.</li> </ul> <p><b>DINING OUT AND SHOPPING</b></p> <ul style="list-style-type: none"> <li>• interpret menus, Katakana script and instructions.</li> <li>• recall large numbers and general counters in Japanese.</li> <li>• compare Japanese diet and Australian diet.</li> <li>• express information about their food preferences, allergies and diet</li> </ul> <p><b>MY NEIGHBOURHOOD</b></p> <ul style="list-style-type: none"> <li>• interpret maps and instructions written in Japanese scripts.</li> <li>• compare the similarities and differences between Japanese and Australian housing.</li> <li>• describe animal, people and places.</li> <li>• design a map of an ideal neighbourhood.</li> <li>• ask for and giving directions and locations.</li> </ul> <p>By the end of Year 9, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences.</p>
<b>Outcomes / Assessment:</b>	<p>Listening comprehension tasks:</p> <p>Reading comprehension tasks:</p> <p>Speaking tasks:</p> <p>Writing tasks:</p>

## Version history

Version	Date of change	Update
1	August 2019	Finalised subjects.