Welcome to Year 9, 2016 at Holy Spirit College!

Purpose, Trust, and Quality & Adventure in Learning

HSC Learning Community has two fundamental goals:

First, as a School, to provide quality education for our Students.

Second, as a Catholic School to achieve a sense of positive community for our Students & between Staff and Parents.

The Year 8 Program was focussed upon supporting students to make the transition into Junior secondary. The Year 8 Program was also designed to maximise the learning outcomes for each individual student and to promote positive attitudes to future schooling experiences.

Year 9 represents an important academic year when students continue the journey to becoming successful Lifelong Learners. What does a Lifelong Learner look like?

A Lifelong Learner is a successful, confident and informed learner who:

- plays an active role in their own learning;
- has essential literacy, numeracy and IT skills and can think deeply and logically;
- is creative, innovative and resourceful;
- works independently and in teams successfully communicating ideas;
- is able to make sense of the world around them;
- has skills to make informed decisions about their further education and employment;
- is a responsible global and local citizen, working for the common good and acting with integrity;
- is motivated to reach their full potential.

At Holy Spirit College we are dedicated to establishing a health-promoting school culture characterised by:

- warmth and positive interest;
- authoritative adult-student interactions;
- the use of consistent non-hostile limits;
- positive active support by Parents with constructive interactions between Staff and Parents.

The Staff of HSC are committed to encouraging and supporting Students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting Students to...

- set clear goals;
- plan strategies to achieve the results they want;
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about...

Launching Adolescents into Lifelong Learning!

We believe this is exciting stuff!

Dr John Lyons, Principal
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All Students in Year 9 study six compulsory, core subjects and three full-year elective subjects. All subjects are designed in accordance with guidelines from the relevant education authorities: Australian Curriculum, Assessment and Reporting Authority; Queensland Curriculum & Assessment Authority; and Catholic Education Office, Rockhampton.

Core Learning Areas ensure that all students experience a broad general learning program and also ensure they are exposed to the “Common Curriculum Elements”, common to all subjects. Such an approach ensures that Students experience a meaningful curriculum in Years 9 and 10 and are well prepared for studying senior subjects (in Years 11 and 12).

Layer I - Core

All Students in Year 9 study:
1. Religious Education
2. English
3. Mathematics
4. Science
5. History
6. Health and Physical Education

Layer II - Electives

Students study elective subjects within the Learning Areas of:
- The Arts
- Technologies
- Languages
- Humanities and Social Sciences

Within the Learning Areas there are a number of subjects from which students can choose, for example, in The Arts Learning Area – Art, CAT, Dance, Drama, Media and Music are offered.

Students select their 7th, 8th and 9th Subjects from a wide range of Learning Area elective subject offerings. (Refer table below.)

Students must nominate six elective subjects in preference order. Students will be allocated 3 of their six nominated elective subjects to study for the year. In the list of six elective subject preferences, students must include at least one subject from Group A and at least one subject from Group B.

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Business Principles</td>
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<tr>
<td>Media</td>
<td>Design Technology</td>
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<td>Japanese</td>
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<td>General Shop A</td>
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<td>Communicating through Art and Technology (CAT)</td>
<td>Graphics</td>
</tr>
<tr>
<td>Art</td>
<td>Interactive Multimedia</td>
</tr>
</tbody>
</table>

The timetabling of electives is dependent upon sufficient interest from students. Classes of uneconomical size might not go ahead. Students in the situation where a class does not run will be mentored to finalise their elective choices. In addition, appropriate combinations of subjects may provide an opportunity for subjects with smaller interest to proceed.
Subject Selection Guidelines

The Year 9 Handbook has been written so that students may understand the organisation of the curriculum around the Learning Areas.

Students should make their selection based on their interests and abilities.

Choices should involve:
- Reading the descriptors of each elective subject in this handbook.
- Checking any subject which should be studied in Years 9 and 10 in order to continue with it as a Senior subject.
- Thinking about your talents and strengths so that you select subjects which enhance and develop such abilities.
- Talking to your Teacher or Curriculum Dean if you are unsure about what a subject entails.
- Understanding that, during Term 3 of Year 9, you will be given an opportunity to select more elective subjects, for Year 10, that will enable you to begin shaping your pathway into Senior schooling.

Whilst appropriate choice of subjects in Year 9 is important, choosing them should not be an onerous task. Your choices can be based on interest and enjoyment and need not necessarily be related to career and study options, other than the small number of subjects which require Junior study as a prerequisite for Senior.

The decision-making process that you will undergo in preparation for Year 10 will be the start of your journey towards academic or vocational pathways.

