



YEAR 9

CURRICULUM HANDBOOK

2027

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

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

Religion
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

Humanities – Economics and Business

Technology/Design – Digital Technologies, Design (Food Studies), Design (Industrial)

Languages – 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 online form by carefully following the instructions.

*Subjects will only run if they have enough participants and staffing/school resources is available based on all classes required across the school.

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. 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
Deputy Principal – Learning and Teaching	Ryan Collins	rcollins@bne.catholic.edu.au
Assistant Principal - Student Wellbeing	Amy-Louise Kiss	akiss@bne.catholic.edu.au
Youth Support Co-ordinator	Angela Jones	Ajones26@bne.catholic.edu.au
Learning Enhancement Leader	Rowan Crossley	rowan.crossley@bne.catholic.edu.au
Year 9 Pastoral Leader	Anna Telford	atelford@bne.catholic.edu.au
Academic Leader (English, Language, Humanities, and Arts)	Glenys Nash	gnash@bne.catholic.edu.au
Academic Leader (Maths, Science, Technology and HPE)	Krissy Lourigan	klourigan@bne.catholic.edu.au
Learning and Teaching Leader	Andrew Baker	andrew.baker@bne.catholic.edu.au
Guidance Counsellor	Shani Harris (M-F)	shani.harris@bne.catholic.edu.au
Guidance Counsellor	Anita Uden (T/W/Th)	auden@bne.catholic.edu.au

CORE SUBJECTS

Religion	
Rationale:	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.
Learning Focus:	In this subject, students will study the following units through the described content: GOOD AND EVIL IN THE WORLD - Express their own ideas about the experience of sin and human weakness in the world selecting evidence from a variety of sources. - Evaluate behaviour towards oneself and others considering their knowledge about sin, suffering, forgiveness and healing. - Demonstrate understanding of co-existence of good and evil in the world throughout human history. CORE BELIEFS OF SPIRITUAL COUSINS – THE MONOTHEISTIC RELIGIONS - Consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. - Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity; the Incarnation, Resurrection and Ascension of Jesus. - Evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers. EXPERIENCING PRAYER - Differentiate ways in which believers nurture their spiritual lives through personal and communal prayers such as meditation and prayers of forgiveness and healing. - Participate respectfully in a variety of these prayer experiences. CHRISTIAN VOCATION - Consider ways in which believers live the Christian vocation - Distinguish between the priestly, prophetic and kingly works of Jesus Christ - Evaluate and draw conclusions about the 3 forms of penance and the Sacraments of healing
Outcomes / Assessment:	Tasks include: Multimodal Presentations Visual Display Extended Writing

English	
Rationale:	The English curriculum is built around the 3 interrelated strands of <i>Language</i> , <i>Literature</i> and <i>Literacy</i> . Together, the 3 strands focus on developing students'

	knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years. Students analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context. The range of literary texts Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings while representing a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information about a wide range of specialised topics and concepts. Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences.
Learning Focus:	In this subject, students will study the following units through the described content: OPINIONATIVE WRITING • Response to national and world issues • NAPLAN preparation – skills for language, literacy and comprehension IMAGINATIVE WRITING • Response to written and visual stimulus • Exploration of figurative language and poetic techniques • Create imaginative responses inspired by literary text ANALYTICAL WRITING • Response to literary and non-literary texts • Understand basic conventions of novel • Read, discuss and interpret aspects of novel texts. • Close analysis of a novel supported by selected extracts FILM STUDY • Understand key film techniques • Identify and analyse the use of film techniques to convey social messages • Analyse how viewers are positioned to respond to these representations • Close analysis of film supported by selected scenes
Outcomes / Assessment:	Narrative Writing Opinionative Writing Extended Literary Analysis Extended Media Analysis

Mathematics	
Rationale:	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.
Learning Focus:	In this subject, students will study the following units through the described content: NUMBER • Solve problems involving real numbers, substitution and formulas • Investigate the position of rational and irrational number on a number line STATISTICS • Analyse primary and secondary data using statistics • Calculate measures of central tendency • Construct a range of visual representations of data • Utilise spreadsheet software to interpret and represent data SPACE • Interpret trigonometric ratios • Enlarge and reduce objects using scale • Solve problems involving direct proportion MEASUREMENT • Calculate areas of composite shapes • Calculate the surface area and volume of cylinders • Calculate surface area and volume of right prisms • Solve spatial problems, applying angle properties • Solve problems using scale similarity, Pythagoras' theorem and trigonometry in right-angled triangles ALGEBRA • Re-arrange and solve algebraic equations, including quadratics • Model real-world situations using algebra • Express numbers in scientific notation • Extend and apply the index laws to unknown variables • Apply the distributive law to the expansion of algebraic expressions • Find the distance between two points located on the Cartesian plane • Find the midpoint and gradient of a line segment • Sketch linear and quadratic graphs PROBABILITY • Calculate frequencies from given data to estimate probabilities of events • List all outcomes for two-step chance experiments using tree diagrams.
Outcomes / Assessment:	Supervised Exams Problem-solving and modelling tasks

