



St Joseph's  
College  
TOOWOOMBA

# Year 9 Curriculum Handbook 2021



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





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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 2021 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](http://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, 2021**.

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



The timetable for 2021 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
------

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
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	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	AMB	AMC
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 28 August 2020**.
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](mailto: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

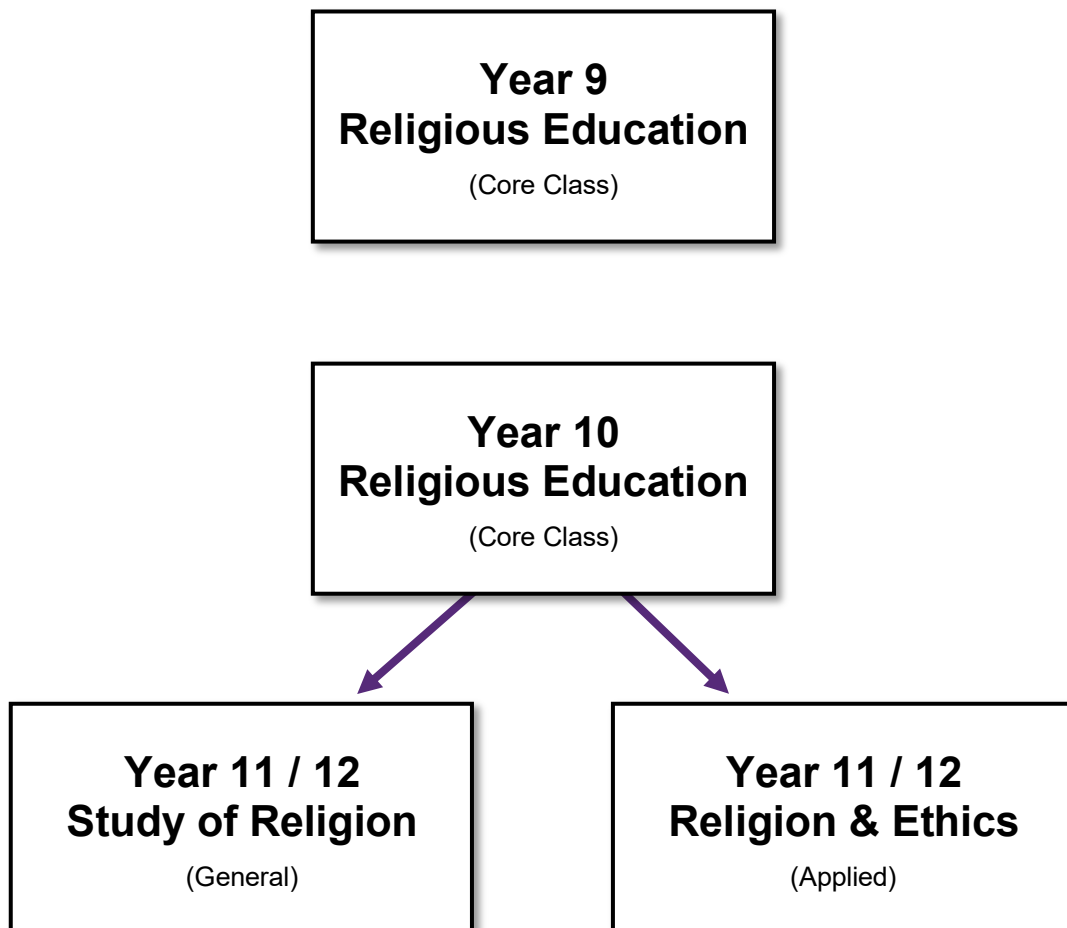
Applied Subject: [Religion & Ethics \(PDF, 1.3 MB\)](#)

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 will have completed the following units:

#### Unit 1 – Let me tell you about...

This is a project-based-learning unit that involves the student-driven creation of a written multi-modal text for a public audience.

use a driving question and steering questions to determine the best way to write and present information via an innovative digital text (blog)

use the written word and audio-visual elements to create meaning in a digital text

#### Unit 2 – Persuade me

This unit involves the exploration and reflection of students' personal understandings of the world and significant social issues through documentary film texts.

explore textual choices made by film creators to present information, opinions and perspectives to a contemporary audience in a realistic context

create and deliver an effective persuasive speech

#### Unit 3 – Growing up

This unit asks students to explore the way authors use text structures to create realistic characters.

reflect on, discuss and explore notions of literary value and how and why such notions vary according to context – with a close study of an Australian literary fiction text

create an imaginative text (narrative) using purposeful language and textual features

#### Unit 4 – True Beauty

This unit introduces students to the history of the English language and their first Shakespeare text. interpret and understand meaning in historical texts

analyse text structures and language features of literary texts; evaluating their content and the appeal of an individual author's literary style

#### Unit 5 – Fantasy Land

This unit builds on knowledge of visual literacy in a feature film adaptation.

explore differences between an original written text and a film text

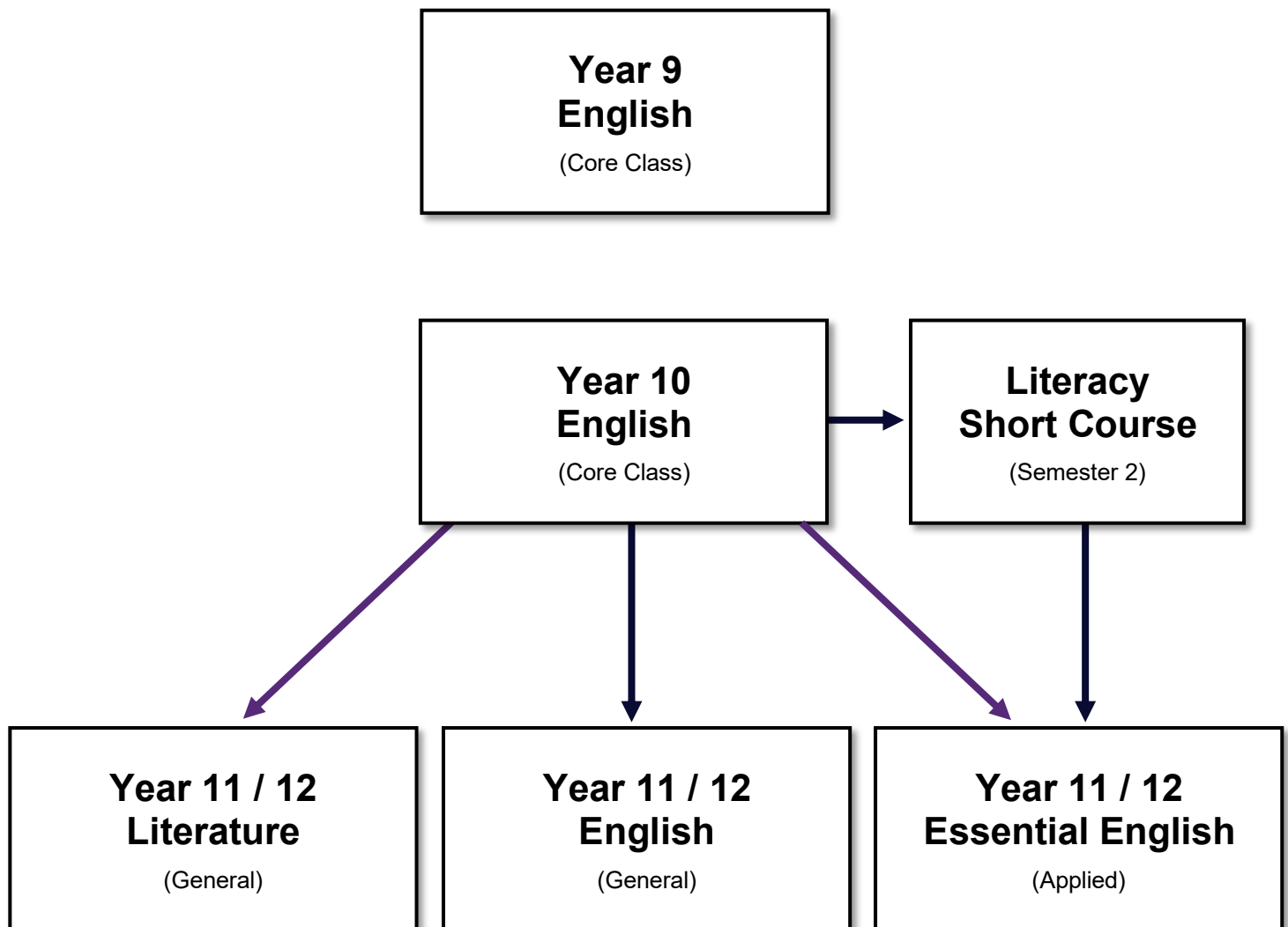
analyse text structures and language features of literary texts, evaluating their content and the appeal of an individual author's literary style