Subject Changes

Once students have commenced Year 9 they are encouraged to remain in their electives for the whole year. Any requests for subject changes must be discussed with the Careers Advisor so that the best possible outcome may be achieved for the individual student. Some subject changes may not be possible due to class size restrictions or because of the nature of the subject. There are many facets to be considered before changes can be made.
Study Habits

Your main work at school is studying. Your main job is being a student. With an honest effort, you can learn habits and develop skills which will:

a) make your study more effective;
b) make your study more pleasant;
c) reduce the amount of time you need to spend on study - often more can be attained in one hour of strenuous study than three hours of ‘messing around’.
d) working in 30min blocks and then having a short break can help to ensure work remains focussed.

Where you do your study is important. Consider the following:

Noise  - Move out of the range of TV and radio.
Light  - A strong, even, white light from above and behind will help avoid unnecessary tiredness.
Furniture  - A comfortable chair and a roomy table or desktop are a priority. Try to establish a sitting position in which you are not hunched, slumped or cramped, in a chair that gives some support to your back.
Distractions - Choose a location with minimal distractions but where parents are able to monitor computer useage.
Place - Make a habit of using the same room, same table and same chair.

Routine
It is extremely important to have a REGULAR work time and to keep to it. Late afternoon and early evening are a particularly useful time.

Variety
Don't spend too long on any one subject or any one type of activity.

Concentration
Keep your mind on what you are doing. Avoid daydreaming. Continually assess yourself while you are studying. Question yourself on what you have just read before going on to the next page.

Activity
You have to be active to learn effectively. Writing and questioning yourself help you learn. Practice the writing of key ideas and facts from memory.

Summaries
These are essential. Set out the summaries in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save having to re-study the topic in detail. Don't put summaries on scraps of paper - write them systematically in a notebook.

Organisation
Careful planning of your study timetable is very important. Equally necessary is the need to record carefully, in your College Diary, the work to be done. This needs to be done at the end of every lesson and in enough detail for you and your parents to understand.

Understanding
Information is only of use so far as it assists understanding. Rote learning is of no use unless what is learnt can be used effectively in coping with other problems. If, after carefully reading and thinking about a section of work, you do not understand it, ask your teacher for assistance.

Revision
Forgetting occurs fairly quickly after learning. Therefore, it is important to revise a new piece of work within twenty-four hours. When revising work, check at the beginning of a session that you know what you revised in the previous session. If necessary, re-learn that work before going on. Well-prepared summaries can be of great assistance in revision.

Subjects
Your teachers will help you to develop skills and processes necessary to master particular subjects. Don't be afraid to ask for assistance.
Homework

Your homework consists of:
- Work set by the teacher to be completed for a lesson in the next few days
- Your own study, which includes revision of earlier work

As you progress through the school and as you become a more efficient student, your own study should occupy more and more of your time. Homework assists learning in the following ways:
- Ensures that the work taught in class is understood, learnt and practiced
- Provides time for learning and memorising facts
- Gives practice in creative thinking
- Provides time for revision of knowledge already gained
- Provides the opportunity for you to learn to work alone, to help yourself, to think through academic problems and to learn academic self-discipline
- Reveals to you the weaknesses in your knowledge and understanding, so that you may ask your teachers how to overcome such problems

Year 9 and 10 students would be expected to do 5 hours of homework per week but this will vary depending on the nature of electives selected, when assignments are due, and prior to tests. Conscientious students often do more than this. It is important that all of this time is spent on active study. Discipline yourself to make up any lost time during the weekend.

Absence from Class

If you miss lessons for reasons of illness, sport or cultural activities, instrumental lessons or for appointments, it is your responsibility to catch up on any notes, tasks or homework that you have missed.

How can you catch up quickly?
- See your teacher/s when you return to school.
- Phone a friend from your class and find out what was covered in the lesson. Catch up on as much as possible.
- Attend College tutoring sessions or ask for an appointment with a teacher to obtain additional assistance.

Guidelines for Assignments

The development of an assignment should be a learning experience for students, who need to be taught techniques for assignment writing. Written assignments are known to all students, staff and parents in advance as outlined on the Assessment Calendar for any one semester.

Details of assignments should be recorded by students, under teacher direction, in the Student Diary. If, because of illness or any other serious reason, a student is unable to meet the conditions of the assignment, he/she must see their subject teacher and complete a request for extension form, before the due date where practical. The Curriculum Dean will then make a decision on the application.

Requests for Extension forms are available from the College Office and the online Student Café and Parent Lounge.

