



**ST MARY'S**  
COLLEGE MARYBOROUGH



**YEAR 9**  
**CURRICULUM HANDBOOK**  
**2023**

## **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

**Social Science** – Business and Geography

**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.

In Year 10, students usually study year-long electives. This reflects more the learning required for Year 11 and 12 in the new QCE system. 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
Assistant Principal Religious Education	Amy Brennan	abrennan@bne.catholic.edu.au
Guidance Counsellors	Anita Uden Sarah Padbury	<a href="mailto:auden@bne.catholic.edu.au">auden@bne.catholic.edu.au</a> <a href="mailto:spadbury@bne.catholic.edu.au">spadbury@bne.catholic.edu.au</a>
Head of Learning and Teaching – Senior School (Years 10, 11 & 12)	Mark Sealey	<a href="mailto:msealey@bne.catholic.edu.au">msealey@bne.catholic.edu.au</a>
Head of Learning and Teaching – Middle School (Years 7, 9 & 9)	Dane Ponting	<a href="mailto:dponting@bne.catholic.edu.au">dponting@bne.catholic.edu.au</a>
Learning and Teaching Leader (English, Language, Humanities)	Glenys Nash	<a href="mailto:gnash@bne.catholic.edu.au">gnash@bne.catholic.edu.au</a>
Learning and Teaching Leader (Design, Arts, PE)	Jonathan Canning	<a href="mailto:Jonathan.canning@bne.catholic.edu.au">Jonathan.canning@bne.catholic.edu.au</a>
Learning and Teacher Leader (Maths, Science)	Krissy Lourigan	<a href="mailto:klourigan@bne.catholic.edu.au">klourigan@bne.catholic.edu.au</a>
Year 9 Teachers		

## CORE SUBJECTS

<b>Religion</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>GOOD AND EVIL IN THE WORLD</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 oneself and others considering their knowledge about sin, suffering, forgiveness and healing.</li> <li>Demonstrate understanding of co-existence of good and evil in the world throughout human history.</li> </ul> <p><b>CORE BELIEFS OF SPIRITUAL COUSINS – THE MONOTHEISTIC RELIGIONS</b></p> <ul style="list-style-type: none"> <li>Consider and decide how the application of Biblical criticism helps the reader’s understanding, interpretation and use of Old Testament and New Testament texts.</li> <li>Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity; the Incarnation, Resurrection and Ascension of Jesus.</li> <li>Evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers.</li> </ul> <p><b>EXPERIENCING PRAYER</b></p> <ul style="list-style-type: none"> <li>Differentiate ways in which believers nurture their spiritual lives through personal and communal prayers such as meditation and prayers of forgiveness and healing.</li> <li>Participate respectfully in a variety of these prayer experiences.</li> </ul> <p><b>CHRISTIAN VOCATION</b></p> <ul style="list-style-type: none"> <li>Consider ways in which believers live the Christian vocation</li> <li>Distinguish between the priestly, prophetic and kingly works of Jesus Christ</li> <li>Evaluate and draw conclusions about the 3 forms of penance and the Sacraments of healing</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Tasks include:-</p> <p>Multimodal Presentations</p> <p>Visual Display</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 involving wages, special rates, commission and taxation</li> <li>• Apply formulas for simple and compound interest</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Analyse primary and secondary data using statistics</li> <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>GEOMETRY</b></p> <ul style="list-style-type: none"> <li>• Interpret ratio and scale factors in similar shapes</li> <li>• Explain similarity of triangles</li> <li>• Solve problems involving direct proportion</li> <li>• Divide quantities into a given ratio</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>• Re-arrange and solve algebraic equations</li> <li>• Model real-world situations using algebra</li> <li>• Express numbers in scientific notation</li> <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>• Calculate frequencies from given data to estimate probabilities of events</li> <li>• List all outcomes for two-step chance experiments using tree diagrams.</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>

## Health and Physical Education

<b>Rationale:</b>	<p>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.</p>												
<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>RESPECTFUL RELATIONSHIPS</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	
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<b>Outcomes / Assessment:</b>	<p>Supervised Written Exam Research Assignment</p>												



## History

<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>MAKING A NATION</b></p> <ul style="list-style-type: none"><li>• The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples</li><li>• 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</li><li>• identifying the main features of housing, sanitation, transport, education, and industry that influenced living and working conditions in Australia</li><li>• describing the impact of the gold rushes on the development of Australia</li><li>• 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</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>	Written assignments Research tasks Examination

## 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>ROLE UP</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>PAGE TO STAGE</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>SELLING ON</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>SKILLS BLITZ – let's play! (skills based unit on guitar, voice and piano)</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>• 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>• 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> <p><b>HISTORY OF ROCK – When did Rock start? How has it changed in time?</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>
<b>Outcomes / Assessment:</b>	<p>Music Analysis Task Group and Solo 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>	<p>In this subject, students will study the following units through the described content:</p> <p><b>FINDING YOURSELF</b></p> <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> <p><b>DEVELOPING YOUR DRAWING</b></p> <ul style="list-style-type: none"><li>• Create a folio of and resolved artwork exploring experimental drawing techniques.</li><li>• Exploring contemporary Visual Artists and create drawing styles.</li><li>• Build your skills in drawing and explore new artistic possibilities.</li></ul>
<b>Outcomes / Assessment:</b>	Creation of Artworks Folio Tasks 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.
<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><li>• Research and investigate current economic and business issues</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>• Understand the characteristics of the Australian Share market</li><li>• Analyse factors influencing the share price of companies</li><li>• Explain the role of banks and other financial institution</li><li>• Investigate the benefits of saving and investing</li><li>• Develop strategies to manage financial risks and rewards</li></ul>
<b>Outcomes / Assessment:</b>	Research tasks Short answer and response to stimuli exam Practical exam