#### 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 \(PDF, 1.7 MB\)](#)

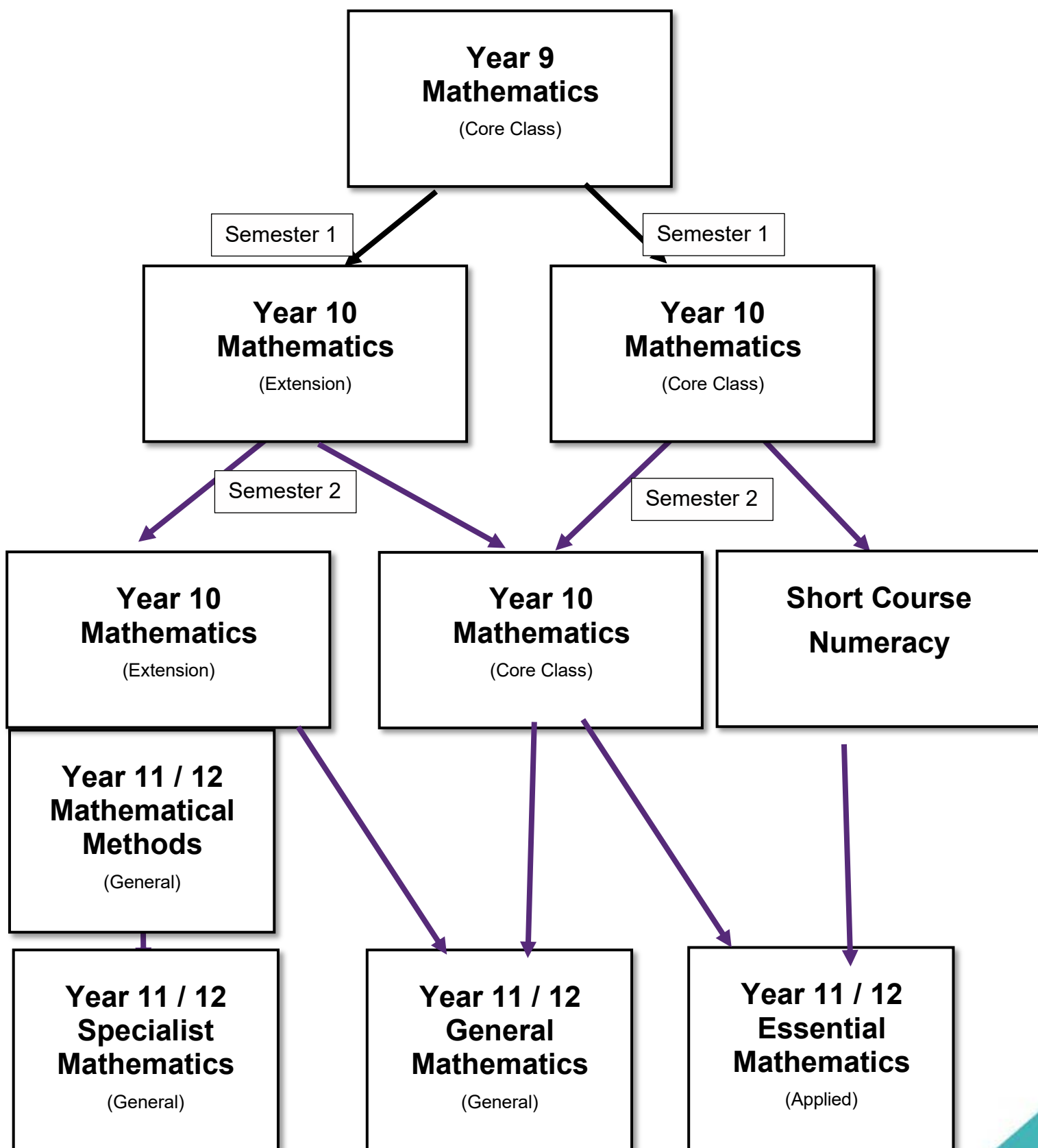
[Mathematical Methods \(PDF, 1.7 MB\)](#)

[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

General Subject: [Biology \(PDF, 1.7 MB\)](#)

[Chemistry \(PDF, 1.9 MB\)](#)

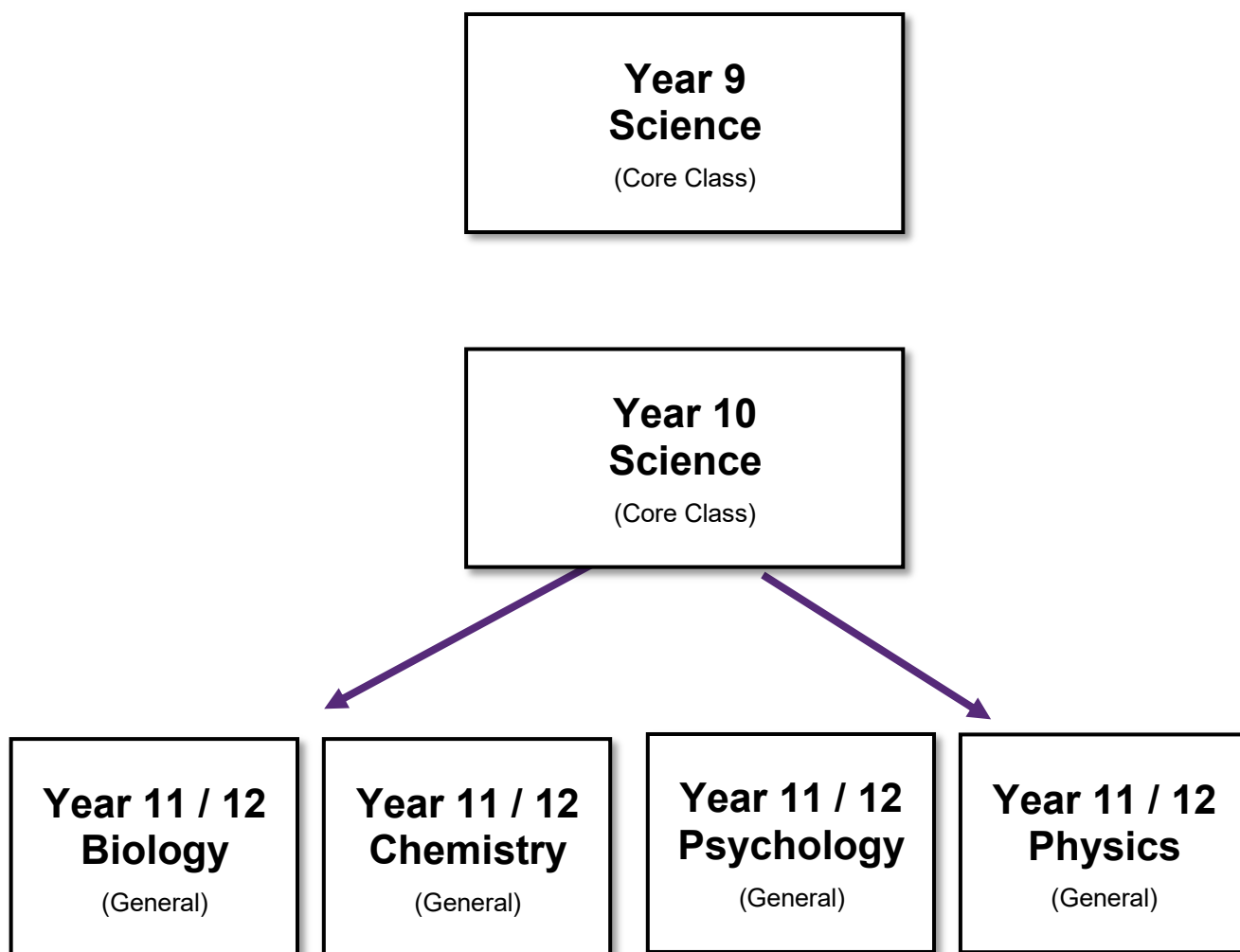
[Physics \(PDF, 1.9 MB\)](#)

[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”, “conscriptioin” 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.