Late Assignments: Assignments are expected to be completed. Students will be required to submit a checkpoint, approximately a week prior to the due date, which is a prescribed amount of preparation for the assignment. In the event of an assignment being incomplete or not submitted by the due date, and no extension granted or exceptional circumstances, the class teacher will mark the checkpoint and any other evidence of assignment preparation which can be provided by the Student. This procedure is in accordance with QCAA (Queensland Curriculum and Assessment Authority) policy.

Plagiarism

Where plagiarism is identified in a student’s work, the sections which are not the student’s original work will be deleted and any remaining portion, checkpoint, or other preparation the student may have completed, will be marked. Students may be requested to submit digitally prepared assessment work through the originality-checking software which assists students to identify any sections of work which may not be sufficiently their original work.
Looking Ahead

Year 10 – Transitional Year

The table below is provided for the assistance of students who wish to consider University Entrance as an option for the future. The table lists the Senior subjects which contribute to the calculation of an OP (Overall Position) Score and the offer of a university place as well as the recommended results in Year 10 for success in these Senior subjects. Please check with our Careers Advisor, through the College Office, if you wish to obtain further information on Senior courses.

<table>
<thead>
<tr>
<th>Year 11 Senior Subject</th>
<th>Recommended Year 10 Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A Sound Achievement in English and Social Science</td>
</tr>
<tr>
<td>Biology</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Core Biology and English</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Core Chemistry and Extension or Accelerated Mathematics</td>
</tr>
<tr>
<td>Dance</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Drama</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>English</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Geography</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Graphics</td>
<td>A Sound Achievement in Graphics</td>
</tr>
<tr>
<td>Home Economics</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Japanese</td>
<td>A Sound Achievement in Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>A Sound Achievement in Core Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>A High Achievement in Extension or a Sound Achievement in Accelerated Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>A High Achievement in Extension or a Sound Achievement in Accelerated Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Music</td>
<td>Year 10 Music or Music Qualification of similar standing</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A Sound Achievement in English and PE and a good participation record in PE</td>
</tr>
<tr>
<td>Physics</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Core Physics and Extension or Accelerated Mathematics</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A Sound Achievement in English</td>
</tr>
</tbody>
</table>
Core

Subjects
Aims

The study of English is designed to provide an opportunity for students to develop their ability to:

- be confident communicators, imaginative thinkers and informed citizens;
- analyse, understand and build relationships with others;
- develop the knowledge and skills needed for education, training and the workplace;
- become ethical, thoughtful and active members of society in a linguistically and culturally diverse country;
- engage critically with literature to expand the scope of their experience; and
- participate effectively with our Asian neighbours and with the global community.

The goal of the English program is to develop students’ ability to compose and comprehend spoken, written and visual English fluently, appropriately and critically for a wide range of purposes. Students are encouraged to enjoy and appreciate texts while also understanding the power of texts to influence, tell stories of culture and promote shared understandings.

Course Overview

The course focuses on the strands of language, literacy and literature. Students are engaged in the study of literary and non-literary texts of personal, cultural, social and aesthetic value including literature, poetry, media, drama and current social issues.

Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively.

Learning activities in English build on the students’ background, needs, interests and abilities. In Year 9, students are involved in responding to and creating subject matter that relates to personal experiences, life stories and interests of young people in Australia and other cultures, today and in the past.

Semester One:

A World on the Move explores the relationships which are formed [or not] on account of culture. The focus, in particular, is on the way in which young people are living in a multi-cultural society and the ways in which they are doing that. Students will explore their own heritage as well as that of others in the class [and beyond] exposing them to a wider and more inclusive outlook on their multicultural world.

Semester Two:

Overcoming Obstacles allows students to develop an understanding about war (past and present) as well as the hardships minority groups face. This unit explores the challenges teenagers experience throughout their teen years and allows students to understand how someone’s life differs due to time, place and environment.

Comedy Central explores the way in which humour has long underpinned many literary and non-literary texts. From Shakespeare through to the introduction of television and film, students explore the concept of humour while learning about the intellectual skills associated with playing with language.

An Unreal World looks at the way ideas, texts and meanings are constructed for different purposes: to suit the audience, to reflect the time; to entertain, to challenge and to inspire. Students review various texts including reality television, documentaries, short stories and poetry.

Assessment Overview

In each semester, students undertake:

- Written assignments
- Written tests
- Spoken/multimodal presentations
Health and Physical Education (HPE)

Aims

The Health and Physical Education Learning Area aligns with the College Curriculum Framework in which Years 7, 8 and 9 students are working within the recently introduced Australian Curriculum.