Science	
Rationale:	Science is a vital discipline that empowers students to embark in a journey of discovery and understanding. Students are encouraged to explore the unknown, unravel the mysteries of the universe, and gain insights into the universal phenomena. By engaging in scientific inquiry, students learn to formulate hypothesis, make predictions, and employ critical thinking skills to solve complex problems. Science offers an empirical approach that relies on evidence experimentation and observations to provide concrete answers to curious and significant answers about the ever-changing world. It fosters curiosity, nurtures analytical thinking and equips students with the tools to contribute to the advancement of knowledge and address the challenges of the future.
Learning Focus:	In this subject, students will study the following units through the described content: PHYSICS • Use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model • Apply the law of conservation of energy to analyse system involving inputs, outputs, transfers and transformations CHEMISTRY • Explain atomic structure and chemical properties • Describe natural radioactive decay • Model the rearrangement of atoms in chemical reactions using a range of representations including word and simple balanced equations • Demonstrate the law of conservation of mass BIOLOGY • Compare the role of body systems in regulating and coordinating the body's response to stimulus • Describe negative feedback systems • Describe the form and function of reproductive cells and organs in animals and plants • Analyse processes of sexual and asexual reproduction to enable survival of species EARTH SCIENCE • Represent carbon cycle and examine key processes including combustion, photosynthesis and respiration • Examine interactions between Earth's spheres including geosphere, biosphere, hydrosphere and atmosphere SCIENCE AS A HUMAN ENDEAVOUR • Analyse key factors that contribute to science knowledge and practices being adopted more broadly by society • Examine how values and needs of society influence the focus and scientific research • Explain how scientific knowledge is validated and refined, including the role of publication and peer review • Investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering
Outcomes / Assessment:	Experimental Report Supervised Exams Research Investigations
Health and Physical Education	

Rationale:	Year 9 Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different personal, social, community and movement situations. Students learn to critically analyse and apply health information to devise and implement personalised strategies for maintaining safe and 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.												
Learning Focus:	In this subject, students will study the following units through the described content: Personal, social and community health • Identity, changes and transitions • Sexuality and sexual relationships • Managing risks • Finding and using health information • Strategies for a healthy sustainable community In this subject, students may study any of the following practical units: <table border="0"> <tr> <td>- Rhythmic Movement</td><td>- 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													
Outcomes/ Assessment:	Supervised Written Exam and Multimodal research assignment												

History	
Rationale:	The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had

	significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”. Students develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918. Inquiry questions provide a framework for developing students’ knowledge, understanding and skills.
Learning Focus:	MAKING AND TRANSFORMING THE AUSTRALIAN NATION (1750 – 1914) • The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples • explaining the effects of contact (for example, the massacres of Aboriginal and Torres Strait Islander people; the spread of European diseases) and categorising these effects as either intended or unintended • identifying the main features of housing, sanitation, transport, education, and industry that influenced living and working conditions in Australia • describing the impact of the gold rushes on the development of Australia • explaining the factors that contributed to federation and the development of democracy in Australia, including the role of key individuals, defence concerns, the 1890s depression, nationalist ideals and egalitarianism FIRST WORLD WAR (1914 – 1918) • Investigate key concepts, events, ideologies and personalities of World War I • Research Australia’s involvement experience of the war • Construct inquiry questions • Analyse a range of historical documents • Apply inquiry skills to research tasks THE INDUSTRIAL REVOLUTION AND THE MOVEMENT OF PEOPLES (1750-1900) • Research key elements of the Industrial Revolution • Evaluate the positive and negative impact on humankind • Construct inquiry questions • Analyse a range of historical documents • Apply inquiry skills to research tasks
Outcomes / Assessment:	Research Assignment Source Analysis Examination