### Year 11 and 12 - Senior Pathway

Applied Subject    [Tourism \(PDF, 937.0 KB\)](#)  
                              [Social & Community Studies \(PDF, 1.3 MB\)](#)

General Subject

[Geography \(PDF, 1.7 MB\)](#)

[Legal Studies \(PDF, 1.1 MB\)](#)

[Modern History \(PDF, 1.8 MB\)](#)





## Humanities Subject Progression

**Year 9  
Humanities**  
(History & Geography)



**Year 10  
Humanities**  
(History & Geography)

**Year 11/12  
Modern  
History**  
(General)

**Year 11/12  
Legal  
Studies**  
(General)

**Year 11/12  
Geography**  
(General)

**Year 11/12  
Tourism**  
(Applied)

**Year 11/12  
Social &  
Community  
Studies**  
(Applied)



## Health and Physical Education

### Compulsory Core Subject

#### Learning Intentions

By the end of Year 9 students should:

#### Term One – Sport, Gender and Culture 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 (AFL/Gaelic Football).

**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 (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 – Harm Prevention – Decisions, Drugs and Alcohol

**identify** community programs which aim to support homelessness.



**explore** the impact of drugs and alcohol on homelessness and the rates of homelessness.

**evaluate** decisions made by individuals as well as environments that individuals are brought up in that may lead to homelessness.

**identify, explore, evaluate;** situational awareness, decision-making, identifying and responding to abuse, react strategies, safety networks and support.

**devise, implement** and **refine** strategies for working effectively in teams.

**demonstrate** leadership, fair play and co-operation.

**demonstrate** understanding from previous movement experiences to create solutions to movement challenges via constraints-based games.

**demonstrate** leadership, fair play and co-operation across a range of invasion-game contexts.

**apply** and transfer movement concepts and attack and defence strategies to invasion games.

### 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.

### Year 11 and 12 - Senior Pathway

Applied Subject: [Sport and Recreation \(PDF, 662.5 KB\)](#)

General Subject: [Physical Education \(PDF, 1.8 MB\)](#)

## Assessment

Unit 1	Unit 2	Unit 3	Unit 4
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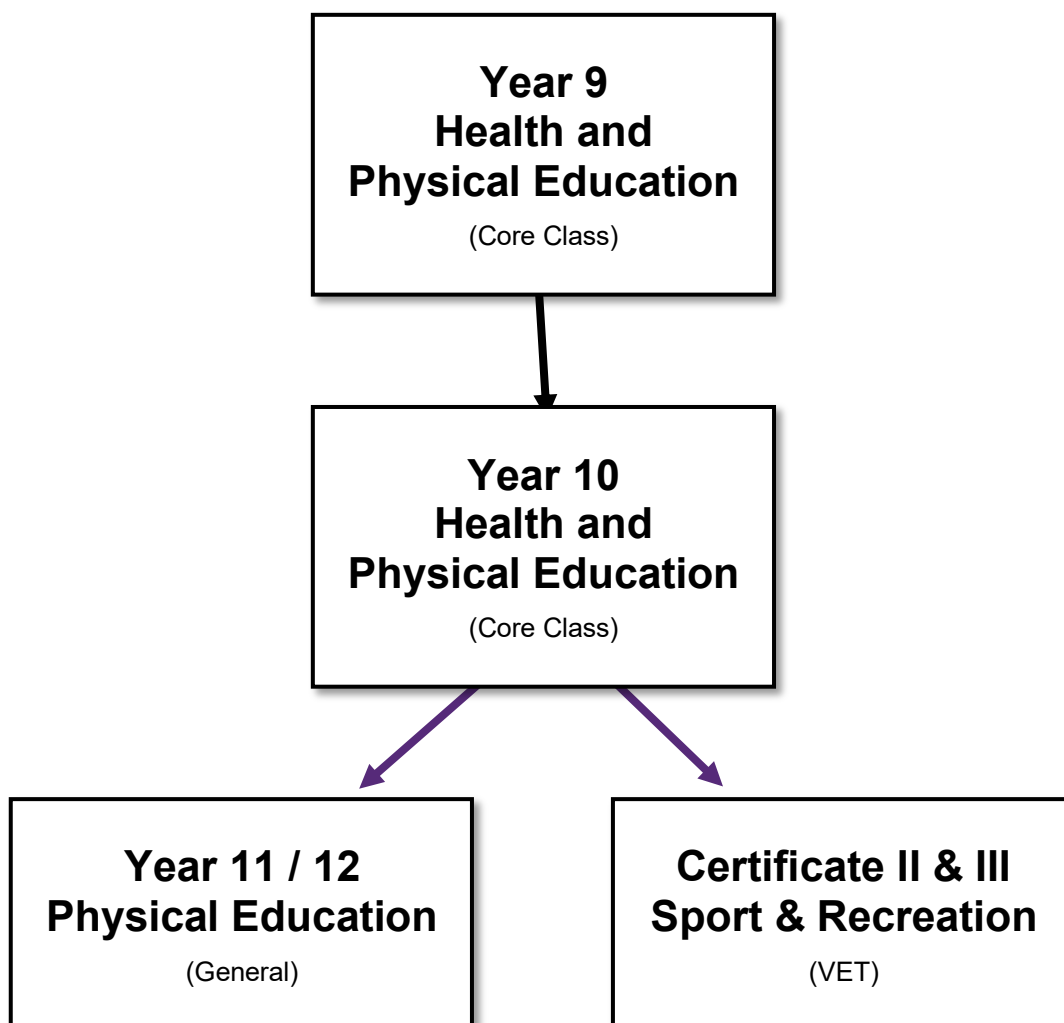


<b>Research Report</b>	<b>Research Multimodal</b>	<b>Project Proposal</b>	<b>Supervised Exam</b>
<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.</li> <li>analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.</li> </ul>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>access, synthesise and apply health information from credible sources to propose and justify responses to health situations.</li> <li>propose and evaluate interventions to improve fitness and physical activity levels in their communities.</li> <li>apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>evaluate factors that shape identities and critically analyse how individuals impact the identities of others.</li> <li>evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>plan, implement and critique strategies to enhance health, safety and wellbeing of their communities.</li> </ul>	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>examine the impact of changes and transitions on relationships.</li> <li>investigate how empathy and ethical decision making contribute to respectful relationships.</li> <li>evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses</li> </ul>





## Health and Physical Education Subject Progression





## Year 9 Electives 2021



## 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:

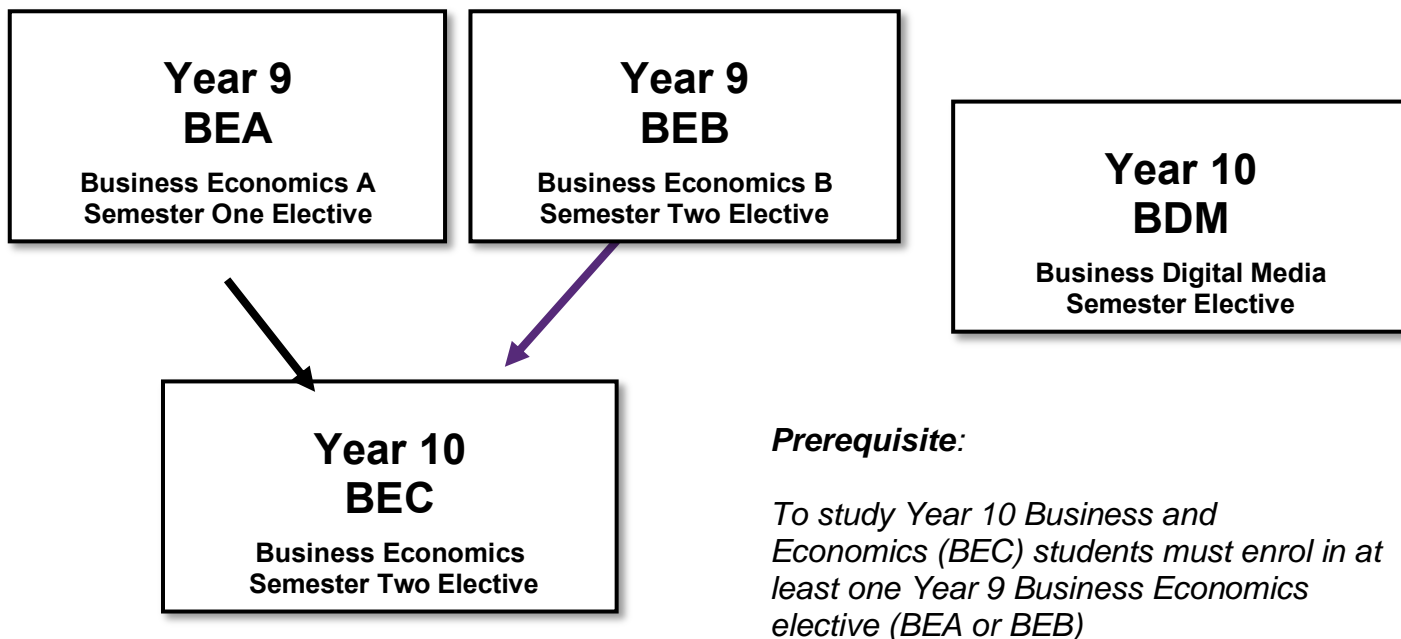
- apply** the accounting entity assumption to trading businesses.
- classify** accounts into five different categories: revenue (R), expenses (E), assets (A), liabilities (L) and Owner's Equity (Oe).
- understand** that there is a twofold nature to every business transaction.
- understand** the function 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.