Health and Physical Education, as a Learning Area, provides essential learning opportunities to enable students to develop the knowledge and capabilities that they need to develop now and draw on in the future, as active, responsible citizens and lifelong learners with Christian values.

Course Overview

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students develop and demonstrate their knowledge and understanding, individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

HPE students will develop their knowledge and understanding through the following dimensions:

- **Health** - Health is multidimensional and dynamic, and influenced by actions and environments.
- **Physical Activity** - Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals. Physical units studied include swimming, athletics, team sports, and finally an individual sports unit in Term 4.
- **Personal Development** - Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

Assessment Overview

Integrated and personalised assessment involves a combination of written and practical tasks throughout each term.

Additional Information

- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.
- It is important to know that participation in practical components of the course contributes to Academic, Application and Responsible Behaviour results. When students are not able to participate in a practical lesson they are provided with theory work to use their lesson time productively and develop their HPE knowledge.
- We appreciate your support in assisting the students to be fully prepared for HPE lessons and to undertake the practical components of the course.
Aims

History is a disciplined inquiry into the past that develops students’ curiosity and imagination. Historical study is based on the evidence of the remains of the past. The process of historical inquiry includes the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations and communicate effectively.

The aim of the new Australian History Curriculum is to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

During Year 9 students will study units from two major themes of History.

- The Making of the Modern World
- The Modern World and Australia

Unit Overview

Units studied in Semester 1:

During Semester 1, students will investigate the changing features of the movements of people from 1750 – 1918. They will study the new ideas and developments of that period of history; the origins, developments and significance and long term impacts of imperialism in this period and examine the significance of World War 1.

Three depth studies will be undertaken:

- Movement of peoples 1750 – 1901
- Investigation of an Asian society in the period 1750 - 1918
- World War I, 1914 – 1918

Units studied in Semester 2:

During Semester 2 students will study the nature of global conflict during the twentieth century; what were the consequences of World War II and how these consequences shaped the modern world; and how Australia was affected by significant global events and changes during the twentieth century.

Three depth studies will be undertaken:

- World War II, 1939 – 1945
- Rights and Freedoms 1945 to the present
- Popular Culture 1954 to the present

Assessment Overview

Each semester students will complete 3 pieces of assessment:

- One research assignment presented as an extended piece of writing or a multimodal presentation
- One short answer/objective test
- One response to stimulus test completed under examination conditions
Mathematics

Aims

Learning Mathematics enriches the lives of, and creates opportunities for all Australians. It has its own value and beauty with ideas evolving over the centuries, across all cultures and this evolution continues to this day.

Mathematics is composed of many concepts and systems which can be applied in other disciplines such as Science (understanding sources of error, mathematical modelling), Geography (interpretation of data), History (timelines and time frames) and English (quantitative and spatial information).

The Mathematics Learning Area aims to ensure that students are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and working lives and as active citizens.

We aim to ensure students recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

Course Overview

The Mathematics Learning Area is arranged into three Content Strands for organisational convenience. These strands are Number & Algebra, Statistics & Probability and Measurement & Geometry. These strands describe what is to be taught.

All students study core aspects of the strands and the topics within each strand, while opportunities exist for extension within organisational constraints.

A variety of strategies is employed to allow a wide range of opportunities for students to learn. Standard text book exercises, puzzles, practical activities, problem solving tasks, open-ended tasks and technology applications are some such strategies. Homework is set regularly to ensure students practise skills learnt and are able to build on them.

Students should spend time each night completing class work, practising previous work or completing required assessment items.

Assessment Overview

Written tests and alternative assessment tasks such as assignments, projects and research are given each term.

Additional Information

The College sets high expectations for each student. Teachers also account for the current levels of learning of individual students and the different rates at which students develop. In Year 9 Mathematics, the curriculum is designed to suit the diverse needs of students. [Australian Curriculum: 2010]

In consultation with parents, information regarding a student’s progress in Year 8 enables teachers to plan appropriate learning and assessment processes for Year 9 students. The College caters for the needs of all Learners by offering Foundation, Core and Extension Mathematics in Year 9.
Aims

All students at Holy Spirit College take part in the Religious Education program. The program aims to give students a knowledge of the beliefs, teachings and practices of Christianity and the Catholic Faith. It aims to encourage students to develop their own personal relationship with God and challenge them to adopt and make Christian values a part of their everyday life.

Course Overview

Students will undertake the following 4 term-length units of study over the course of the year. The order of these units will vary from year to year.

