



St Joseph's
College
TOOWOOMBA

Year 9 Curriculum Handbook 2020



Let's create
your best
future, *together.*





Principal's Message

Welcome to St Joseph's College, Year 9. This is an exciting and challenging period of physical, intellectual and social transition for all Year 9 students. Year 9 is a time of offering increased opportunity and challenges for students to discover how they learn, how to manage themselves, how to work with others and where they want to go. Students are encouraged to take responsibility for their actions and begin to think about their goals for the future and how they will reach these goals. The opportunity to pursue areas of interest in class studies and practical life experience provides an engaging and dynamic learning period.

This handbook gives a detailed overview of the curriculum and I encourage families to take the time to read the handbook carefully and seek clarification whenever there is doubt.

You are welcomed into this warm and caring Christian environment and my prayer is that you will grow and learn further to be a good person.

I wish you well as you commence this part of your formal education.

Mr Nicholas Lynch
College Principal





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Information for Students and Parents choosing Year 9 Areas of Study

The implementation of the Australian Curriculum began in Queensland in 2012.

Religious Education, English, Mathematics, Science, History and Health and Physical Education comprise the **six compulsory areas of study** for students in Years 7 to 10.

Therefore, our students will complete **compulsory semester units** and have the opportunity to **select elective units**. Students entering Year 9 in 2020 will nominate 4 **units** they wish to study during the next year. Additionally, they are required to select **two back-up units** to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

Detailed information on the Australian Curriculum can be accessed on the ACARA website: www.acara.edu.au. *I encourage you to make yourself as familiar as possible with the latest education reforms and what they mean for your children.*

This handbook has been produced to help students plan a **Course of Study** which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Contained in this handbook are details of the subject unit offerings planned for **Year 9, 2020**.

An elective's viability to be included will also depend on the availability of staff, resources and student interest.



The timetable for 2020 consists of a 10-day (two week) cycle.

Core Subjects

All students in Year 9 will continue to study a core of 6 academic subjects.

Core
<ul style="list-style-type: none">• Religious Education• English• Mathematics• Science• Humanities• Health and Physical Education

The core program will help prepare students for transition into Year 10 and maximise options for their Senior Phase of Learning.

Elective Subjects

Year 9 students are required to select 6 elective subjects across the year from a range of subject offerings. Of these only four (4) will be allocated with the other two as reserves.

Semester Electives
Business Studies
Design Technologies – Graphics
Design Technologies – Wood
Design Technologies – Metal
Design Technologies – Home Economics
Digital Technology
French
Japanese
The Arts – Drama
The Arts – Music
The Arts – Visual Art



	Semester One	Semester Two
Business Economics	BEA	BEB
Design & Technologies – Graphics	TGB	TGC
Design & Technologies – Wood	TWA	TWB
Design & Technologies – Metal	TMA	TMB
Design & Technologies – Home Economics	HEA	HEC
Design & Technologies – Home Economics	HEB	HEB
Digital Technology	DTA	DTA
French	LFB	LFC
Japanese	LJB	LJC
The Arts – Drama	ADA	ADB
The Arts – Music	AMC	AMD
The Arts – Visual Art	AVB	AVD

Strategies for choosing Subjects

As a basic strategy it is suggested that students choose subjects:

- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- which develops skills, knowledge and attitudes useful throughout their life.

It is important to remember that students are individuals and that their needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told them they will like or dislike it
- their friends are or are not taking it
- they like or dislike the teacher
- 'only boys or girls take that subject' – all subjects have equal value for males and females.



Selection Process – Year 9 Electives

1. Students indicate which units they would like to study through an online process.
2. Please return the preference receipt sheet signed by parent/carer **by Friday 16 August 2019**.
3. Timetable lines are constructed given the choices made.
4. Elective subjects are then allocated to students.
5. Assistance can be sought by contacting the Assistant Principal – Curriculum
(email: kfellenberg@sjc.qld.edu.au).

Because we must try to accommodate the wishes of most students, it is inevitable that some students will not be able to study all the units they first choose.



Religious Education

Compulsory Core Subject

Learning Intentions

By the end of Year 9 students should:

- **investigate** divergent images of God and explore a variety of prayer experience to talk and listen to God.
- **explore** scriptural texts in context and contemporary applications of these scriptural texts and the challenges and changes in the Church in history, particularly the role of lay people.
- **investigate** interpretations of sin and the significance of penance.
- **examine** the divergent understandings of God (Allah, God, G*d) that are reflected in the core beliefs and practices of the monotheistic religions of Islam, Christianity and Judaism.
- **examine** three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- **demonstrate** how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- **refer** to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world.
- **explain** the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacrament of Penance in the lives of believers past and present.
- **analyse** the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE and make judgements about their importance.
- **examine** ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- **analyse** ways in which believers nurture their spiritual lives through personal and communal prayer experiences.

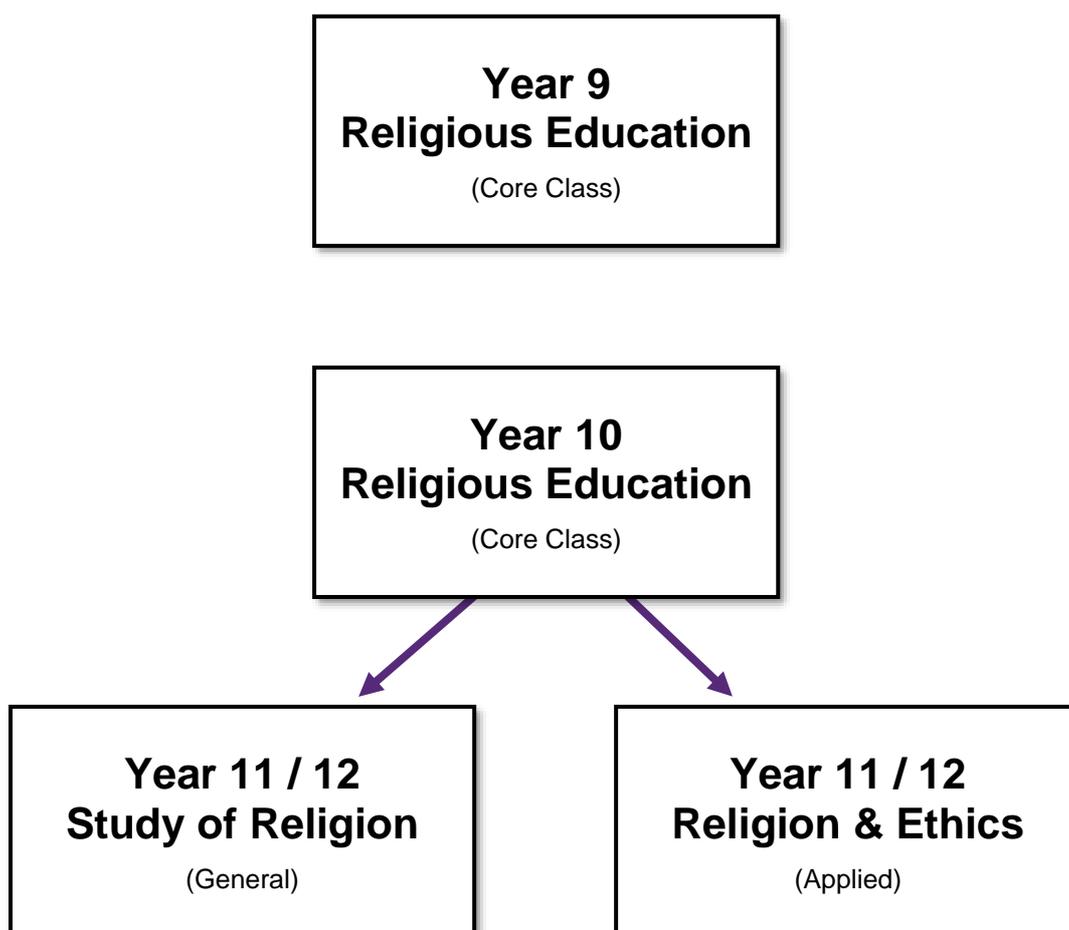
Year 11 and 12 - Senior Pathway

- Applied Subject: [Religion & Ethics \(PDF, 1.3 MB\)](#)
- General Subject: [Study of Religion \(PDF, 1.0 MB\)](#)





Religious Education Subject Progression



English

Compulsory Core Subject

Learning Intentions

By the end of Year 9 students should have completed:

Term 1 – Media that Manipulates

- investigate contemporary media to develop a critical understanding of modern advertising techniques used within an online environment.
- evaluate the effectiveness of an advertising campaign, identifying the target audience to explain how they have been influenced through the use of persuasive language that is both verbal and visual.
- explore the proposition that celebrities are commodities marketed and traded for profit, constructed through a process of 'celebrification' by the paparazzi who can enhance status and social esteem in the eyes of the public, or destroy reputations for financial gain.

Term 2 – Literature that Interrogates: Social Justice

- explore and reflect on their personal understandings of the world and significant human experience gained by interpreting representations of life matters across different social and cultural contexts found in novels.
- explore language choices made by authors to present information, opinions and perspectives to a contemporary audience in a realistic context.

Term 3 – Classics that Communicate

- present an argument about a literary text based on initial impressions and subsequent analysis of the whole text, reflecting on notions of literary value and how and why such notions vary according to context.
- reflect on, discuss and explore notions of literary value and how and why such notions vary according to context.
- analyse text structures and language features of literary texts, evaluating their content and the appeal of an individual author's literary style.

Term 4 – Poetry that's Playful

- view a wide variety of poems students investigate the use an effect of extended metaphor, metonymy, allegory, myth and symbolism in iconic Australian poetry.
- experiment with the way language features, image and sound can be adapted in literary texts through the development of storylines that experiment with stereotypical characters and settings.
- create a short story that innovates on aspects of poetry students through the use of parody, allusion or appropriation.

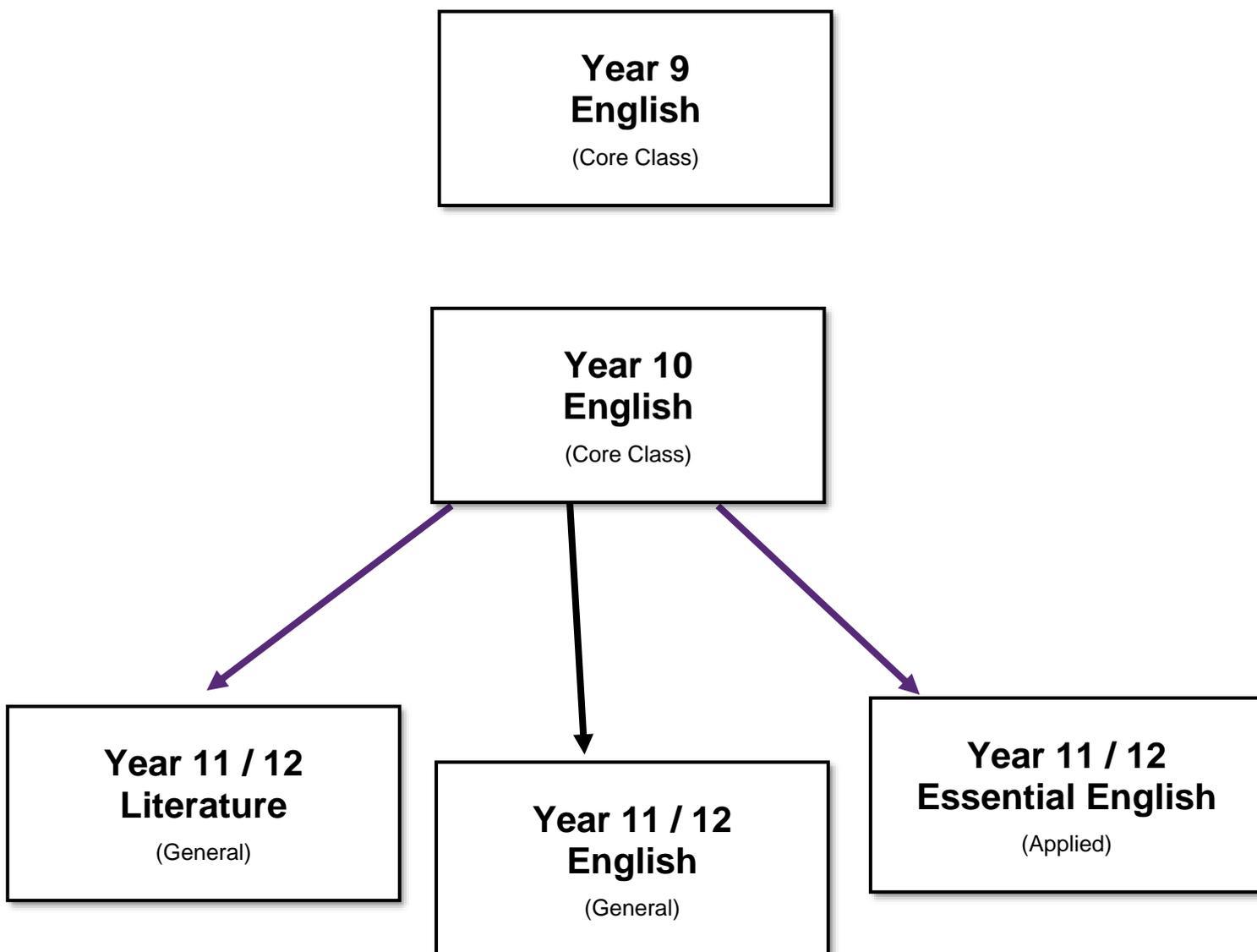
Year 11 and 12 - Senior Pathway

- Applied Subject: [Essential English \(PDF, 1.2 MB\)](#)
- General Subject: [English \(PDF, 1.4 MB\)](#)
[Literature \(PDF, 1.3 MB\)](#)