ELECTIVE SUBJECTS - THE ARTS

Drama	
Rationale:	In Drama students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama to create and experience. They evaluate how drama in a range of styles from a range of contexts communicates ideas, perspectives and meaning. Students work individually and collaboratively to shape and manipulate the elements of drama, conventions and dramatic structures

	to communicate ideas, perspectives and meaning. They use performance skills relevant to style and form to sustain belief, roles and characters in performances of improvised, devised and scripted drama for audiences.
Learning Focus:	In this subject, students will study the following units through the described content: • Evaluate how drama is used to celebrate and challenge perspectives of Australian identity. • Shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning • Reflect on their own and others' drama practices to refine and inform their use of elements of drama, conventions and dramatic action ROLE UP • Understand roles, characters and relationships • Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance • Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama PAGE TO STAGE • Use voice and movement and focus, tension, space and time to sustain and enhance character and situation • Shape drama for audiences using narrative and non-narrative dramatic forms and production elements • Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
Outcomes / Assessment:	Performance Written Examination Extended response

Media Arts	
Rationale:	In Media Arts, students analyse how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres, styles and forms, for specific audiences.
Learning Focus:	In this subject, students will study the following units through the described content:

	SELLING OUT - Investigate how media use concepts to construct representations, works and practices across cultures, times, places and/or other contexts - Examine how audiences engage with media artworks - Evaluate how media arts are used to celebrate and challenge perspectives of Australian identity - Consider social, cultural and historical influences and representations in media arts - 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 SOUND AND VISION - 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 - Draw on media arts from a range of cultures, times and locations as they experience media arts - Understand structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks
Outcomes / Assessment:	Extended Response Group Production Written examination

Music	
Rationale:	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.
Learning Focus:	In this subject, students will study the following units through the described content:

	SKILLS BLITZ – let's play! (skills-based unit on guitar, voice and piano) • Develop aural skills through the understanding and use of the elements of music • Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and vocal techniques • Extend technical and expressive skills in performance from the previous band • Continuing to develop their aural skills as they build on their understanding and use of the elements of music • Extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms • Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform • Maintain safety, correct posture and technique in using instruments and technologies • Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music HISTORY OF ROCK – When did Rock start? How has it changed in time? • Develop aural skills through the understanding and use of the elements of music • Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and vocal techniques • Extend technical and expressive skills in performance from the previous band • Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
Outcomes / Assessment:	Music Analysis Task Group and Solo Performance Composition

Visual Art	
Rationale:	Through Visual Arts, students make artworks, and respond to artworks, representing personal and global views. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic and appreciate that of others.
Learning Focus:	In this subject, students will study the unit: Developing your drawing • Develop an extended folio of resolved drawings. • Photograph the world around you and collect important objects that help to show the world from your perspective. • Explore the work of contemporary artists to learn new ways of drawing. • Experiment with a wide range of drawing techniques and material. These include pencil, charcoal, printmaking, illustration, coloured pencil, pens and pastel.

Outcomes / Assessment:	Folio of art works x 2
-----------------------------------	------------------------

ELECTIVE SUBJECTS - HUMANITIES

Economics and Business	
Rationale:	Year 9 Economics and Business focuses on the topic of Australia's "international trade and interdependence" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Inquiry questions provide a framework for developing students' knowledge, understanding and skills.
Learning Focus:	In this subject, students will study the following units through the described content: THE NATURE OF ECONOMIC SYSTEMS • Explain the role of Australia's financial sector and its effect on economic decision making • Analyse the effects of economic and business decisions • Consider the potential consequences of alternative actions • Research and investigate current economic and business issues • Develop strategies to manage financial risks and rewards FINANCIAL MANAGEMENT • Understand the characteristics of the Australian Share market • Analyse factors influencing the share price of companies • Explain the role of banks and other financial institution • Investigate the benefits of saving and investing • Develop strategies to manage financial risks and rewards
Outcomes / Assessment:	Research tasks Short answer and response to stimuli exam Practical exam – creation of a mock business