Unit A  Sacred Story
Key Concepts:
- Story
- Creation
- Indigenous Spirituality
- Parables
- Prophets
- Covenant
- Narratives
- Hebrew Scriptures

Unit B  A Broken World
Key Concepts:
- Human Dignity
- Mission
- Global Community
- Social Justice
- Morality
- Jesus

Unit C  Connections
Key Concepts:
- Types of Prayer
- Interfaith Prayer
- Practical Prayer
- Sacramental Rituals
- Symbolism

Unit D  Our Catholic Church
Key Concepts:
- Aboriginal Religion
- Historical Overview of Catholicism
- Selected Issues – e.g. Education
- Changes of Vatican II
- Preferred futures
- Structures, practices, beliefs and teachings

Assessment Overview

Students undertake a variety of assessment tasks ranging from exams and written assignments to creative and oral presentations.
Aims

The study of Science is an essential part of the secondary curriculum. It encourages students to think for themselves. Students learn about the natural world around them and about technology that we use every day. Science activities also provide an excellent opportunity for students to improve their skills in reading and writing and mathematical skills such as measuring and calculating.

Year 9 students will use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They will plan experimental procedures which include the accurate control and measurement of variables. They will identify inconsistencies in results and suggest reasons for uncertainty in data. Using scientific language and representations students will communicate their results and ideas in a variety of ways.

Course Overview

The Science syllabus identifies three strands:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

All three strands are integrated and are delivered throughout the four core topic areas:
- Biological science
- Chemical science
- Earth and space sciences
- Physical science

Learning experiences may include: media presentations, practical work, oral reports, peer tutoring, collaborative library research, Internet research, assignment work, model constructions, teacher exposition and questioning, case studies and problem solving.

Assessment Overview

Students will be assessed through a variety of methods. These may include:
- Open-ended questioning
- Oral presentations
- Group presentations
- Project work
- Exams
- Practical investigations
- Journal writing
- Matching/classification
- Definitions of terms
- Multiple choice
- Short response items
Aims

Art is the development of ideas and feelings through visual language. It is one of the most important means by which people express their innate creativity and communicate concepts visually in their daily lives.

In Art the students make and evaluate a range of 2D and 3D forms.

Course Overview

In Year 9, a strong foundation for the future is provided through a structured course of study. Visual perception is developed through the Elements and Principles of Design giving valuable experience in a range of media areas e.g. Drawing, Painting, Printmaking, Sculpture, Construction, Ceramics, Textiles and Design activities. Students also study a range of artworks and artists related to their work.

Unit Overview

Topics of Study:
- Painting
- Printmaking - Relief / Screen
- Drawing
- Sculpture
- Ceramics
- Design

Work involves the use of a wide variety of materials, techniques, ideas and design development so that students will:
- experience the pleasure of exploring, experimenting and creating
- develop effective and organised work methods
- become confident with self-expression
- develop technical skills
- develop imagination and expression of ideas
- gain knowledge about theoretical aspects of art
- develop awareness and appreciation of art as a means of expression
- develop the ability to communicate ideas through visual language
- develop the ability to evaluate and express an opinion about their own work and those of others
- be exposed to in-class and field experience of the work of professional artists

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply:
- Minor Folio [research, developmental exercises leading up to the major artwork] presented in a Visual Diary
- Major Artwork (final product 2D or 3D) presented for display
- Test / Assignment - one per semester

Additional Information

Homework varies to a degree and it is the student’s responsibility to research and develop his/her own ideas to suit the activity and to complete work commenced in class.
Business Principles

Aims

It is important that students have an understanding of the principles on which businesses are organised and on which they operate since all fields of employment involve at least some contact with aspects of business.

An essential life skill is using awareness of the different services offered by business in order to make informed decisions. Business Principles will give students an introduction to and an awareness of the activities of business within the home, school, local, national and global communities. Students will develop their ability to critically analyse business decisions, learn how to apply strategies in managing personal finances and capitalise on business opportunities, make informed decisions, and participate responsibly in business situations.

Course Overview

Topics of Study:

Personal Finance
- Spending and payment options
- Income and budgeting
- Investment and borrowing options
- Spread sheets and formulas
- Borrowing
- Financial institutions
- Financial management, saving and investing

Financial Records
- The accounting equation
- Analysis of transaction and cash journals
- Balance sheets
- Source documents and bank reconciliations

Online Business Transactions
- The nature of e-commerce and shopping online
- Electronic transactions and internet banking
- Risks of internet banking, cyber-crime and online scams
- Online financial services and online advertising trends

Travel Finance
- International currencies
- Planning a holiday to an international destination
- Researching value for money
- Financial planning
- Risk management
- The role of travel agencies

Assessment Overview

- Folio of work
- Research Assignment
- End of term exams
- Multi-media presentation
Aims

Art and Design are used to communicate concepts visually in our everyday lives. The Graphic Design Industry is using technology, especially computers, to produce images and advertising, which is so much a part of today’s society. This is an Art subject that has been designed to give students experience in using technology in an artistic way to communicate ideas.