English Subject Progression



Mathematics

Compulsory Core Subject

Learning Intentions

By the end of Year 9 students should:

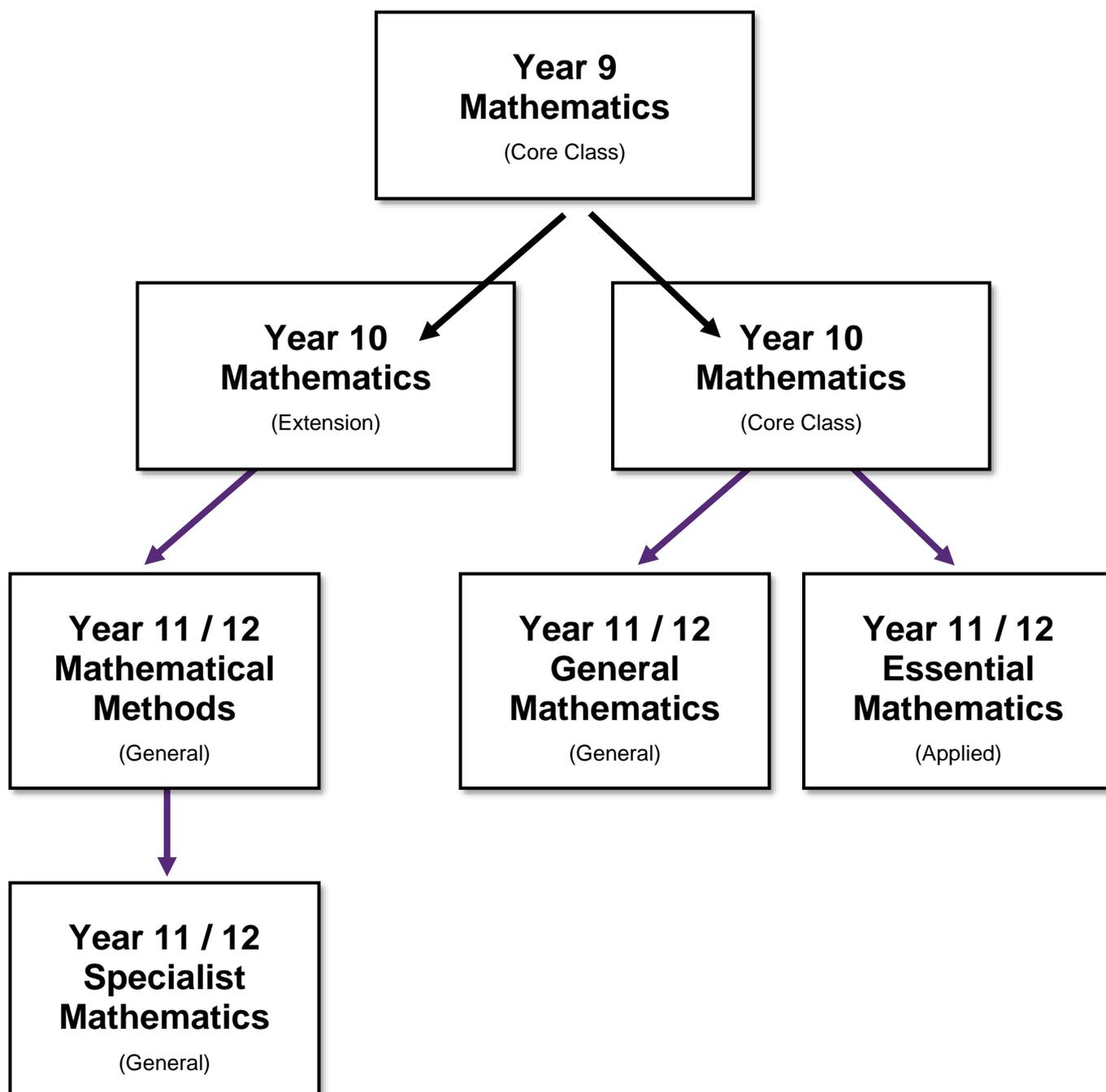
- **solve problems** involving simple interest.
- **interpret** ratio and scale factors in similar figures.
- **explain** similarity of triangles.
- **recognise** the connections between similarity and the trigonometric ratios.
- **compare** techniques for collecting data from primary and secondary sources.
- make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
- **apply** the index laws to numbers and **express** numbers in scientific notation.
- **expand** binomial expressions.
- **find** the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.
- **sketch** linear and non-linear relations.
- **calculate** areas of shapes and the volume and surface area of right prisms and cylinders.
- **use** Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.
- **calculate** relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.
- **construct** histograms and back-to-back stem-and-leaf plots.

Year 11 and 12 - Senior Pathway

- Applied Subject: [Essential Mathematics \(PDF, 1.7 MB\)](#)
- General Subject: [General Mathematics \(PDF, 1.7 MB\)](#)
[Mathematical Methods \(PDF, 1.7 MB\)](#)
[Specialist Mathematics \(PDF, 2.2 MB\)](#)



Mathematics Subject Progression



Science

Compulsory Core Subject

The science curriculum at St Joseph's College supports students developing the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society and its applications in our lives.

Students will study three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Each strand is divided into sub-strands.

Learning Intentions

By the end of Year 9 students should:

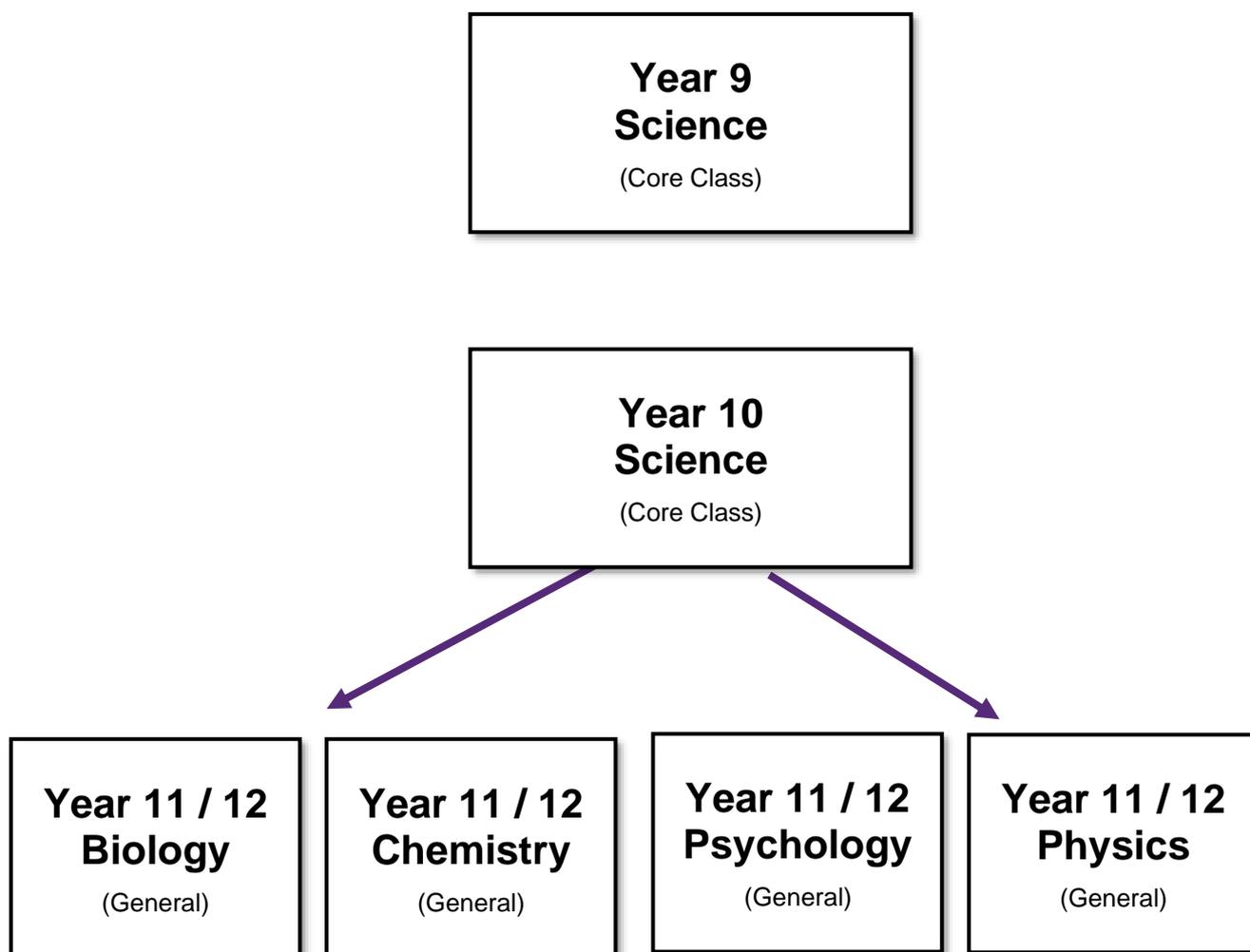
- **explain** chemical processes and natural radioactivity in terms of atoms and energy transfers.
- **describe** examples of important chemical reactions.
- **describe** models of energy transfer and apply these to explain phenomena.
- **explain** global features and events in terms of geological processes and timescales.
- **analyse** how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- **describe** social and technological factors that have influenced scientific developments.
- **predict** how future applications of science and technology may affect people's lives.
- **design** questions that can be investigated using a range of inquiry skills.
- **design** methods that include the control and accurate measurement of variables and systematic collection of data
- **describe** how they considered ethics and safety.
- **analyse** trends in data, identify relationships between variables and reveal inconsistencies in results.
- **analyse** their methods and the quality of their data and explain specific actions to improve the quality of their evidence.
- **evaluate** others' methods and explanations from a scientific perspective
- **use** appropriate language and representations when communicating their findings and ideas to specific audiences

Year 11 and 12 - Senior Pathway

- Applied Subject: [Science in Practice \(PDF, 988.8 KB\)](#)
- General Subject: [Biology \(PDF, 1.7 MB\)](#)
[Chemistry \(PDF, 1.9 MB\)](#)
[Physics \(PDF, 1.9 MB\)](#)
[Psychology \(PDF, 1.9 MB\)](#)



Science Subject Progression



Humanities - History

Compulsory Core Subject

Learning Intentions

By the end of Year 9 students should:

Unit One – Making a Better World

- **use** historical terms and concepts.
- **identify** and select questions about the Industrial Revolution, technological innovations, the transatlantic slave trade and convict transportation; evaluate and enhance these questions; and locate relevant sources, using ICT and other methods to inform the historical inquiry.
- **identify** the origin, purpose and context of primary and secondary sources when examining the nature and significance of the Industrial Revolution, transatlantic slave trade and convict transportation, and **evaluate** the reliability and usefulness of these sources.
- **identify** and **analyse** perspectives and experiences of men, women and children during the Industrial Revolution or transatlantic slave trade / convict transportation.
- **develop** texts, using a range of communication forms, to **discuss** evidence from sources in relation to how life changed leading up to, and during, the Industrial Revolution or transatlantic slave trade and convict transportation.