#### Year 11 and 12 – Senior Pathway

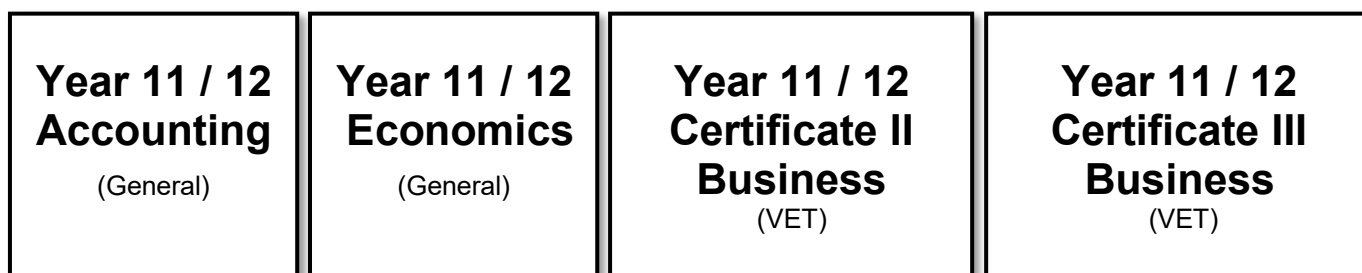
- General Subject: [Accounting \(PDF, 1016.0 KB\)](#)  
[Economics \(PDF, 1.1 MB\)](#)
- VET Subject: Certificate II & III in Business



## 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.

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 skillfully 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.

### Year 11 and 12 – Senior Pathway

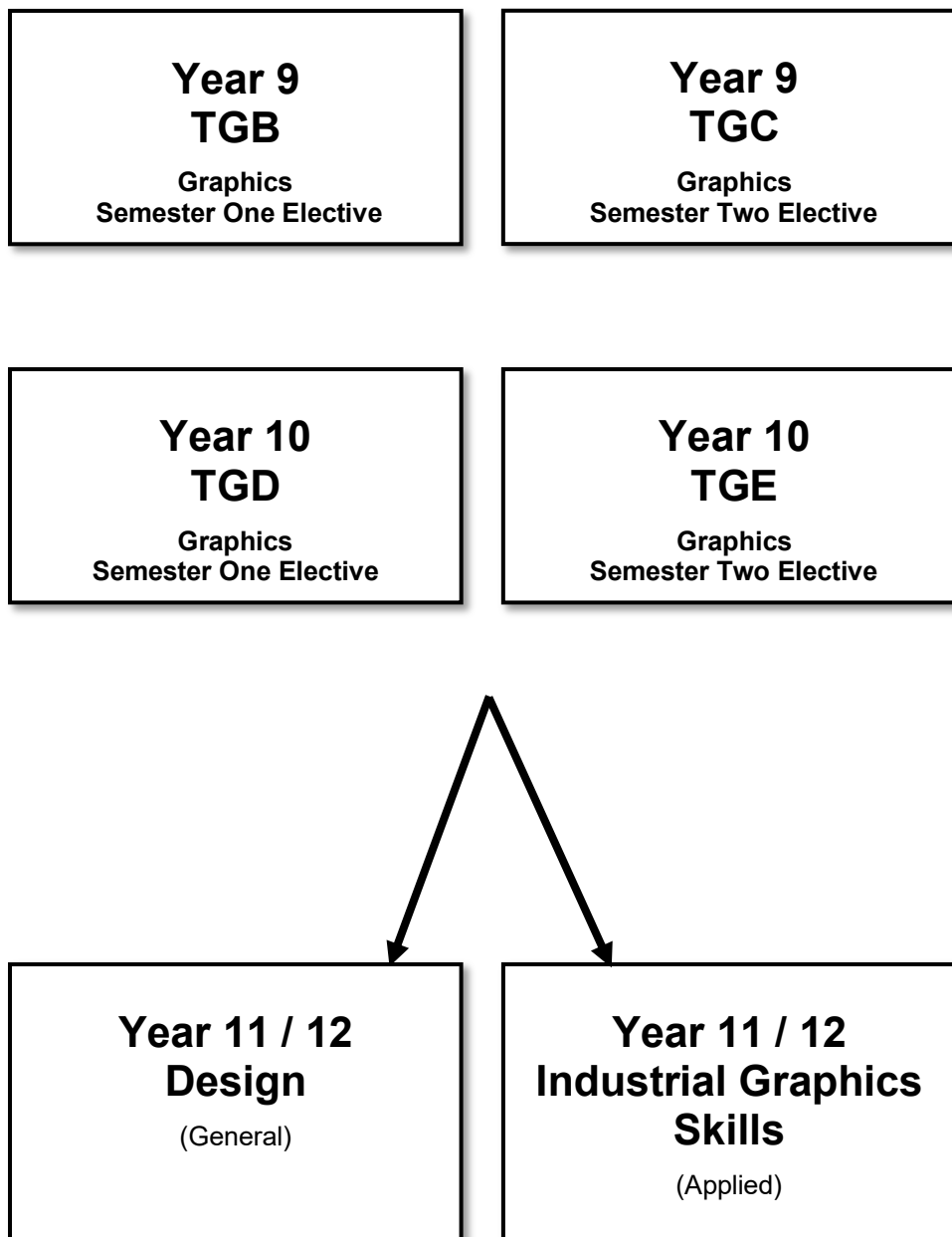
Applied Subject: [Industrial Graphics Skills \(PDF, 738.6 KB\)](#)

General Subject: [Design \(PDF, 2.2 MB\)](#)



## Design Technologies – Graphics Subject Progression

Pre-requisite: Students must have achieved a minimum grade of C in Year 7/8 Design Technology – Graphics.



A levy for consumables will be applicable for this subject.





## 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

LED Lamp

### Year 11 and 12 – Senior Pathway

Applied Subject: [Furnishing Skills \(PDF, 804.9 KB\)](#)

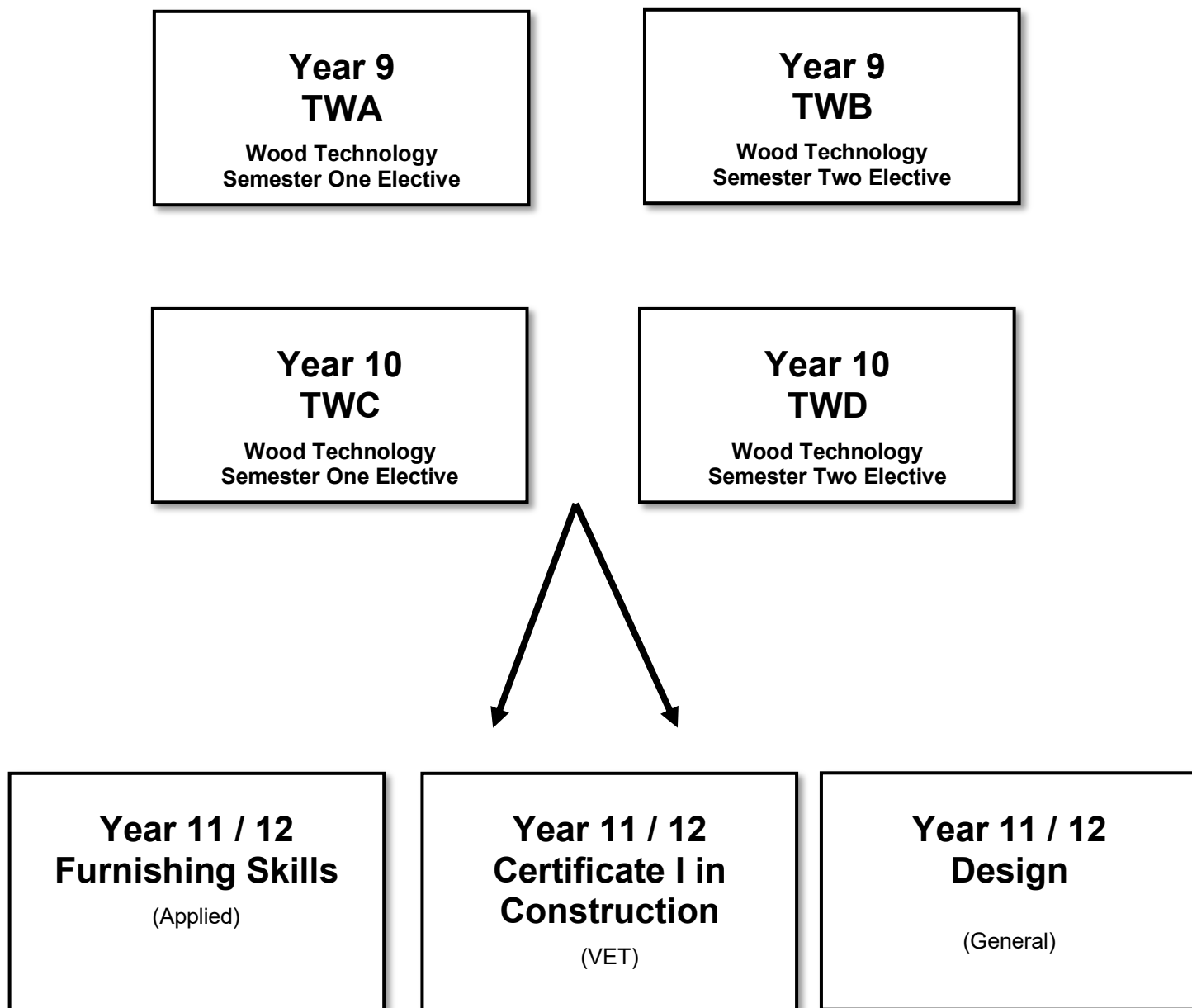
VET Course: Certificate I in Construction

General Subject: [Design](#)



## Design Technologies – Wood Subject Progression

Pre-requisite : Students must have achieved a minimum grade of C in Year 7/8 Design Technology – Wood/Metal.