Course Overview

In Year 9, students are introduced to the elements of design, developing their skills in design and composition. Throughout the course students publish a range of Graphic Design tasks which culminate in the production of a printed publication.

Topics of Study

- Advertising and Logo Design
- Art using Technology
- Illustration
- Calligraphy
- Scanning and using Images
- Computer Graphics
- Design and Layout
- Desktop Publishing

Students study a range of artists and artworks related to their work and are provided with the following learning experiences:

- Experience the pleasure of exploring, experimenting and creating, using technology and media
- Develop imagination and expression of ideas
- Develop technical skills in using a variety of media and software
- Develop the ability to communicate through visual language
- Develop effective and organised work methods
- Gain knowledge of how Art is used in Industry
- Use artistic skills, computers and technology to design advertising that works
- Put together promotional material and publish work designed for a particular purpose

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply (presented in the form of a Visual Diary):

- Minor Folio [research, developmental exercises leading up to the main piece]
- Major Folio [final result of exercises and ideas]
- Test / Assignment - one per semester

Additional Information

- This subject is for students with specific interests in Art and Technology. It would be ideal for those students with an artistic leaning who perhaps will pursue a career in the Graphic Design Industry.
- Real life publishing activities require a sense of responsibility to maintain standards.
Aims

Dance fulfils many functions in society and uses the human body as an instrument of communication. Dance education aims to improve the student’s understanding of him/herself, others and the world. More specially, dance education aims to:

- provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy
- establish the value of dance as a performance art in which the body is the medium of expression
- explore dance skills and concepts that allow expression of and reflection on life’s issues
- develop awareness of and experience in a wide variety of dance styles
- cultivate learner’s appreciation of their own and other cultures
- foster social skills such as cooperation, sharing and communication
- develop personal attitudes such as self-esteem, confidence and individuality
- encourage students to express their ideas, thoughts and values
- develop informed audiences

Course Overview

Over the course of two semesters, students will be developing choreographic, performance and appreciation skills.

Semester 1

1. Strictly Ballroom [Dancesport and Ethnic Dance Styles]
   Nearly all regions of the world have their own dance traditions. Learning these dances helps students learn about other cultures and appreciate multi-cultural differences. Dancesport (Ballroom Dancing) is a popular sport that can be identified in most countries throughout the world for either interest or cultural purposes. Learning about the three styles involved in this sport (Standard, New Vogue and Latin American) helps the students learn about other cultures, how Dancesport has become a sport instead of an art, and how characterisation is used to tell a story.

2. All that Jazz [Jazz/Modern Dance]
   Dance is very much part of the youth culture and is seen in commercials and music video clips. This unit looks at the dance of today and is a lead up to a performance event, such as Mackay’s Rock Pop Mime Show or a class’ own video clip. A discussion focussed on the differences between performing to a live audience or a recording camera is conducted, along with issues discussing the importance of men and their roles in dance performances.

Semester 2

3. More Than Just Tutus and Tights [Ballet]
   This unit is more theoretical than practical. Classical Ballet gives dancers an important grounding in solid technique and body posture. Whilst practising basic skills and learning about the origins of this most artistic dance form, students will learn the technical terms and pronunciations of steps utilised in this performance art. Theory elements include the study of ballet history, terminology, the principles of good technique and the anatomy. This disciplined style of dance will help to improve the student’s performance skills in all dance styles.

4. So You Think You Can Dance! [Contemporary Dance]
   This unit will focus on dance in the 21st Century. Students will study important dance innovators, those choreographers who dare to be different and show creativity to its fullest potential using the body as its medium. The Contemporary Dance technique will be introduced and students will choreograph and perform an item in this style.

Assessment Overview

Assessment incorporates a variety of individual group experiences, performing to different audiences of different age groups. Reducing injury, the anatomy and various styles of Dance are covered so students can explore and present storylines, bringing characters to life through movement, costumes and sound. Dance caters for all abilities; no pre-requisites needed.