Unit Two – Australia and Asia

- **use** chronological sequencing to **demonstrate** the extension of settlement in Australia and the development of key events that led to self-government.
- **use** historical terms and concepts to highlight their contestability, for example “settlement”, “invasion”, “colonisation”, and “rights”.
- **identify** and **select** questions about the history of Australia as a nation in the period 1750 – 1918, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry.
- **identify** the origin, purpose and context of primary and secondary sources when **examining** the settlement of Australia and the development of Australia’s self-government and democracy and evaluate the reliability and usefulness of these sources.
- **identify** and **analyse** perspectives of people in the extension of settlement in Australia, including Aboriginal and Torres Strait Islander peoples and European and non-European peoples.
- **identify** and **analyse** different historical interpretations of key events and ideas in the development of Australia.
- **develop** texts, using a range of communication forms, to **discuss** evidence from sources in relation to settlement in Australia and the development of key events that led to self-government.

Unit Three – World War 1

- **use** chronological sequencing to demonstrate relationships between places, events and developments in relation to World War I.





- **use** historical terms and concepts such as “nationalism”, “imperialism”, “propaganda”, “conscription” and commemoration”.
- **identify** and select questions about World War I and the Australian experience of the war, evaluate and enhance these questions and locate relevant sources, using ICT and other methods to inform the historical inquiry.
- **process** and **synthesise** information from a range of sources for use as evidence in a historical argument about the nature and significance of World War I in world and Australian history.
- **identify** and **analyse** different historical interpretations and the causes and impact of World War I, such as reasons for enlisting, propaganda, changing roles of women, and conscription, with reference to Australia.
- **develop** texts, particularly discussions, using a range of communication forms to investigate evidence from sources in relation to places where Australians fought and the nature of warfare and commemorations of World War 1.



Humanities - Geography

Biomes and Food Security

The focus of the unit is on developing student understanding of the significance of the biomes of the world as a source of food and fibre, the effect of their alteration and the environmental challenges of, and constraints on, expanding food production in the future. The distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Learning Intentions

By the end of Year 9 students should:

- **use geographical tools** to explore the spatial distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- **develop** geographically significant questions about human alteration of biomes and the environmental effect of these alterations.
- **collect, select, record and organise** relevant geographical data and information, using ethical protocols, from a range of sources.
- **evaluate sources** for their reliability, bias and usefulness.
- **evaluate** multi-variable geographical data and information, using qualitative and quantitative methods and digital and spatial technologies where appropriate, to identify distributions, patterns and trends, **predict outcomes and infer relationships** to **draw conclusions**.
- **investigate** human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations, using examples of biomes in Australia and overseas that have been altered through, for example, vegetation clearance, drainage, terracing and irrigation.
- **investigate** environmental, economic and technological factors that influence crop yields in Australia and across the world, and explore the challenges to food production, including land and water degradation, competing land use and climate change.
- **investigate** the capacity of the world's environments to sustainably feed the projected future population and to achieve food security for Australia and the world.
- **reflect** on and evaluate their findings to propose individual and collective action in response to biomes, food production and food security and explain the predicted outcomes of their proposal.
- **present findings, arguments, explanations** in a range of appropriate communication forms using geographical terminology.

The focus of the unit is on the interconnections between places and people through the production and consumption of goods and services, and how transport and information and communication



technologies have changes places and their environments. The distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Learning Intentions

By the end of Year 9 students should:

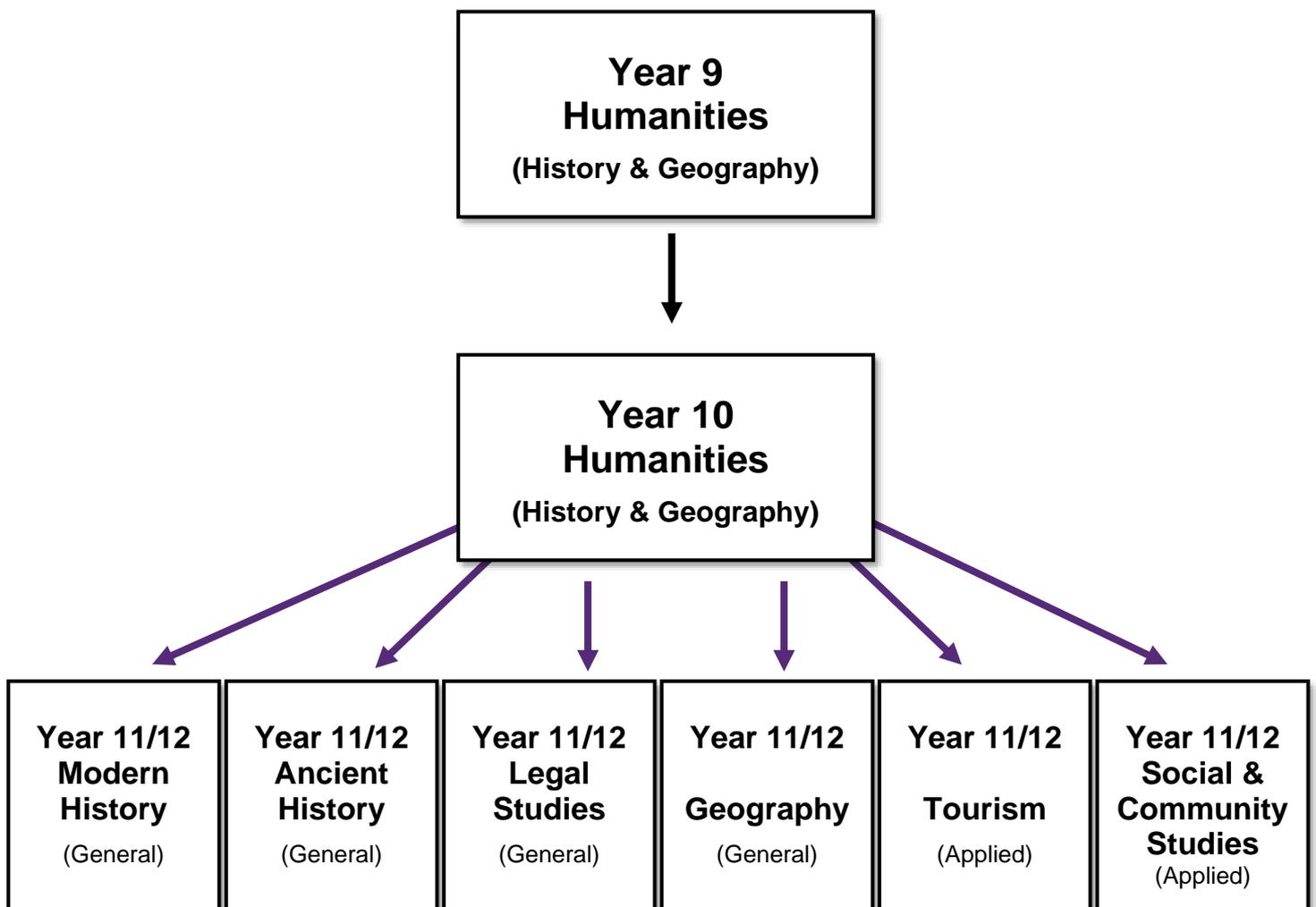
- **explore** the perceptions that people have of places and how this influences their connections to different places.
- **develop** questions about the ways places and people are interconnected.
- **use geographic tools** to ethically collect, select, record and organise data and information about geographical connections from a range of sources.
- **evaluate sources** for their reliability, bias and usefulness.
- **represent** information in a range of forms, such as scatter plots, tables, graphs, annotated diagrams and spatial distribution maps, using cartographic conventions.
- **explore** the ways transportation and information and communication technologies are used to connect people to services, information and people in other places.
- **use qualitative and quantitative methods** and digital and spatial technologies to identify distributions, patterns and trends; predict outcomes and infer relationships to draw conclusions.
- **investigate** how and why places are interconnected regionally, nationally and globally through trade in goods and services, using case studies.
- **explore** the effects of production and consumption of goods on places and environments throughout the world, including a country from North or South-East Asia.
- **reflect on, and evaluate**, the effects of people's travel, recreational, cultural or leisure choices on connections to places.
- **propose** individual and collective action in response to these changing choices and explain the predicted outcomes of their proposal.
- **present findings, arguments, explanations** in a range of appropriate communication forms, using geographical terminology.

2020 Year 11 and 12 - Senior Pathway

- Applied Subject [Tourism \(PDF, 937.0 KB\)](#)
[Social & Community Studies \(PDF, 1.3 MB\)](#)
- General Subject [Ancient History \(PDF, 1.4 MB\)](#)
[Geography \(PDF, 1.7 MB\)](#)
[Legal Studies \(PDF, 1.1 MB\)](#)
[Modern History \(PDF, 1.8 MB\)](#)



Humanities Subject Progression



Health and Physical Education

Compulsory Core Subject

Learning Intentions

By the end of Year 9 students should:

Term One – Sports in the Media

- **investigate** how the media portrays various groups of people, such as celebrities, sporting people, adolescents, indigenous peoples, Asian peoples, Europeans.
- **identify** how the use of media personalities from various cultures are perceived and the **influence** these personalities have on the community.
- **identify** how physical activity has defined cultures and cultural identities and how personalities have influenced the definition of cultures and identities, such as Cathy Freeman, Yvonne Goolagong-Cawley, Geddes.
- **investigate** and **critique** how the media contributes to the cultural identities of other Australians.
- **develop** knowledge and understanding of the nature of attack and defence strategies in invasion games (touch/AFL).
- **demonstrate** leadership, fair play and cooperation across a range of invasion-game contexts.
- **apply** and **transfer** movement concepts and attack and defence strategies to invasion games.

Term Two – Eat Well Live Well

- **explore** the concept of sustainable health.
- **identify** the factors that contribute to sustainable health, such as regular exercise, caring for our bodies and maintaining a healthy, balanced state of mind.
- **identify** and **critique** behaviours that people exhibit that have an influence on their health and wellbeing.
- **examine** the external influences that could impact on their ability to make good decisions regarding their health and wellbeing.
- **plan** strategies to **enhance** health and wellbeing.
- **plan** creative interventions that promote their own connection to the community.
- **implement** and **critique** strategies to enhance health and wellbeing.
- **develop** knowledge and understanding of the nature of attack and defence strategies in net sports (basketball/volleyball).
- **demonstrate** leadership, fair play and cooperation across a range of invasion-game contexts.
- **apply** and **transfer** movement concepts and attack and defence strategies to invasion games.



Term Three – Safety Outdoors

- **identify** roles outdoor recreation, sport and physical activity play within the lives of Australians.
- **explore** the significance of working as a team or group, and of developing leadership and collaborative skills.
- **refine** skills in increasingly complex situations and identify how to transfer skills from one challenge to another.
- **evaluate** and **review** abilities to work in a team and reflect on how effective they are as a team member.
- devise, implement and refine strategies for working effectively in teams.
- **demonstrate** leadership, fair play and cooperation.
- **explore** and participate in navigational activities.
- **develop** and **apply** skills to work collaboratively to apply and transfer movement concepts and strategies in an adventure scenario.