A levy for consumables will be applicable for this subject.



## 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

Mild Steel – metal fabrication projects

Year 11 and 12 – Senior Pathway

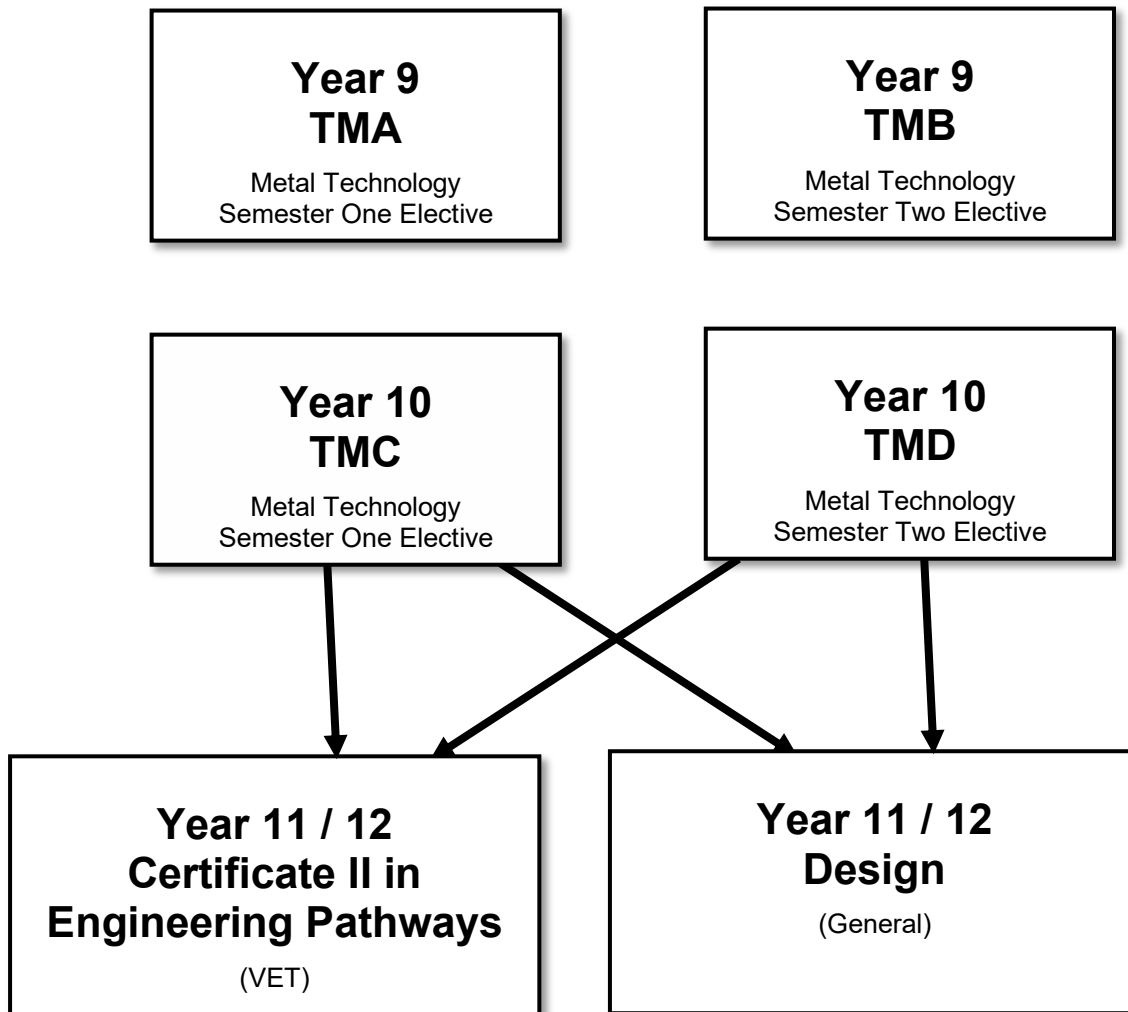
VET Subject: [Certificate II in Engineering Pathways](#)

General Subject : [Design](#)



## Design Technologies – Metal Subject Progression

Pre-requisite : Students must have achieved a minimum grade of C in Year 7/8 Design Technology – Wood/Metal.



A levy for consumables will be applicable for this subject.



## Design Technologies - Home Economics

### Semester Elective

#### Nutrition - Looking After Yourself: (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
- 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: Nutrition & Development

- Focus on infancy (0 – 5)
- Family structures/changes
- Changing roles throughout the life cycle

Sustainable Living Environments in a consumer-driven world

Basic sewing and cooking skills

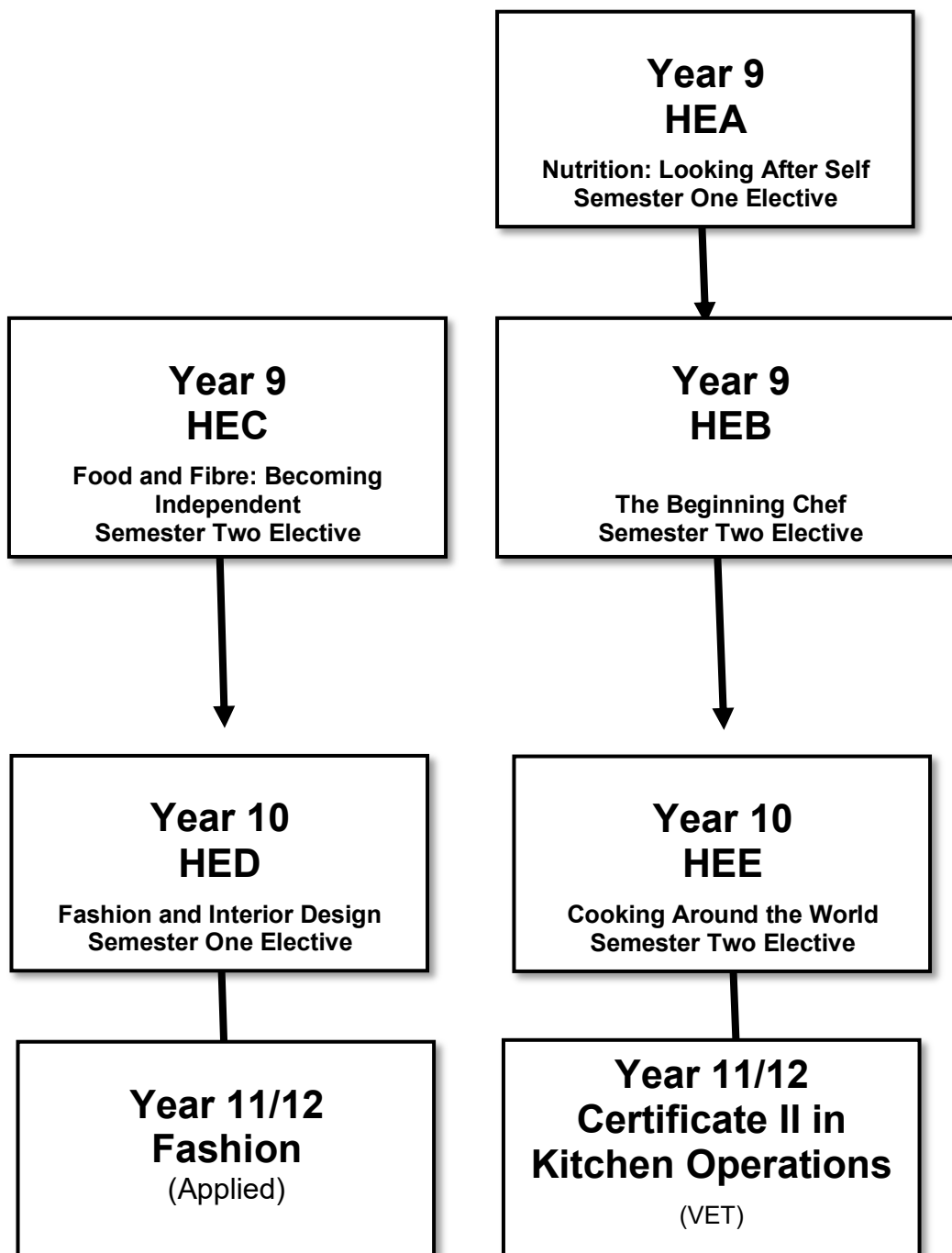
Year 11 and 12 – Senior Pathway

Applied Subject: [Fashion \(PDF, 859.0 KB\)](#)

VET Subject: Certificate II in Kitchen Operations



## Design Technologies – Home Economics Subject Progression



A levy for consumables will be applicable for this subject.