Additional Information

Everyone is encouraged to learn in dance, learn about dance and learn through dance, whether they have prior dance experience or not. Dance education includes talking, reading, writing and thinking about dance and, above all, becoming involved in dance. It covers the who, what, when, where, why and how of dance in the world around us. The aspects and components of dance that are included as part of the Junior and Senior Dance programs studied within the College differ greatly from what is offered by private Dance schools.
Aims

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

Course Overview

This is a practical subject offering students the opportunity to understand and use a variety of materials which may include: wood, cardboard, plastics, sheetmetal, and mild steel. Students are given a design brief and are required to decide what they want to design, collect the necessary information and materials and then construct their final solution. Students will also be required to evaluate their own project. Safe working practices are reinforced in this subject.

Assessment Overview

Assessment criteria consists of the following, which have equal weighting:

Design Process
- Design folio reports
- Design related research report
- Design evaluation

Realisation – Design Folio Reports
- Practical projects manufactured by the student in the workshop

Additional Information
- This subject is an excellent introduction to the Senior OP Subject – Technology Studies.
- Leather shoes are necessary to satisfy Workplace Health and Safety Regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.
Aims

Drama is a creative, purposeful and disciplined art. Drama is the process by which a person is empowered to make choices, to celebrate, and to explore alternative solutions to different problems and difficult situations in a safe learning environment.

Course Overview

The Actor’s Tools
Students investigate the techniques of voice, body language, expression, gesture and movement in performance. In this unit, students are introduced to the Shakespearean text, ‘The Tempest’. They transform a selected scene from the text into a re-imagined performance, using modern language and settings.

Characterisation
All actors need to learn to use the skills required to create a character. This unit looks at how to develop a character from the page to the stage.

Pantomime
Students are given the opportunity to discover the joys of Pantomime. This style of drama is enjoyed the world over by young and old alike. Students take well-known children’s stories and incorporate the techniques of Pantomime to create a vibrant and engaging performance.

Playbuilding
Students learn the techniques and skills of playbuilding, including the use of flashbacks and narration. In this unit, students have the opportunity to create a script from a range of stimuli.

The collaborative nature of drama as an art form provides students with opportunities to learn to manage the processes of drama and the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Such skills are essential to give students, in a changing society, a critically active orientation necessary to play a full part in their own culture, the culture of others and the world of work.

Assessment Overview

Practical work is a key component of Drama. This involves workshops, discussion, research, individual and group presentations, and students are expected to take time at home to rehearse and memorise work. Assessment for this subject will be in three strands: Forming, Presenting and Responding.
Aims
In their post-secondary school years, students will be consumers of goods and services. They will interact with individuals, groups, organisations, institutions and governments throughout their lives and will become involved in the business community at some level. An essential life skill is using awareness of the different services offered by business in order to make informed decisions. Students will assume roles as participants in the commercial environment such as consumers, workers, owners, managers and citizens. This subject endeavours to better equip students for an ever changing business world. Students’ studies incorporate the theoretical and practical application of running a business.

Course Overview

Topics of Study

Living in a Consumer World
- Wants and Needs, Goods and Services
- Consumer rights and responsibilities
- Government organisations and protection agencies
- Spending and payment options
- Income and budgeting
- Investment and borrowing options
- Poor financial management and its consequences

The Law and Society
- Laws – types of laws and their impact on young people
- The Court System and Hierarchy in Australia
- Statute vs Common law
- Public law: Criminal law, Constitutional and Administrative law.
- Private law: Civil law, Family law

Let’s Talk Business
- Business/Entrepreneurship
- Legal and government regulations
- Types of business ownership
- Planning for Success - product design, pricing and promotion
- Business Location and Demographics
- Competitors and Target Markets
- Making a profit
- Key Aspects of running a business

Getting a product to market
- 4 Ps of Marketing
- Logos and branding
- Packaging

Assessment Overview
- End of term exams
- Research Assignment
- Oral Presentation
- Folio of work
- Operating a business at school
Aims

Food for Living Plus is a course of study covering practical food preparation and some basic sewing skills. The practical emphasis of the course and the visible results encourage in students a sense of achievement and fulfilment. In the foods area, which will take up the majority of the course, students develop skills and knowledge in the practical aspects of food preparation with basic cookery skills and nutrition being the focus. The knowledge and skills developed in this course are drawn from everyday living [Home Economics] and catering/hospitality [Hospitality Practices]. The minor sewing aspect will be the construction of a simple item suitable as a gift to a child [Early Childhood Education and Care]. The sewing item will incorporate button sewing and hemming skills.