Term Four – Building Healthy Relationships

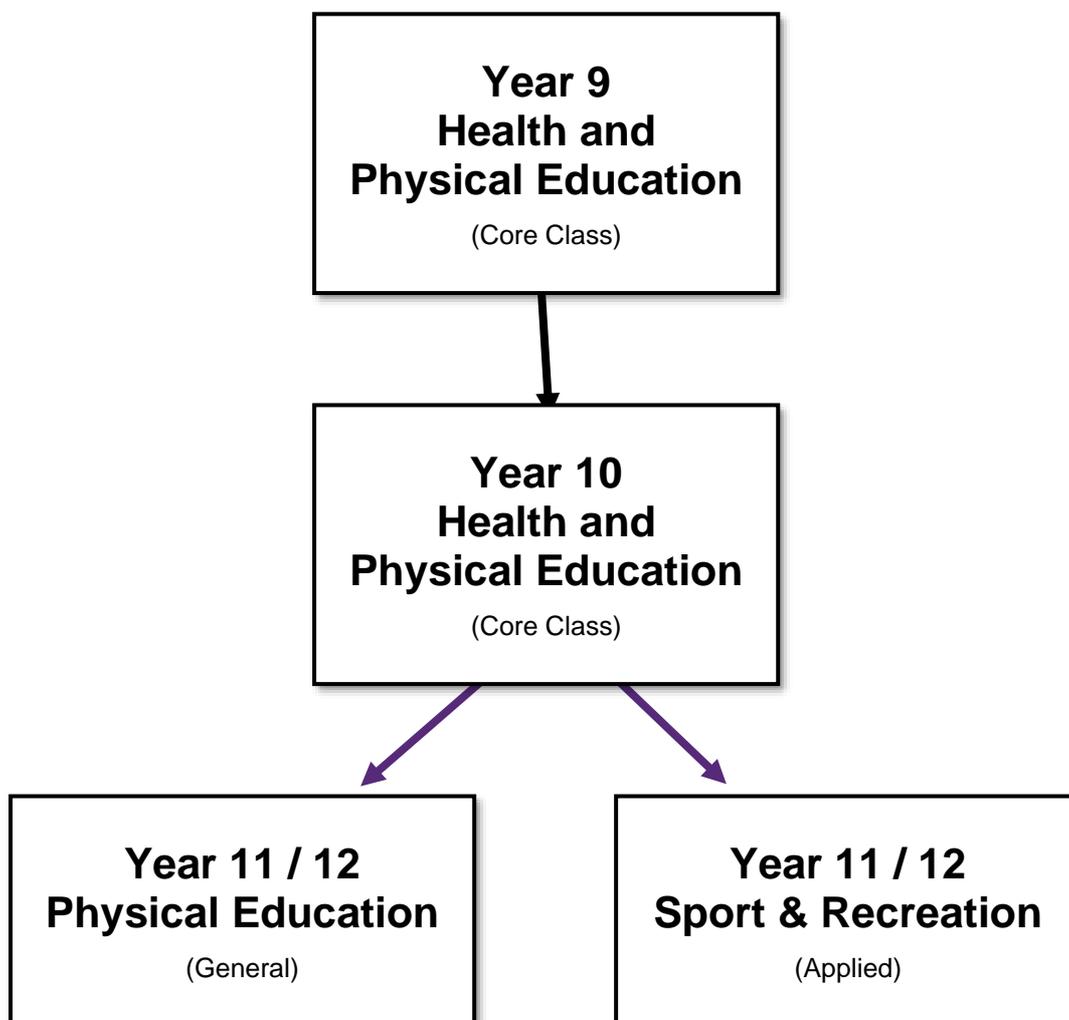
- **describe** the qualities essential to forming positive relationships.
- **define** the factors that have influenced shaping their personal identity.
- **examine** the threats and consequences of negative relationships.
- **reflect** on value and respect within relationships.
- **identify** support systems within their community.
- **explore** shot selection, accuracy skills and rule knowledge.
- use criteria to evaluate skills.
- **analyse** movements.
- provide **feedback** to peers.
- use criteria-based feedback to **refine** their own **performance** of movement skills/sequences.

2020 Year 11 and 12 - Senior Pathway

- Applied Subject: [Sport and Recreation \(PDF, 662.5 KB\)](#)
- General Subject: [Physical Education \(PDF, 1.8 MB\)](#)



Health and Physical Education Subject Progression



Year 9 Electives 2020



Business Economics

Semester Elective

Business Economics A: Semester One – BEA

Business Economics Unit One

In this unit of study students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a personal, local or national economics or business issue.

They will explain why and how people manage financial risks and rewards in the current Australian and global financial landscape and examine the roles and responsibilities of participants in the changing Australian or global workplace.

Learning Intentions

By the end of Year 9 students should:

- **explain** the role of the Australian economy in allocating and distributing resources.
- **analyse** the interdependence of participants in the global economy.
- **explain** the importance of managing financial risks and rewards and **analyse** the different strategies that may be used.
- **analyse** the roles and responsibilities of participants in the workplace.
- **develop** questions and simple hypotheses to frame an investigation of an economic or business issue.
- **analyse** relevant data and information from different sources to answer questions.
- **identify** trends and **explain** relationships.
- **apply** economic and business knowledge, skills and concepts to familiar and unfamiliar problems.
- **develop** and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts.
- **analyse** the effects of economic and business decisions and the potential consequences of alternative actions.
- maintain accurate personal and business records to ensure financial success.



Semester Elective

Business Economics B: Semester Two – BEB

Business Economics Unit Two

This unit focuses on the fundamental accounting process. Success in small business is not just about product design and marketing. A solid knowledge of accounting processes and an understanding of how it can contribute to the success of an enterprise is crucial in the world of business.

Learning Intentions

By the end of Year 9 students should:

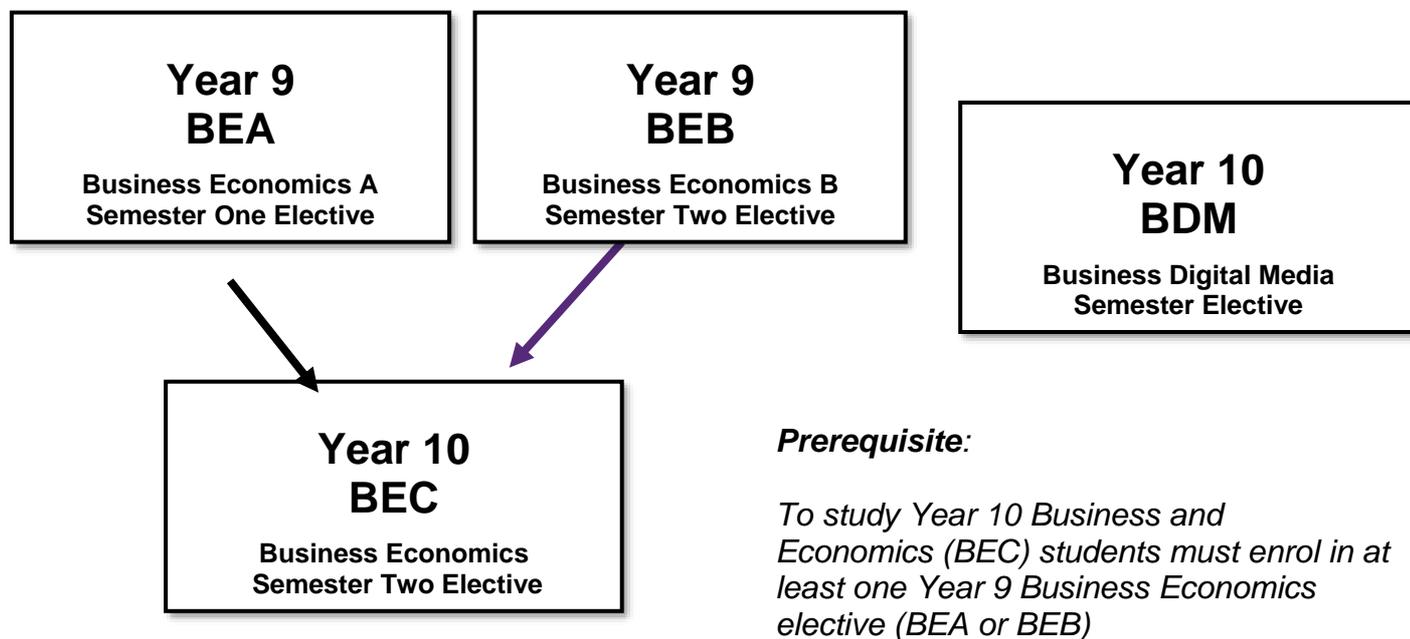
- **apply** the accounting entity assumption to trading businesses.
- **classify** accounts into five different categories: revenue (R), expenses (E), assets (A), liabilities (L) and Owner's Equity (Oe).
- **understand** that there is a twofold nature to every business transaction.
- **understand** the function and importance of source documentation.
- **record** transactions in a general journal.
- **post** transactions to the ledger.
- **prepare** a trial balance.
- **prepare** a balance sheet.
- **explain** the term cloud-based accounting.
- **examine** the advantages and disadvantages of cloud-based systems to a small business.
- **compare** the MYOB software to a manual system.
- **record** transactions using the MYOB accounting software.
- **understand** the Bank Reconciliation process.
- **problem-solve** errors.
- **analyse** financial data.
- **make** justified decisions and recommendations.

2020 Year 11 and 12 – Senior Pathway

- General Subject: [Accounting \(PDF, 1016.0 KB\)](#)
[Economics \(PDF, 1.1 MB\)](#)
- VET Subject: Certificate II & III in Business



Business Economics Subject Progression



Business Economics subjects lead to Accounting, Economics and the Certificate in Business in the Senior School.



Design Technologies - Graphics

Semester Elective

Graphics: Semester One – TGB

Graphics: Semester Two – TGC

Learning Intentions

By the end of Year 9 students should:

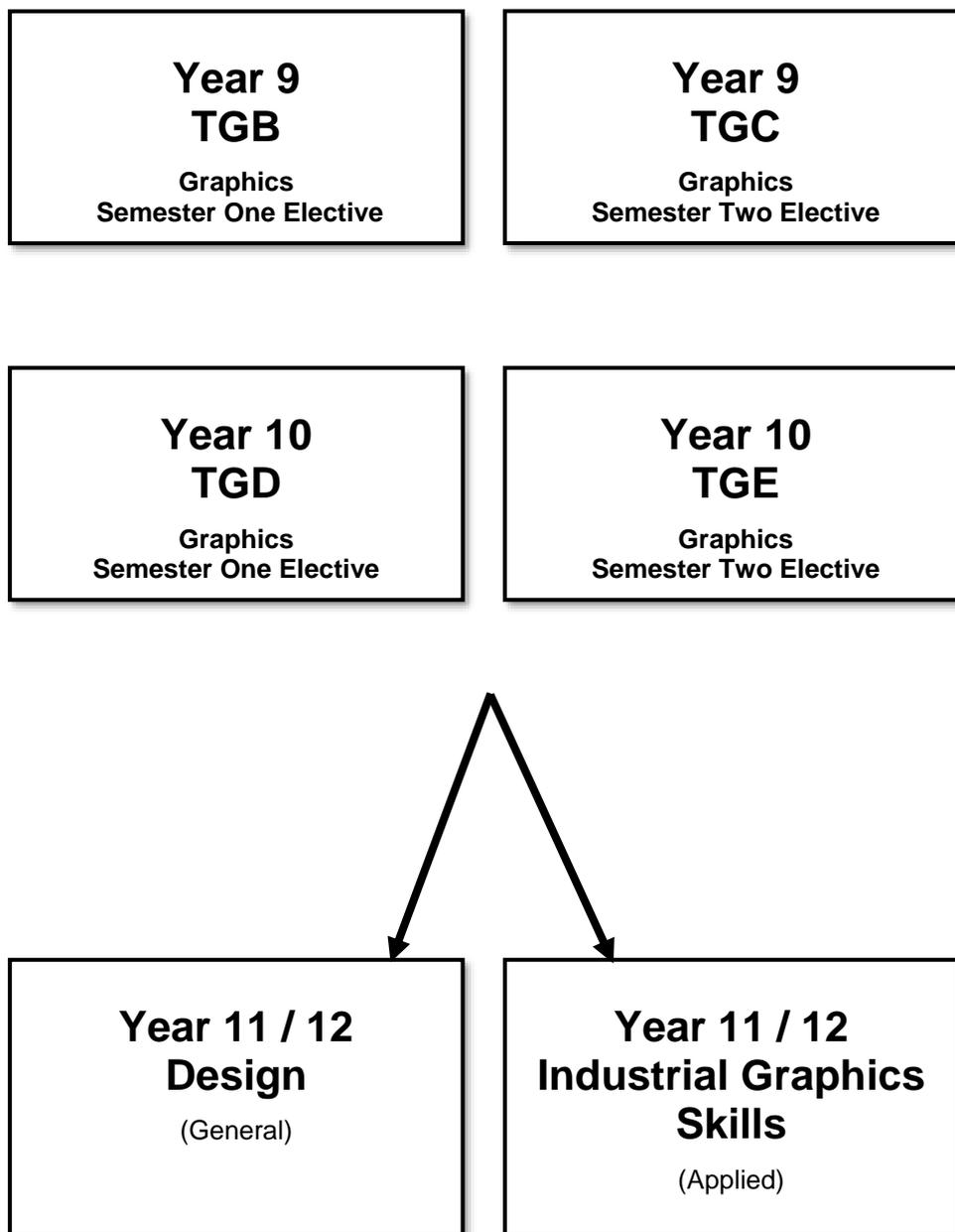
- Design and produce an item (eg: models; 3D printing) which meets a local or community need or opportunity by:
- identifying how combining characteristics and properties of materials, systems, components, tools and equipment can be applied in designed solutions.
- combining the characteristics and properties of materials with force, motion and energy to create engineered solutions.
- explaining how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used.
- selecting and using appropriate technologies skilfully and safely to produce high-quality designed solutions.
- establishing detailed criteria for success to evaluate their ideas, designed solutions and processes.
- applying and adjusting sequenced production and management plans to produce designed solutions.