## Digital Technology

### Semester Elective

### Digital Technologies A: Year 9 – 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.

- Spreadsheets (Excel)
- Coding Design and Minecraft Makecode
- Robotics (LEGO)

#### 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: Year 10 – 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)  
Robotics/AI  
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

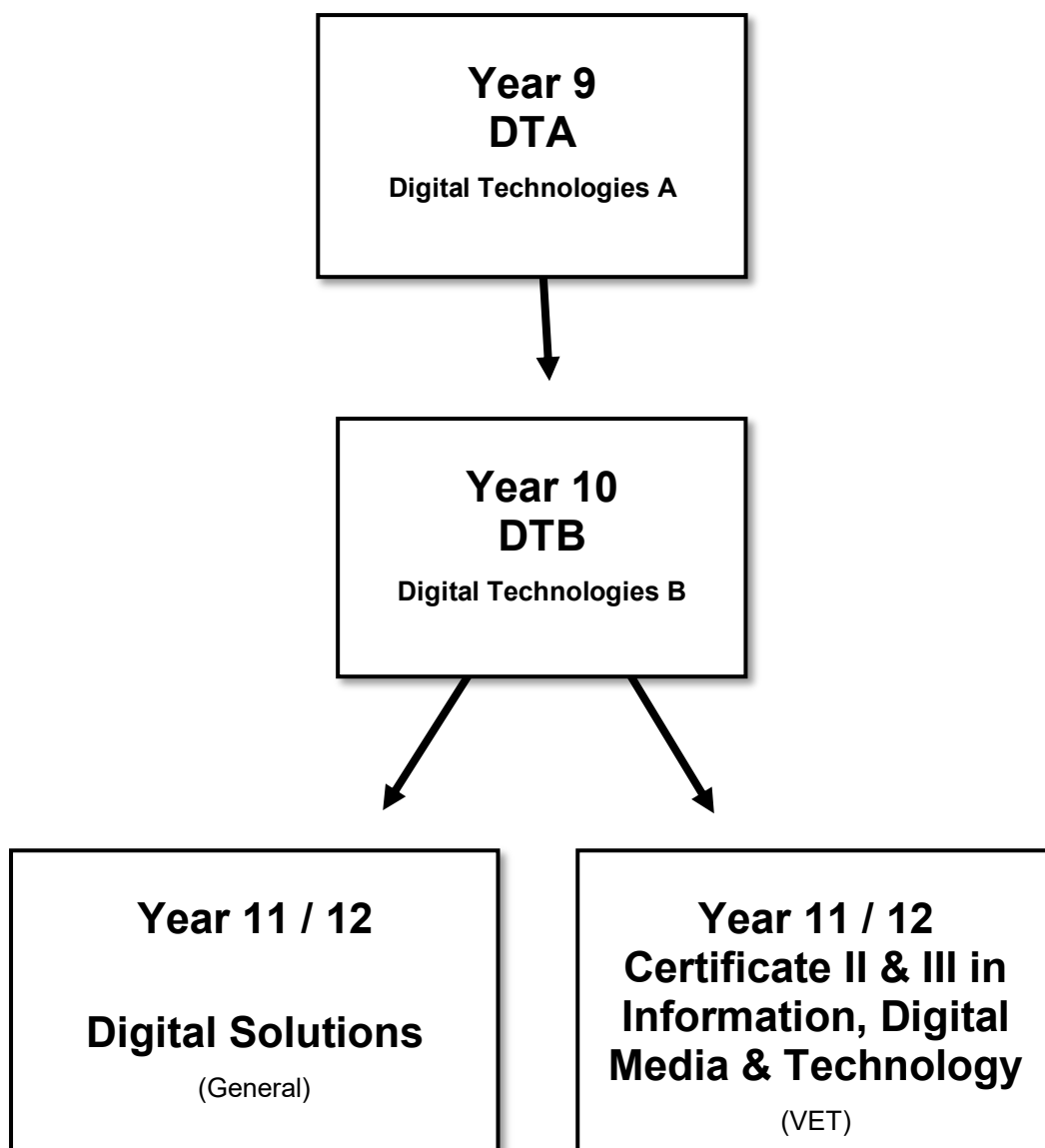
General Subject: [Digital Solutions \(PDF, 1.6 MB\)](#)

VET Subject: Certificate III in Information, Digital Media & Technology





## Digital Technology Subject Progression



Please note there is a cost associated with Certificate course.



## 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)

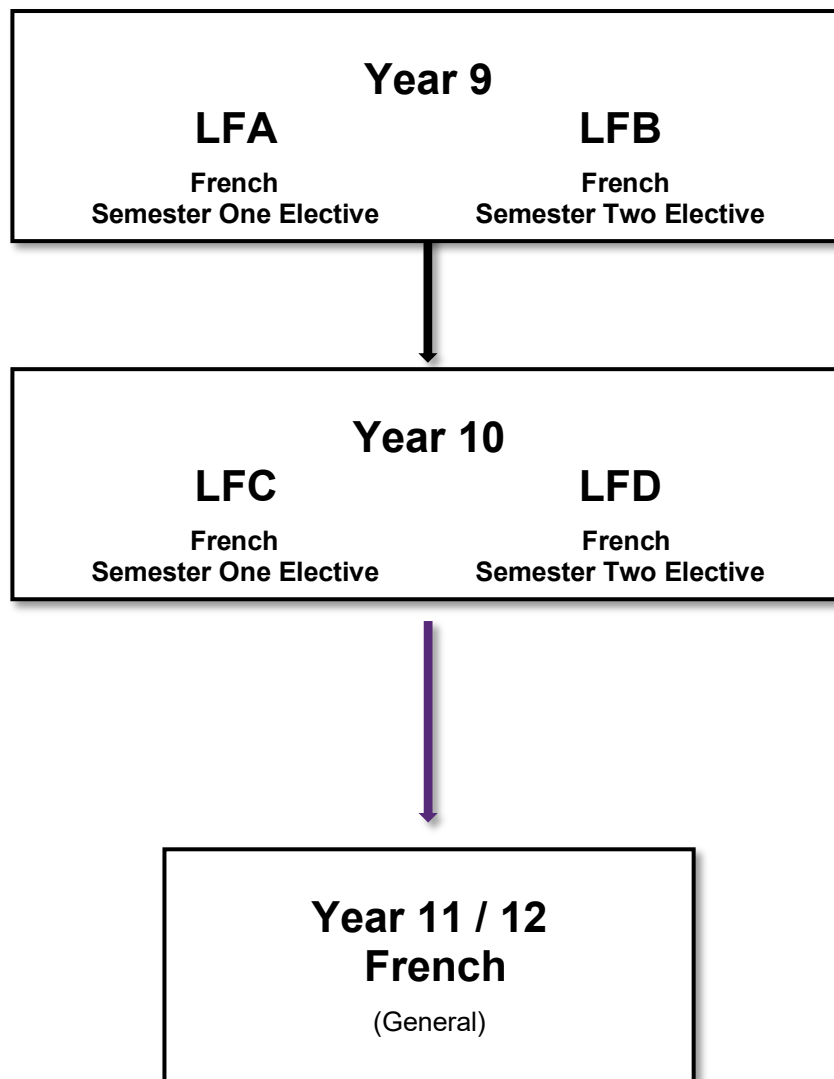
Year 11 and 12 – Senior Pathway

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.