ELECTIVE SUBJECTS – TECHNOLOGY / DESIGN

Digital Technologies	
Rationale:	In a digitised world, designing purposeful digital solutions is crucial for economic, environmental, and societal sustainability. Emerging technologies offer opportunities to address the circular economy through reducing, reusing, and recycling. Understanding and managing digital systems, like mobile devices and networks, is essential for transforming learning, recreation, and work. Digital Technologies empowers students to shape change, become innovative developers, and make discerning decisions with information systems. It fosters safe, respectful, and creative decision-making. The subject provides practical opportunities to apply design thinking and ethical principles. Students engage in authentic learning challenges, developing curiosity, confidence, and cooperation, becoming informed, ethical citizens.
Learning Focus:	Digital Systems Students will explore the field of software, hardware and networks and how data is transmitted between them. Students will use computational thinking to create their own digital system. Digital Solutions that Make a Difference Students will investigate data representation, coding languages, user experience and user interface to create a digital solution which could be a machine, game, application or website (student choice) using the design process that will make a difference to authentic real-world problems.
Outcomes / Assessment:	Design Folio and Product Multimodal Presentation and Product

Design (Food Studies)	
Rationale:	Design and Technologies enables students to become creative and responsive designers. Students complete a variety of theory and practical cookery tasks to develop their fundamental knowledge of food principles and food preparation skills, working together to host a variety of functions and to produce food products.
Learning Focus:	In this subject, students will study from the following units through the described content: <u>Possible units</u> AUSSIE BITES – AUSTRALIAN CUISINE STREET FOOD MARKET – MULTICULTURAL CUISINE HOME ALONE AND HEALTHY – COOKING ON A BUDGET / NUTRITION PERFECTLY PRESERVED CHRISTMAS HAMPERS – FOOD PRESERVATION • Explore and analyse historical, cultural, social, political, economic, technological and environmental factors that influence food services, production and consumption patterns. • Investigate legal requirements of Food labelling systems. • Modify standard recipes to enhance the overall nutritional value of food products. • Develop nutritional labels using online programs. • Compare, contrast and analyse original nutritional labels as opposed to the modified version to identify the nutritional benefits of food choices. • Investigate and evaluate in relation to nutrition and health, the social, cultural, environmental and economic factors which influence food and drink choices. • Critically analyse and evaluate food, nutrition and health information to make informed healthy eating choices. • Demonstrate budgeting skills and application of healthy eating recommendations when planning and critiquing a range of common menus. • 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. • Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions. • Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication. • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.
Outcomes / Assessment:	Design folio and Practical Food Product

Design Technologies (Industrial)	
Rationale:	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 (Industrial).
Learning Focus:	In this subject, students will study the following units through the described content: DESIGNING A WEATHERVANE • Use a variety of strategies such as brainstorming, sketching, 3D modelling and experimenting to generate innovative design ideas to present to others • Practise techniques to improve expertise, for example, cutting and joining materials such as metal and timber • Produce annotated concept sketches and drawings, using technical terms, scale, symbols, pictorial and aerial views to draw environments; production drawings, perspective drawings, orthogonal drawings; patterns and templates to explain product design ideas • Develop technical production skills (techniques) and safe independent inclusive working practices to produce quality solutions designed for sustainability • Investigate a broad range of technologies – tools, equipment, processes, materials, systems and components – when designing for a range of technologies contexts
Outcomes / Assessment:	Design folio assignment and product (Weathervane)

ELECTIVE SUBJECTS – LANGUAGES JAPANESE

Japanese	
Rationale:	In Year 9 Japanese, students will acquire: • Communication skills in the language being learnt • An intercultural capability, and an understanding of the role of language and culture in communication • A capability for reflection on language use and language learning Learning language broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. Bilingual or plurilingual capability is the norm in most parts of the world. Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Further enriching domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.
Learning Focus:	In this subject, students will study the following units through the described content: A GREAT TIME • Talk about what someone is doing presently • Invite, accept and decline invitations • Arrange outings and suggest alternative plans • Use plain forms of verbs • Explore leisure activities enjoyed by Japanese families • Reflect on similarities and differences of leisure activities between Japanese and Australian cultures MILESTONES • Learn to discuss past events • Say when you did an activity for the first time • Ask and say how old you were when a significant event happened • Understand and use past tense of adjectives • Compare personal milestone to Japanese culture SHOPPING • Communicate with basic shopping expressions and learn Japanese currency • Explore numbers, prices and counters in Japanese • State reasons for buying something • Understand shopping experiences and gift giving culture SCHOOL TRIP • Ask and say how long it takes to travel from one place to another • Ask and say what is allowed or not allowed • Discuss how long you stayed in a place • Talk about activities you did during a school trip • Learn about Japan's transportation system
Outcomes / Assessment:	Listening comprehension tasks, reading comprehension tasks, speaking tasks and written tasks based on the units above.

Unless otherwise stated, all images contained in this document (c) Brisbane Catholic Education, St Mary's College, Maryborough

This page is intentionally blank