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: [Industrial Graphics Skills \(PDF, 738.6 KB\)](#)
- General Subject: [Design \(PDF, 2.2 MB\)](#)



Design Technologies – Graphics Subject Progression



Design Technologies - Wood

Semester Elective

Learning Intentions

By the end of Year 9 students should:

- investigate how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities.
- generate design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- produce functional well-designed products.
- evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability.
- collaborate and working individually throughout the process.
- manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Wood Technology: Semester One – TWA

Examples of Design Projects / Problems may include:

- Paper Towel Holder
- Sandwich Tray
- Pinball Machine
- Children's Wooden Toy

Wood Technology: Semester Two – TWB

Examples of Design Projects / Problems may include:

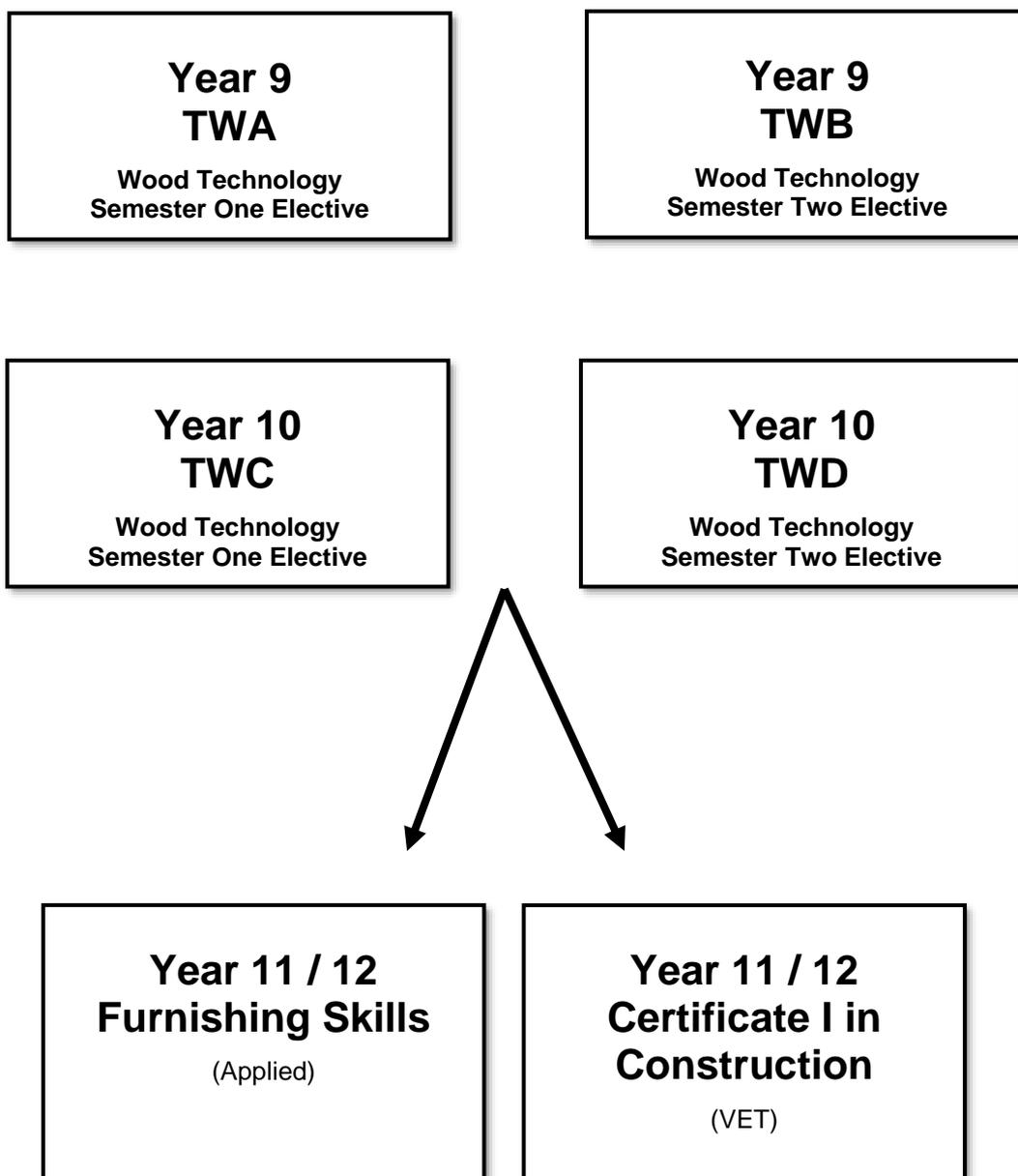
- Carry-all
- Instrument case
- Camping Chair
- Cake Slice Server

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: [Furnishing Skills \(PDF, 804.9 KB\)](#)
- VET Course: [Certificate I in Construction](#)



Design Technologies – Wood Subject Progression



Design Technologies - Metal

Semester Elective

Learning Intentions

By the end of Year 9 students should:

- investigate how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities.
- generate design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- produce functional well-designed products.
- evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability.
- collaborate and working individually throughout the process.
- manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Metal Technology: Semester One – TMA

Examples of Design Projects / Problems may include:

- Sheet metal Projects
- Metal Lathe work (Plumb Bob)
- Mild steel – Garden and Hand Tools

Metal Technology: Semester Two – TMB

Examples of Design Projects / Problems may include:

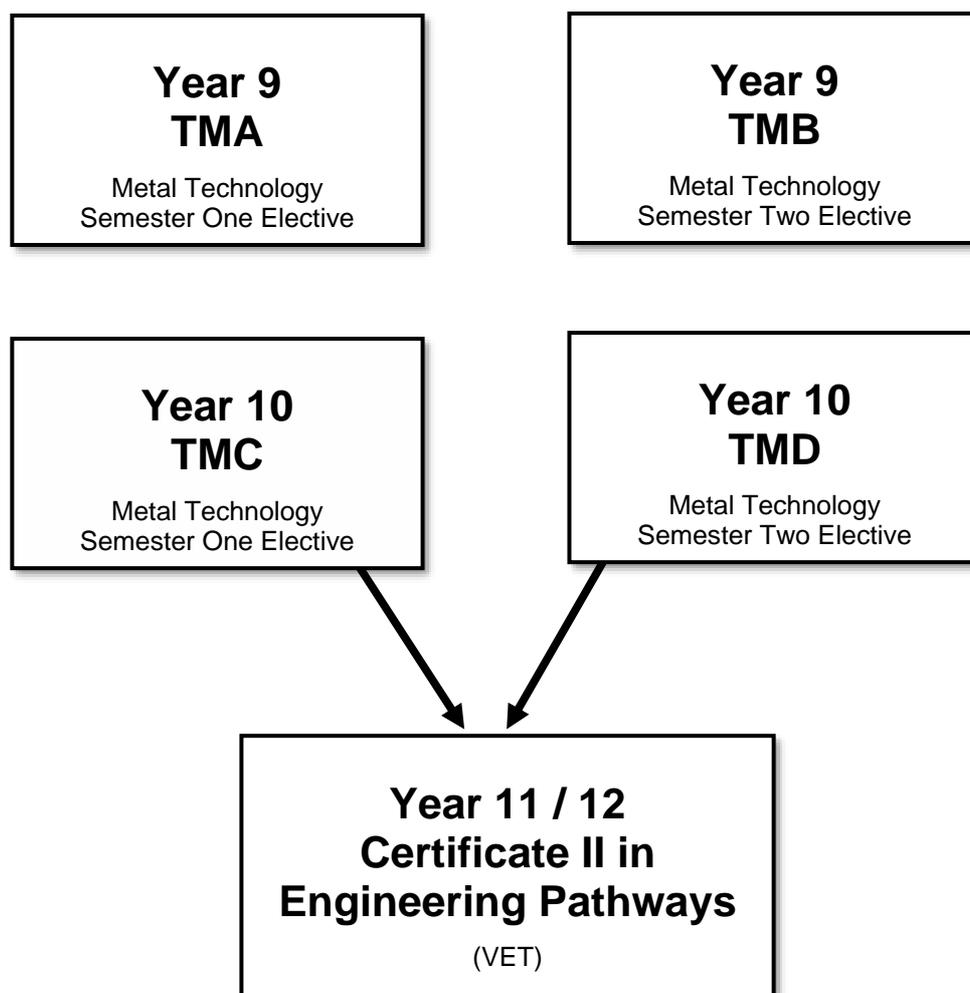
- Sheet metal Projects
- Metal Lathe work (Plumb Bob)
- Dragster including Basic Electrics and Gears / Ratios

2020 Year 11 and 12 – Senior Pathway

- VET Subject: [Certificate II in Engineering Pathways](#)



Design Technologies – Metal Subject Progression



Design Technologies - Home Economics

Semester Elective

Nutrition - Looking After Self: Semester One – HEA

This unit is designed to give the student insight into the world of food, nutrition and general well-being of the individual.

- Nutrition
- Diet and Lifestyle
- Healthy lifestyle choices including:
 - Living environments
 - Mental health
 - Physical health
 - Eating behaviours
- Marketplace and Consumer Decisions for food
- Practical Food for Healthy Bodies.

The Beginning Chef: Semester Elective – HEB

This unit is designed to give the student insight into the world of food. It introduces the role of the Hospitality Industry in our everyday lives and explores the related concepts. Practical skills will be developed to reinforce knowledge of related concepts.

- Hygiene and Safety
- Knife Skills
- Practical cooking
- Exploring the Hospitality Industry
- Planning and executing small functions.

Food and Fibre Production: Becoming Independent: Semester Two – HEC

This unit explores child growth and development in our changing environment. Students experience the needs of a baby with the aid of a simulated baby. Fabric handling skills will be developed to produce a range of small items for individuals, eg. toys and quilts. Basic cooking skills will be used to investigate infant nutrition.