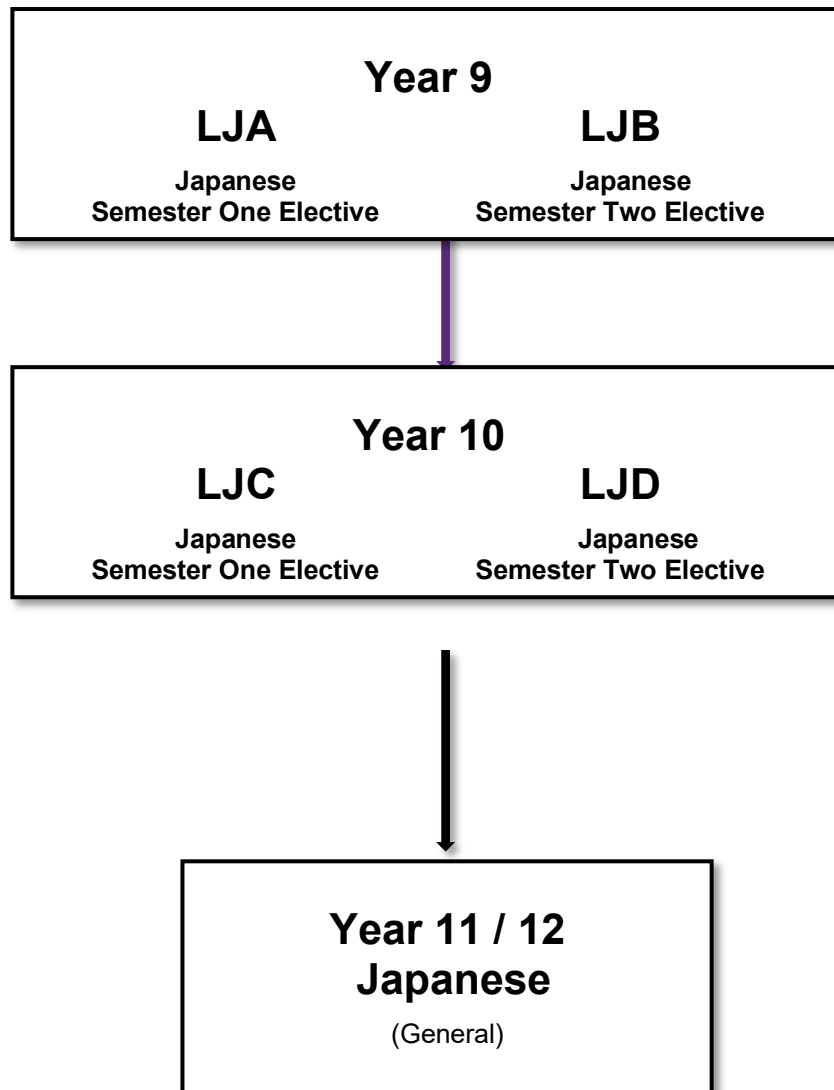
### Year 11 and 12 – Senior Pathway

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





## Japanese Subject Progression



A resource levy is applicable for this subject.



## 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.

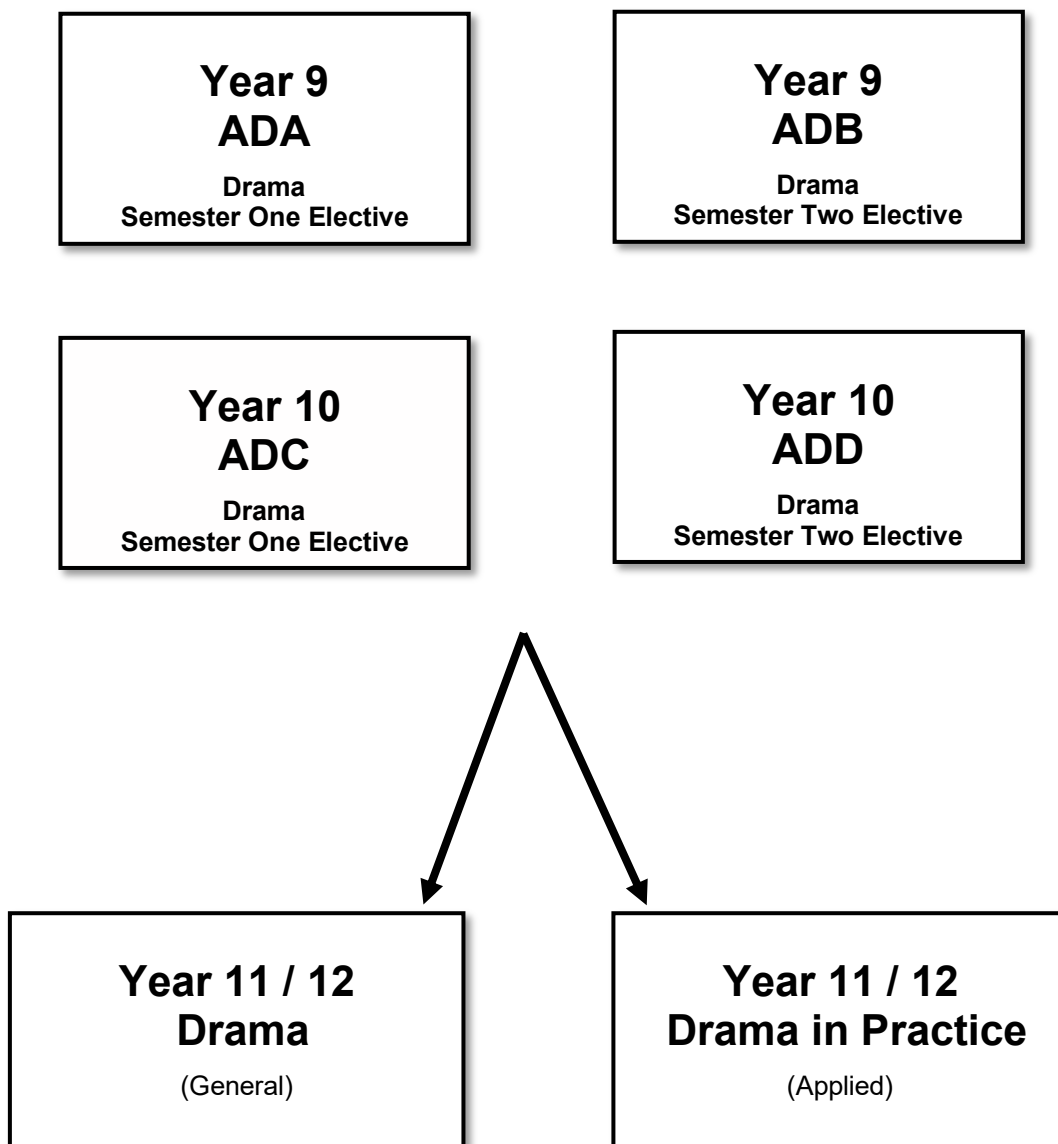
#### Year 11 and 12 - Senior Pathway

General Subject: [Drama \(PDF, 1.5 MB\)](#)

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



## The Arts – Drama Subject Progression



Excursions will incur a cost for this subject.



## The Arts – Music

### Semester Elective

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They learn to read and write music in traditional and graphic forms and utilise music technology to become independent learners. In Music, students integrate Responding and Making (Performing and Composing) activities, which are developed sequentially across four independent Music Units in Year 9 and 10.

### Music: Semester One – AMB

#### Play That Song

#### Learning Intentions

By the end of Year 9 students should:

**Making Performance:** develop performance and reading skills on keyboard, guitar and other area of specific musical interest eg. voice, violin, drums.

**Making Composition:** create original melodies and harmonise them with appropriate primary and secondary chords

**Making Composition:** explore how technology can be used to create original compositions using loops and original recordings.

**Responding:** listen to and analyse pieces from a variety of musical genres to inform musical awareness and develop an understanding of musical elements.

### Music: Semester Two – AMC

#### Rock and Other Cultures

#### Learning Intentions

By the end of Year 9 students should:

**Making Performance:** develop performance on keyboard creating chord patterns and improvising melody.

**Making Performance:** develop performance skills on guitar and voice performing songs on pairs and performing as a rock band.

**Making Composition:** develop compositional skills such as word setting, bass riff, chordal progressions and melody writing, and use these skills to create your own Rock/Pop song.

**Responding:** Listen to and analyse a variety of rock songs from different eras and genres, including music influenced by Aboriginal cultures.







**Responding:** develop an understanding of rock trends, technological impact and how music influences social and cultural identity.