## Geography

<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>• Undertake field study excursion to Australia Zoo.</li></ul>
<b>Outcomes / Assessment:</b>	Field study report Short response / Practical exam

## ELECTIVE SUBJECTS – TECHNOLOGY / DESIGN

<b>Digital Technologies</b>	
<b>Rationale:</b>	<p>The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time.</p> <p>The learning will be based on the design process where students are given a problem which they generate ideas to solve the problem. They do this by selecting a solution, creating their solution, presenting the results and evaluating the results.</p>
<b>Learning Focus:</b>	<p><b>Robotics</b> Students will explore the field of robotics and algorithms and in a team engineer and code a robotic solution following the design process.</p> <p><b>Digital Solutions that Make a Difference</b> Students will investigate coding languages, user experience and user interface to create a game, application or website (student choice) using the design process that will make a difference.</p>
<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 robotics and coding languages.</p> <p><b>Multimodal Presentation</b> The student will pitch their solutions sharing their design process, prototypes and how the functions link to the user needs.</p>



<b>Design (Food Studies)</b>	
<b>Rationale:</b>	Design and Technologies enables students to become creative and responsive designers. They are starting to critically 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. 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.
<b>Learning Focus:</b>	<p>In this subject, students will study from the following units through the described content:</p> <p><b><u>SEMESTER 1</u></b>  <b>UNIT 1: AUSSIE BITES – AUSTRALIAN CUISINE</b>  <b>UNIT 2: STREET FOOD MARKET – MULTICULTURAL CUISINE</b></p> <p><b><u>SEMESTER 2</u></b>  <b>UNIT 1: HOME ALONE AND HEALTHY – COOKING ON A BUDGET / NUTRITION</b>  <b>UNIT 2: PERFECTLY PRESERVED CHRISTMAS HAMPERS – FOOD PRESERVATION</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>
<b>Outcomes / Assessment:</b>	Design folio and Practical Food Product

<b>Design Technologies (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 (Industrial).
<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 <b>weather vane</b> using design and technologies knowledge, processes and production skills and design thinking</li> <li>• Communicate graphically</li> <li>• Investigate economic, environmental and social sustainability factors</li> <li>• Create a range of technical drawings and annotated sketches</li> <li>• Use creativity, innovation and enterprising skills to design and solve problems</li> </ul> <p><b>LASER CUTTING AND UV PRINTING PROJECT</b></p> <ul style="list-style-type: none"> <li>• Design and produce a <b>small product</b> using design and technologies knowledge, processes and production skills and design thinking</li> <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>• Create a range of technical drawings and annotated sketches</li> <li>• Use creativity, innovation and enterprising skills to design and solve problems</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Design folio assignment and product (Weather Vane)</p> <p>Design folio assignment and product (Individual Design)</p>

## ELECTIVE SUBJECTS – LANGUAGES JAPANESE

<b>Japanese</b>	
<b>Rationale:</b>	Learning Japanese broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents in our era. Learning Japanese also contributes to strengthening economic and international development capabilities; in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Learning Japanese develops intercultural capacity, strengthens intellectual, analytical and reflective capabilities and enhances creative and critical thinking. It also develops the learners' understanding of how culture shapes worldviews and extends understanding of themselves, their own heritage, values, culture and Identity.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>HOMESTAY</b></p> <ul style="list-style-type: none"> <li>• Learn about and discuss how language is used in different social and cultural contexts, including online texts.</li> <li>• Reflect on language, in particular TE-forms of verbs.</li> <li>• Communicate by asking/giving/refusing permission and giving reasons.</li> </ul> <p><b>MY SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Interpret school timetables and talking about school subjects and activities.</li> <li>• Express information about their subjects and teachers.</li> <li>• Compare similarities and differences between Japanese and Australian education and school life.</li> <li>• Communicate by saying when an activity is, using positive and negative adjectives.</li> </ul> <p><b>GOING SHOPPING</b></p> <ul style="list-style-type: none"> <li>• Explore large numbers in prices and shopping experiences in Japan.</li> <li>• Communicate with basic shopping expressions and learn about Japanese currency.</li> <li>• Analyse Japanese verbs and verb conjugations.</li> <li>• Understand gift giving in Japanese culture.</li> </ul> <p><b>COOL JAPAN</b></p> <ul style="list-style-type: none"> <li>• Learn about Japanese pop culture and what Japanese people value.</li> <li>• Understand hospitality differences between Australia and Japan.</li> <li>• Communicate by using persuasive information and talking about experiences.</li> <li>• Analyse plain forms of Japanese verbs.</li> </ul>
<b>Outcomes / Assessment:</b>	Listening comprehension tasks, reading comprehension tasks, speaking tasks and written tasks based on the units above.

## Version history

Version	Date of change	Update
3.0	July 2022	General changes & formatting
2.0	August 2021	Logo, general changes
1.2	July 2020	Wording
1.1	June 2020	Formatting
1	August 2019	Finalised subjects

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