Topics to be studied include:

- Family lifecycle:
 - Focus on infancy (0 – 5)
 - Family structures/changes
 - Changing roles throughout the life cycle
- Infant nutrition
- Developmental stages of the infant (0 – 5)
- Sustainable Living Environments in a consumer-driven world
- Basic sewing skills



Learning Intentions

Nutrition-Looking After Self (HEA) & The Beginning Chef (HEB)

By the end of Year 9 students should:

- critically evaluating the challenging food needs of diverse people.
- investigate the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products.
- generate design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food).
- select and use appropriate technologies skilfully and safely to produce high-quality food products.
- evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs.
- collaborate and work individually throughout the process.
- manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Food and Fibre Production: Becoming Independent (HEC)

By the end of Year 9 students should:

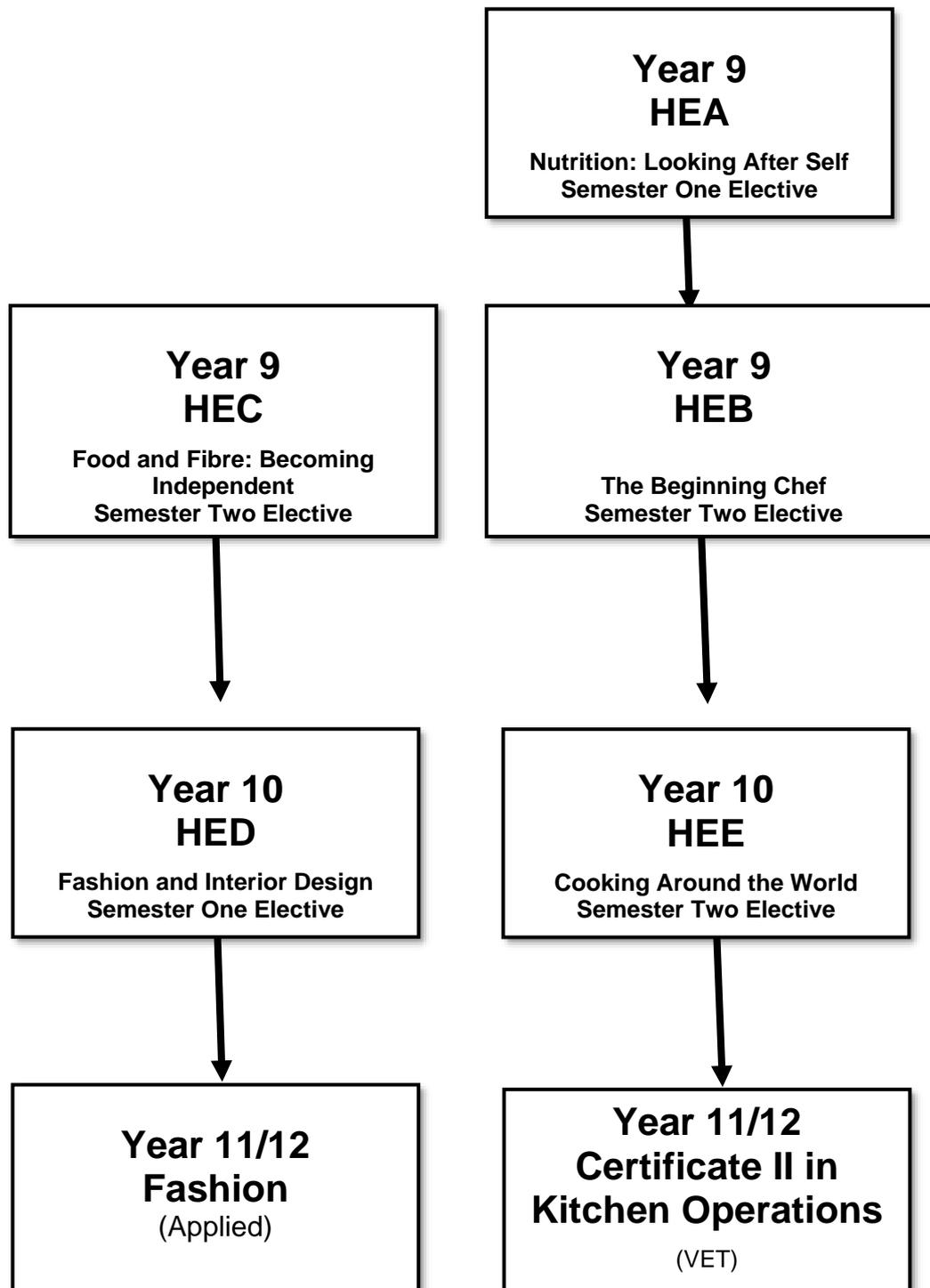
- investigating emerging production technologies which improve productivity and sustainability.
- generating designs for testing growth-management strategies to inform proposals.
- producing a communication product that explains a proposal for an innovative environment, e.g. expo presentation, model/s, multimodal.
- evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability.
- collaborating and working individually throughout the process.
- managing by using digital technologies to develop project plans that include time, cost, risk and production processes.

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: [Fashion \(PDF, 859.0 KB\)](#)
- VET Subject: Certificate II in Kitchen Operations



Design Technologies – Home Economics Subject Progression



Digital Technology

Semester Elective

Digital Technologies A: Semester One – DTA

Digital Technologies A

This unit is designed to introduce students to some of the various applications and programs commonly used in all professions. Students will gain an introductory background in the theoretical side of computing which is invaluable to those wishing to pursue further studies in this field.

A variety of computer programs will also be explored.

Practical and theoretical components will be interlaced throughout the unit.

- Hardware, Software (Theory)
- Spreadsheets (Excel)
- 3D Imaging (Paint 3D and Photos)
- Coding Design (Python)
- Robotics (LEGO)
- Introduction to the Internet & Social Media (Theory)

Learning Intentions

By the end of Year 9 students should:

- **investigate** the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
- **design and implement** a security system to protect data transmissions within a social media information system.
- **analyse** simple compression of data and how content data are separated from presentation.
- **develop** techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements.
- **analyse and visualise data** to create information and address complex problems, and model processes, entities and their relationships using structured data.
- **create** interactive solutions for sharing ideas and information online, considering social contexts and legal responsibilities.
- **precisely define** and decompose real-world problems, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs.



Semester Elective

Digital Technologies B: Semester Two – DTB

Digital Technologies B

The prior study of Digital Technologies A (DTA) is advisable, although not essential.

Students will be exposed to various programs with an emphasis on developing good problem solving and communication skills.

While much of the unit is “hands-on” there are associated theory components which will be integrated throughout the unit.

It is designed to introduce students to areas of Web Design, Programming, Robotics Extension and Program Design and Development.

- Algorithms & Programming (Python)
- Databases (Access/SQL)
- Augmented Reality (HoloLens)
- Robotics (LEGO/NAO)
- Web Design & Development (HTML5/PHP)

Learning Intentions

By the end of Year 9 students should:

- **use** mark-up language and style sheets to **design and create** a prototype data-driven web app to solve an identified problem.
- **design** the user experience of a digital system, **evaluating** alternative designs against criteria including **functionality**, **accessibility**, usability, and **aesthetics**.
- **design** algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases.
- **implement** modular programs, applying selected algorithms and **data** structures including using an object-oriented programming language.
- **critically evaluate** how well developed solutions and existing **information systems** and policies take account of future risks and sustainability and provide opportunities for innovation and **enterprise**.
- **plan and manage projects** using an iterative and collaborative approach, identifying risks and considering safety and sustainability.

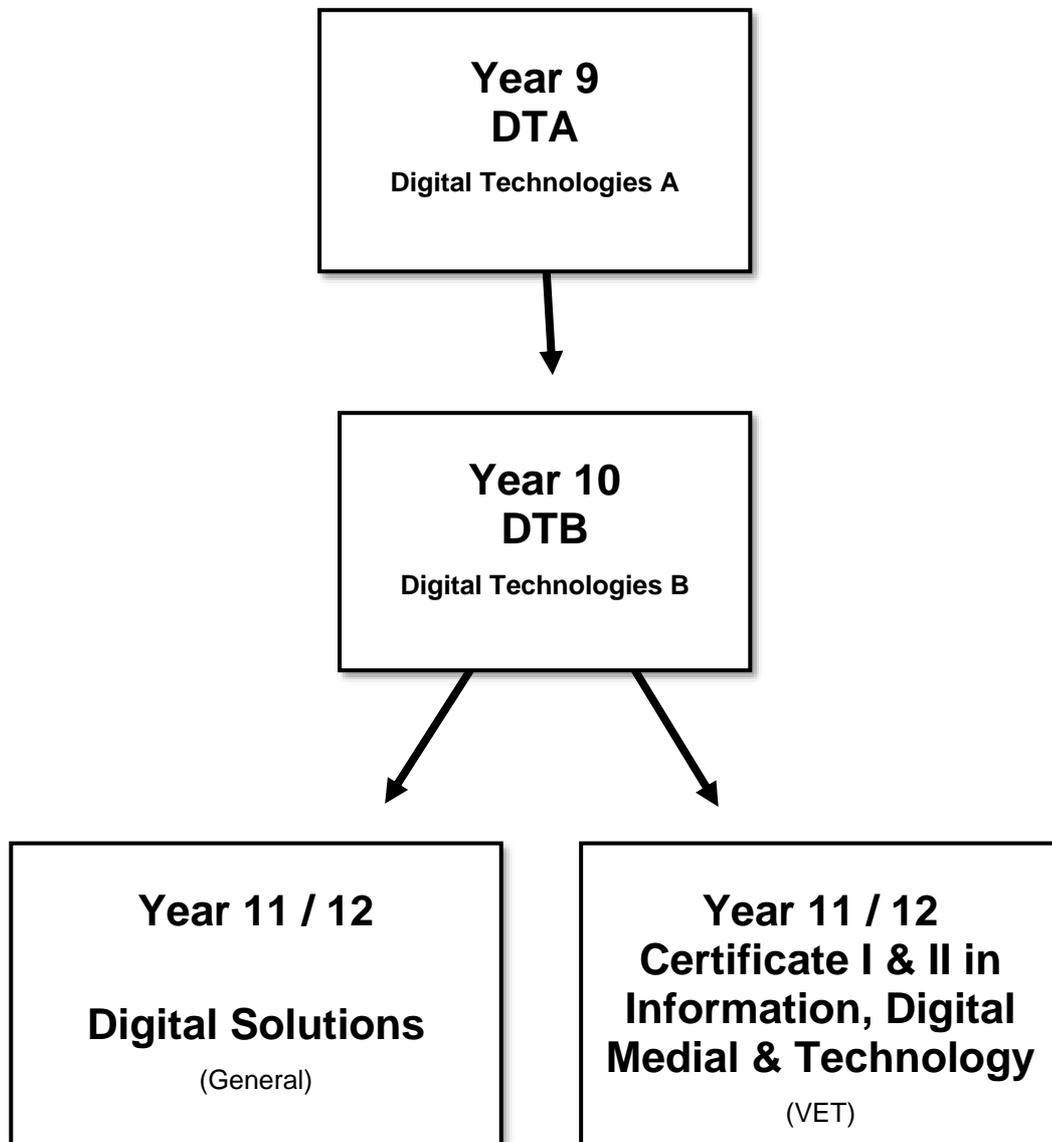
Year 11 and 12 – Senior Pathway

- General Subject: [Digital Solutions \(PDF, 1.6 MB\)](#)
- VET Subject: Certificate I & II in Information, Digital Media & Technology





Digital Technology Subject Progression



French

French in Year 9 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Years 7 and 8. Cultural aspects are identified and built upon throughout both semesters.

It is strongly recommended that students study the 4 units across Years 9 and 10 consecutively, as vocabulary and grammar is built on continually to maximise success.

Students develop skills across communicating and understanding the language including reading, writing and speaking in context.

Semester Elective

French: Semester One – LFA

In this unit students will continue to develop skills in comprehending and composing in French. Students will be given the opportunity to demonstrate Reading, Writing, Listening, Speaking.

Topics studied include:

- Personal Identity (introductions, family, descriptions)
- Community (directions, places, eating and going out)
- Leisure and recreation (television, sport, shopping).

French: Semester Two – LFB

This unit continues to develop the skills from Semester One.