Year 11 and 12 - Senior Pathway

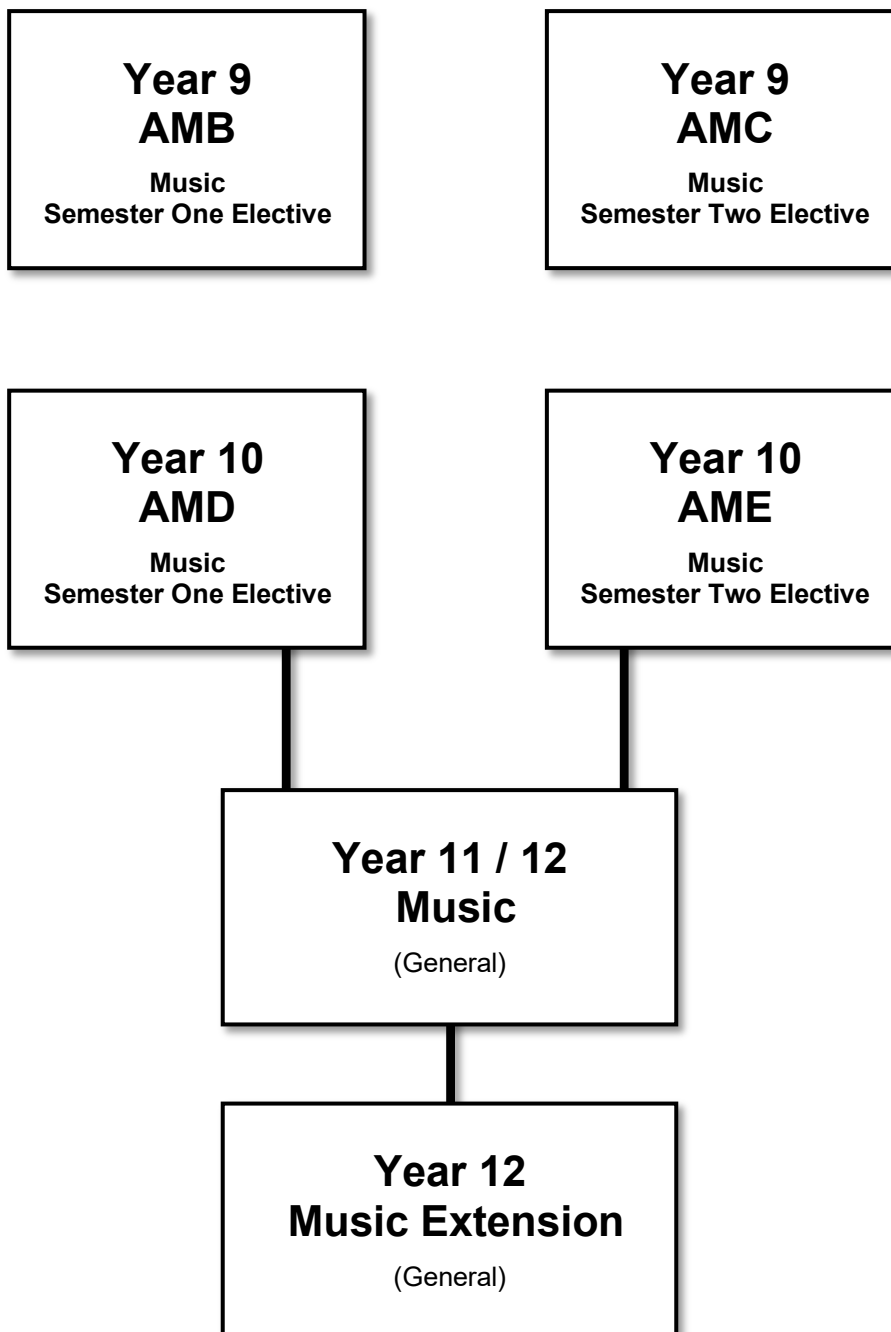
General Subject: [Music \(PDF, 1.5 MB\)](#)

[Music Extension \(PDF, 924.5 KB\)](#)





## The Arts – Music Subject Progression



## The Arts – Visual Arts

### Semester Elective

#### Course Overview

Year 9 Semester Visual Art electives are about acquiring visual arts skills by exploring various techniques and media with the ability for individual ideas and a personal aesthetic to develop. Students will experience a range of art forms within the categories of 2D, 3D and 4D (time-based media) and Design. Within these categories students will delve into ideas ranging from realism to abstraction and learn about art history movements, contemporary artists and art practices.

#### Learning Intentions

By the end of Year 9 and 10, students:

- evaluate how representations communicate artistic intentions in artworks they make and view
- evaluate artworks and displays from different cultures, times and places
- analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- identify influences of other artists on their own artworks
- manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

#### Assessment

Students will have the opportunity to explore at least three art forms in each semester. They will research, plan, generate ideas and create artworks to realise a personalized aesthetic. Through this process, students will learn to be critical and become creative thinkers.

Students will demonstrate their knowledge and understanding by identifying, analysing and evaluating artworks they make and view in response to other artists and their artworks. They will demonstrate this by responding, such as, in the written form of an Artist Statement and short answer responses.

#### Art: Semester One – AVB

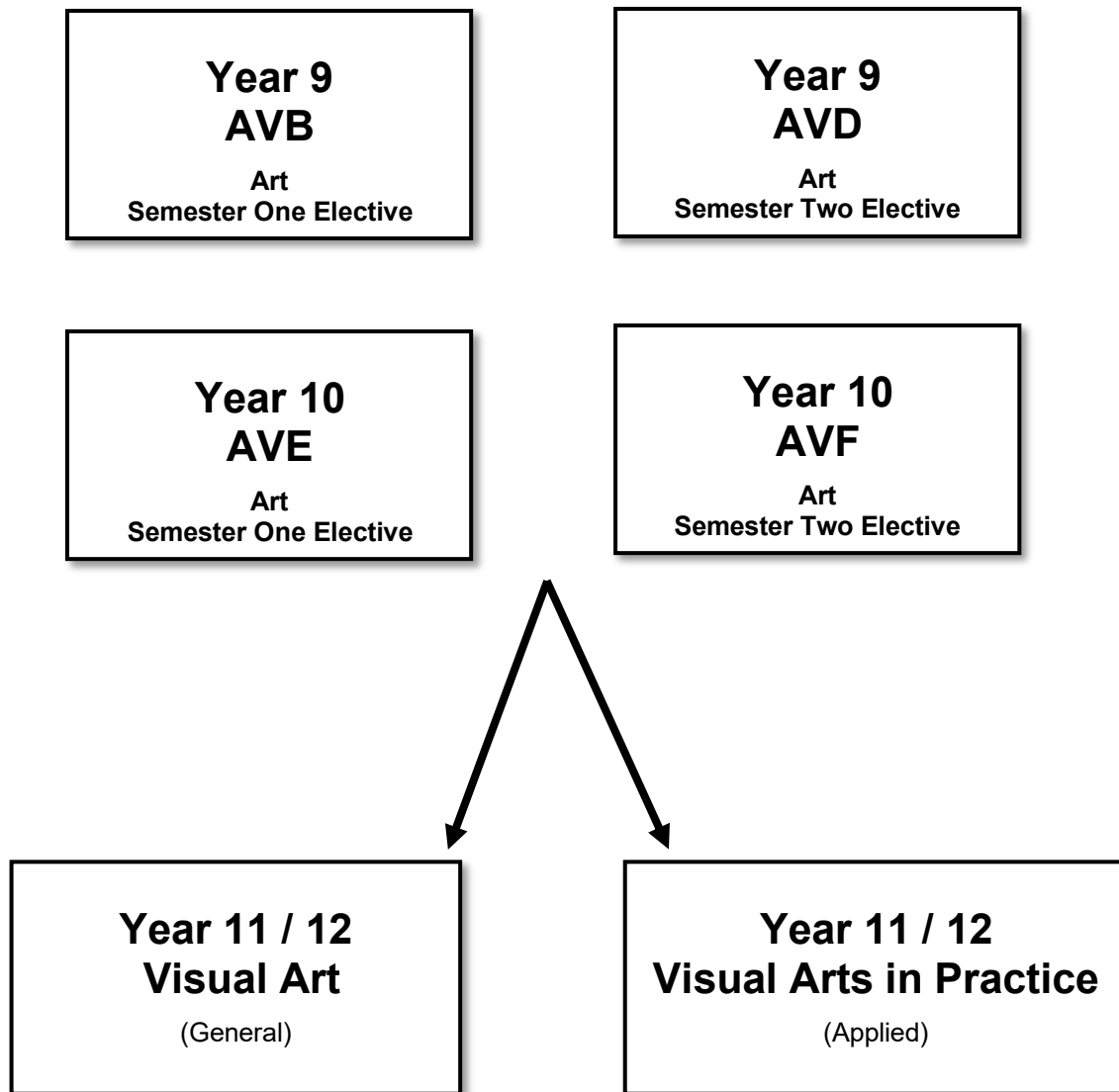
- 2D Drawing
- 3D Drawing
- Design – Painting & Graphics

#### Art: Semester Two – AVD

- 2D Printmaking
- 3D Sculpture
- 4D Digital Art



## The Arts – Visual Art Subject Progression



Levy for consumables may be applicable for this subject.



## 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.