Topics studied include:

Fêtes & festivals (dates & events)

- Leisure activities & household tasks
- School life (school subjects, daily routines)
- Staying with a French family
- Cultural items (songs, poems, films)

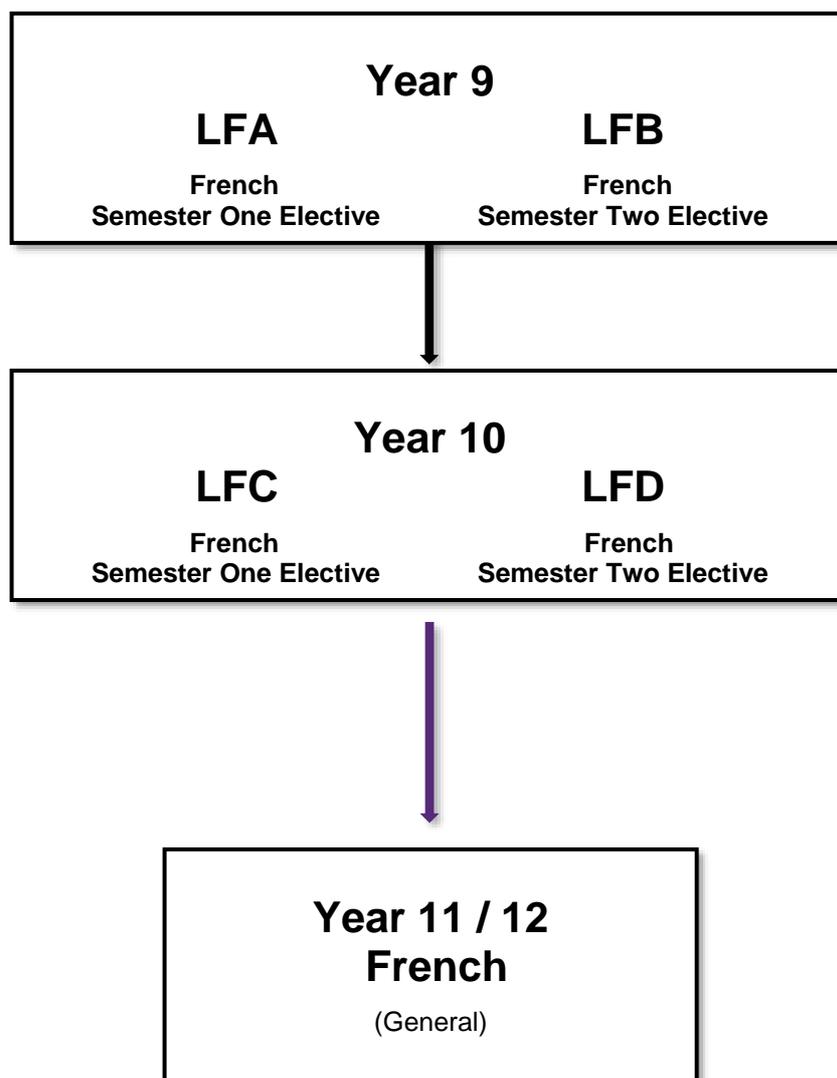
2020 Year 11 and 12 – Senior Pathway

- General Subject: [French \(PDF, 963.8 KB\)](#)





French Subject Progression



Japanese

Japanese in Year 9 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Years 7 and 8, with a greater emphasis placed on script writing and recognition. Katakana is introduced in Term 1 and the use of kanji is explored throughout the year. Cultural aspects are identified and built upon throughout both semesters, with manga, anime, origami, cooking and Japanese games also addressed. Students have the opportunity to interact with Japanese students from our sister school, Shijonawate Gakuen, in Term 3 and also participate in a culture-based excursion to Brisbane before the year's end.

It is strongly recommended that students study the 4 units across Years 9 and 10 consecutively, as vocabulary and grammar is built on continually to maximise success.

Students develop skills across communicating and understanding the language including reading, writing and speaking in context.

Japanese: Semester One – LJA

Learning Intentions

By the end of Semester One, Year 9 students should:

- **attain** the skills and knowledge needed to talk in depth about their family and that of others. This includes hobbies, favourite past-times and occupations.
- **discuss** housing, with students identifying differences between Japanese and western houses, the location of items within houses and describing pets and other animals.

Japanese: Semester Two – LJB

Learning Intentions

By the end of Semester Two, Year 9 students should:

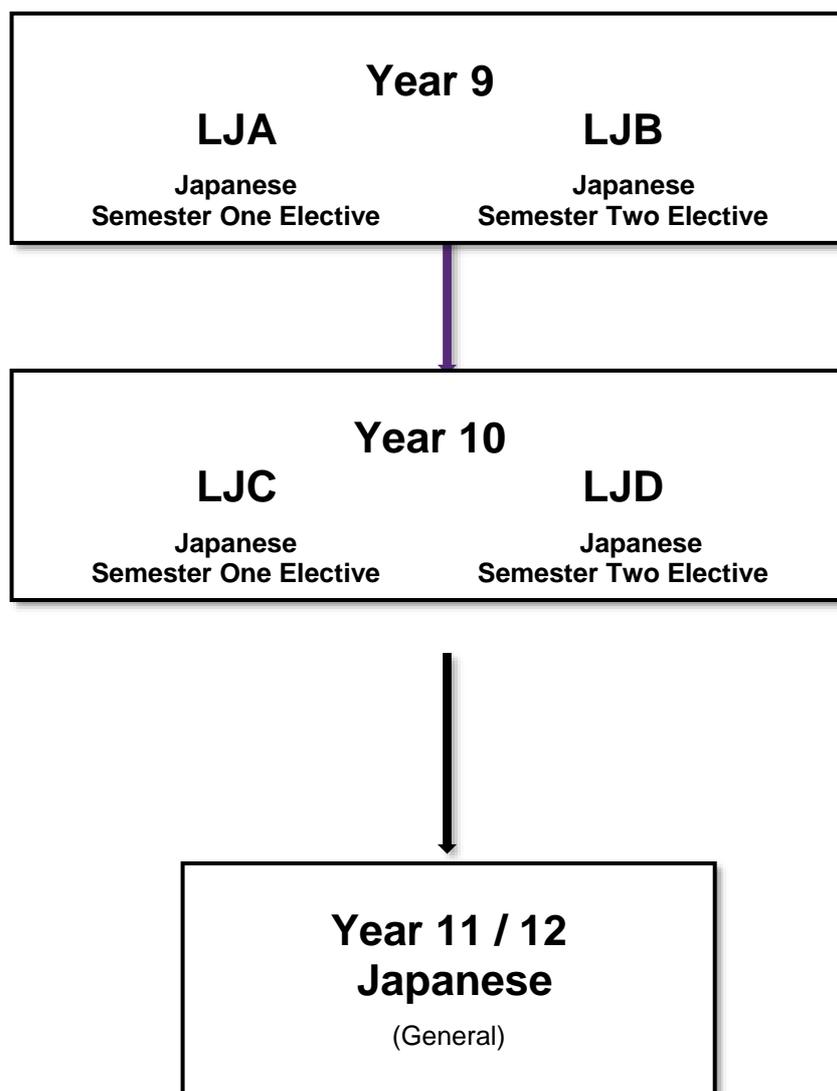
- **discover** the weird world of Japanese counters as a lead in to the final unit of shopping. Ordering in restaurants, looking at menu items and indicating preferences are all focuses.
- **explore** the concept of shopping in Japan. Commonly heard phrases, working with money, describing desired objects for clarification and planning shopping trips for a purpose are popular areas of study.

2020 Year 11 and 12 – Senior Pathway

- General Subject: [Japanese \(PDF, 1.3 MB\)](#)



Japanese Subject Progression



The Arts – Drama

Semester Elective

Drama: Semester One – ADA

In this unit, students make and respond to drama by exploring contemporary Australian Drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies to make and respond to their work.

Drama: Semester Two – ADB

In this unit students will manipulate and structure the dramatic action to create a performance which will engage the audience. They will also perform devised and scripted Drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience. Finally, students will analyse a range of drama, from past (indigenous) to contemporary (Australian and world texts) to explore different viewpoints and enrich their drama making.

Learning Intentions

By the end of Year 9 students should:

- **improvise** with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted contemporary Australian drama.
- **manipulate** combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles of contemporary Australian drama through scripted Drama pieces.
- **practise and refine** the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of contemporary Australian drama styles and spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists, in preparation for their Presenting work.
- **structure** drama, both linear and non-linear, to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements to create Forming pieces - scripts and Presenting work for the stage.
- **perform** devised and scripted contemporary Australian drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience as part of the rehearsal process for their Presenting work.
- **evaluate** how the elements of drama, forms and performance styles in devised and scripted contemporary Australian drama convey meaning and aesthetic effect, reflecting on their work and the work of their peers.
- **analyse** a range of contemporary Australian drama to explore differing viewpoints and enrich their drama making, including drama of Aboriginal peoples and Torres Strait Islander peoples, and consider these styles of drama in relation to international contexts. This will be done through a Responding task and is dependent on what theatre is available to view.

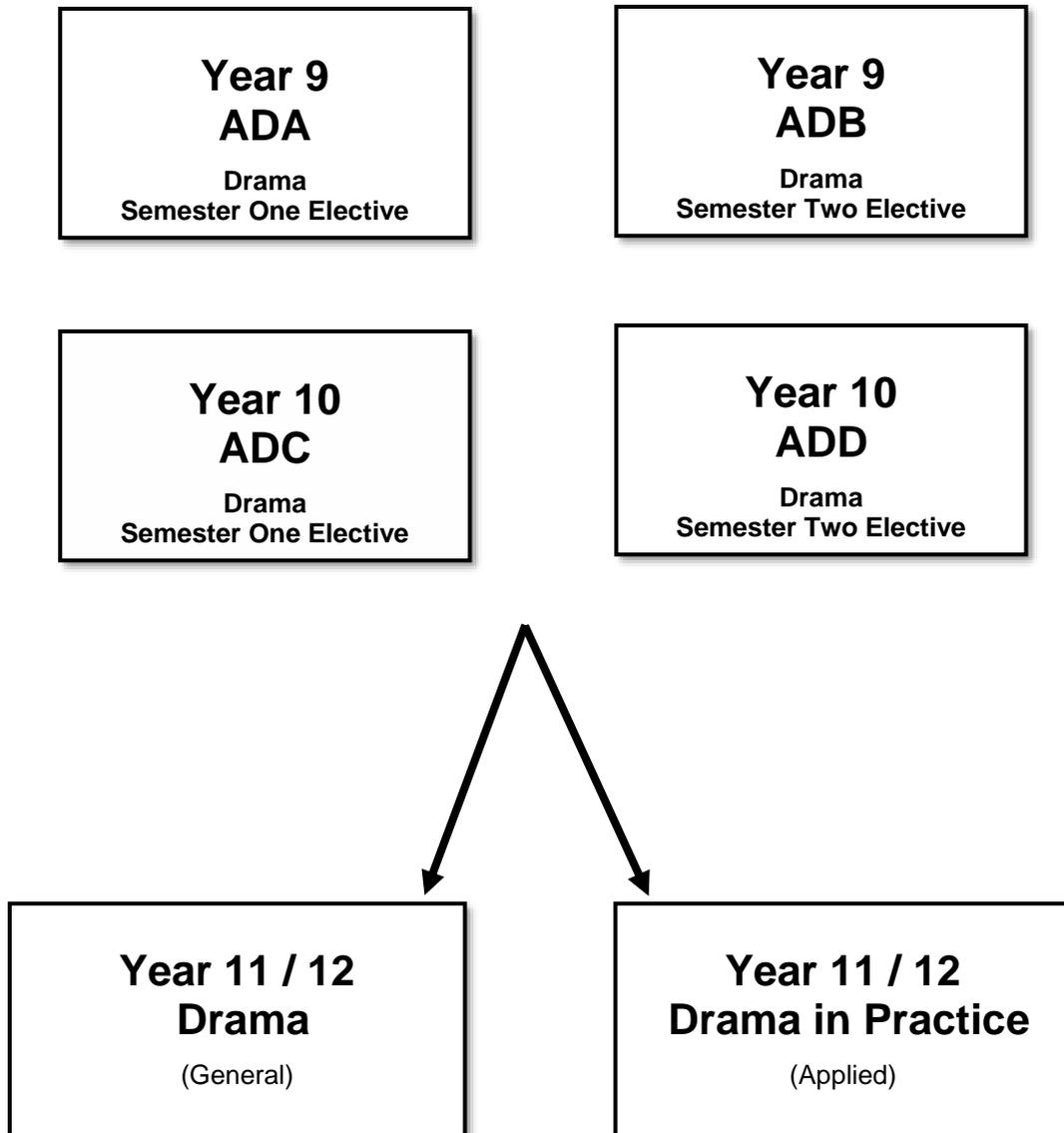
2020 Year 11 and 12 - Senior Pathway

- General Subject: [Drama \(PDF, 1.5 MB\)](#)
- Applied Subject: [Drama in Practice \(PDF, 1023.8 KB\)](#)





The Arts – Drama Subject Progression



The Arts – Music

Semester Elective

Music: Semester One – AMC

Learning Intentions

By the end of Year 9 students should:

Play That Song

- develop performance skills on keyboard (demonstrating music reading), guitar, voice and other area of musical interest eg. violin, drums.
- create a melody and harmonise with appropriate primary chords.
- listen to short melodies and themes to enhance their own melodic composition.
- listen to and discuss a variety of pieces from mixed genres and styles to inform the ideas of the elements of music.

Music: Semester Two – AMD

Rock and Other Cultures

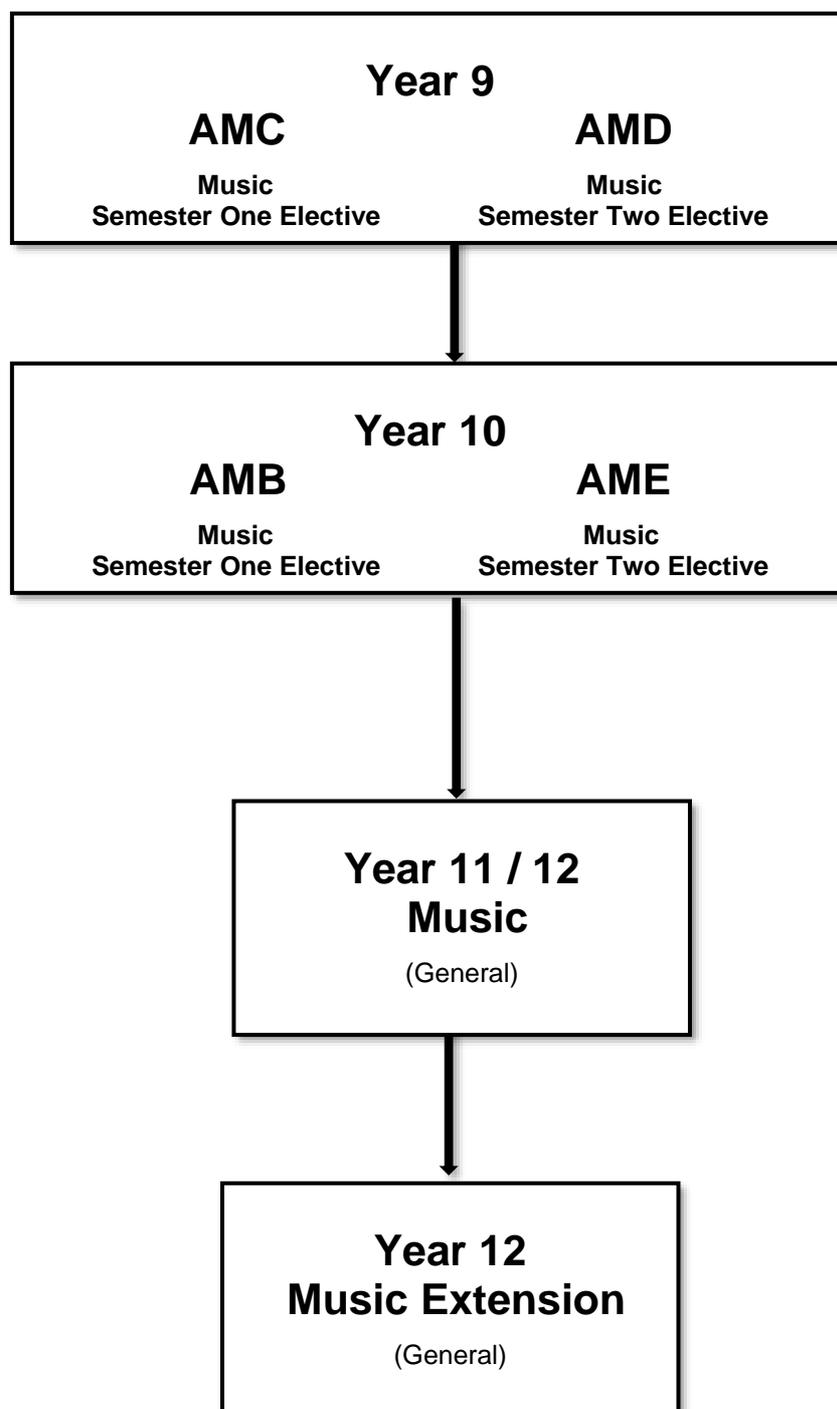
- develop performance skills on keyboard creating chord patterns and improvising melody.
- manipulate and experiment with chord progressions on keyboard or guitar create rock riffs for bass.
- develop performance skills on guitar and voice performing songs in pairs and performing as a Rock group.
- write a Rock song incorporating lyric setting, melody and harmony. May be hand written or use Sibelius.
- perform Rock group work in the appropriate and relevant style.
- listen to a variety of rock styles to inform their own rock performance and rock song composition.
- listen to and analyse a variety of Rock songs from different eras and genres including music influenced by Aboriginal cultures to inform of current rock trends and technological impact.

2020 Year 11 and 12 - Senior Pathway

- General Subject: [Music \(PDF, 1.5 MB\)](#)
[Music Extension \(PDF, 924.5 KB\)](#)



The Arts – Music Subject Progression



The Arts – Visual Arts

Semester Elective

Art: Semester One – AVB

This unit focuses on the role of graphic design in the art world. Students will respond to clients briefs through conceiving, **designing and creating** artworks for various products eg. cards, CD's, labels, textile designs, packaging designs and logos.

Ceramics - This unit offers students the opportunity to explore a variety of techniques in creating artworks in clay.

[Hand built – Functional – Figurative - Abstract]

Drawing - In this unit students will develop skills in a variety of drawing media and techniques.

Art: Semester Two – AVD

Technology - The exciting world of technology will be explored in this unit. Students will learn how to use technology in the production of artworks, both still and moving.

[Photography – Animation - Video]

Print Making - Students taking this unit will create artworks using a number of printmaking processes, from single prints to multiple mixed media forms of expression.

[Monoprints - Card Edge Prints - String Prints - Lino Prints]

Sculpture - This unit offers students the opportunity to learn using a variety of media and techniques in the creation of three-dimensional artworks.

[Cardboard - Plaster of Paris - Balsa Wood]

Learning Intentions

By the end of Year 9 students should:

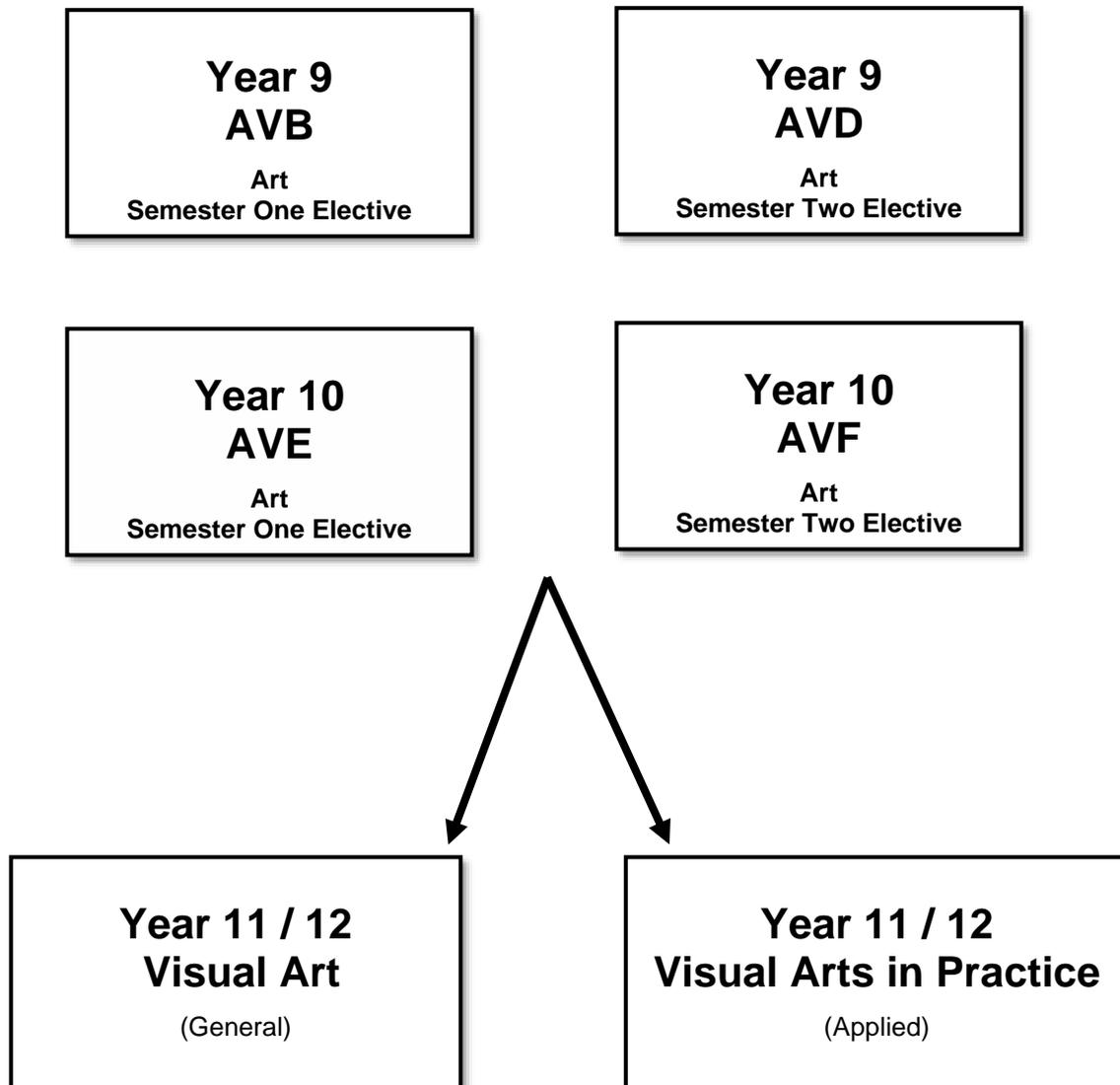
- identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making through experimentation with a variety of techniques and mediums.
- explain how an artwork is displayed to enhance its meaning.
- evaluate how they and others are influenced by artworks from different cultures, times and places.
- plan their art making in response to exploration of techniques and processes used in their own and others' artworks.
- demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

2020 Year 11 and 12 - Senior Pathway

- General Subject: [Visual Art \(PDF, 1.7 MB\)](#)
- Applied Subject: [Visual Arts in Practice \(PDF, 897.9 KB\)](#)



The Arts – Visual Art Subject Progression



How should students select subjects?

Selecting subjects should be based on consideration of the following points:

- Enjoyment
- Interest
- Previous successes / experiences
- Interest
- Possible future pathways, if already known

A student **SHOULD NOT** choose subjects for the following reasons:

1. **'My friend is taking that subject.'** There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. **'I do/don't really like the teacher.'** There is no guarantee that you will have any particular teacher.
3. **'Someone told me that the subject is fun (or easy, or interesting).'** It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. **'Someone told me that the subject is boring.'** See point 3.
5. **'Someone told me that I do/don't need that subject for the course I want to take in Year 12/ at university.'** If you are planning this far ahead, speak to the relevant Middle Leader Curriculum, check tertiary prerequisites or see the Careers Counsellor or Assistant Principal.