Course Overview

- Hygiene and safety practices
- Everyday food
- Basic nutrition
- Meal planning for the family – incorporates nutrition and practical work
- Practical experiences for special occasions
- Correct use of a range of kitchen equipment
- Preparation and cooking methods
- Simple clothing repairs – e.g. sew on a button, fix a hem
- Basic sewing / craft skills - to make a small gift

Assessment Overview

- Written exam at the conclusion of each unit of work
- Assignment
- Practical exam (under examination conditions)
- Continuous assessment of practical work during all practical cooking lessons

Additional Information

- This subject is an excellent introduction to Home Economics, Hospitality Practices and Early Childhood Education and Care subjects offered in Years 10, 11 and 12.
Aims

General Shop A can give students an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, students focus, at this early stage, on hand skills which are linked closely with planning, designing and production procedures.

Course Overview

Students use timber products (such as plywood and hoop pine), acrylic sheet and other plastic materials, along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the wood lathe, bench drill and a number of portable power tools. Students learn about the safe use and storage of paints, varnishes, polishes and other finishing materials. This practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment involves theory tests and class work, all of which have equal weighting. Theory work is completed in class and at home. Theory is related to workshop practices and is assessed each semester.

Additional Information

The following are required in Shop A:

- Leather shoes to satisfy Workplace Health and Safety regulations
- A cotton apron [supplied by HSC] must be worn
- Safety glasses [supplied by HSC] must always be worn in the workshop
- Theory workbook is provided
- HB Pencil and eraser
Aims

General Shop B provides students with the opportunity of working with various materials and learning basic engineering processes. The course concentrates on hand skills but students have the opportunity to work with a range of engineering equipment.

Course Overview

Students handle a variety of materials, such as galvabond, zincanneal, steel, PVC, brass and copper and study the appropriate working and fastening methods. They learn to operate the spot welder, magna bend machine, metal lathe, bench drill, and some portable power tools. As well as practical work, students also study the underlying principles of tools and equipment and the properties and characteristics of material. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment involves theory tests and class work. Theory work is completed in class and at home. Theory is related to workshop practices and is assessed each semester.

Additional Information

The following are required in Shop B:

- Leather shoes to satisfy Workplace Health and Safety regulations
- A cotton apron (supplied by HSC) must be worn
- Safety glasses (supplied by HSC) must always be worn in the workshop
- Theory workbook provided
Geography

Aims

Geography is the study of the places that make up the world around us. Geographers are interested in how human activities and natural processes change the earth. Geographers ask questions such as:

- What processes formed the earth?
- What types of plants and animals are found in this area?
- How do humans live in this area?
- How is the environment significant to the local people and
- Is this place hazardous?

Course Overview

The Units studied in Year 9 include:

1. Geographies of Interconnectedness
   This unit focuses on how people, through their choices and actions, are connected to other places and people throughout the world. The unit examines the roles of multinationals such as Nike and McDonalds as well as tracing the Chocolate Industry and the Fashion Industry. Students become aware that many large multinationals are exploiting the environment and people in poor countries who work in sweat shops for a pittance so that big companies can make even bigger profits. The unit investigates the working conditions of many people in developing countries and reach conclusions about the ethics of some practices. Students find this unit fascinating and eye-opening.

2. Biomes and Food Security
   This unit focuses on the environment and its importance in food production. Biomes include soil, rainfall, amounts of sunlight and natural fertilizers. The unit also examines the challenges and constraints placed on food producers and the importance of technologies and scientific research to improve quality and yield of food crops. This unit is a great opportunity for some field work and students take part in an excursion to locations such as: a local sugar cane farm; Racecourse Mill; and the strawberry farm at Calen. This gives students an opportunity to look at different types of farming, processing and marketing of local crops.

Assessment Overview

- One research assignment per term presented as an extended written or spoken assignment
- One test per term – done in class time; may include multiple choice, short answer, response to stimulus
Aims

Year 9 Graphics broadens the student’s range of communication skills and develops the student’s understanding of 2D, 3D and spatial concepts. Often speech and writing cannot adequately fulfill our communication needs. Graphical communication – the universal language – is seen as an efficient and effective means of replacing the spoken word. This is especially true in our increasingly complex society where there is so much information to be absorbed and acted upon each day. Much of this information is of a technical nature and our focus is CAD. A basic knowledge of graphics is an important part of preparation for life in today's society.

Course Overview

Students study the main forms of technical drawing used throughout the world together with some underlying principles of these forms. They produce 2D and 3D images mostly relating to commerce and industry. Students are encouraged to apply technical knowledge to a variety of situations, think critically and independently about problems, and form opinions about the quality of work produced by the class group. This work is represented in 2D printed drawings and/or 3D objects on the respective printing hardware.

Assessment Overview

Students are assessed on two criteria, which have equal weighting: Knowledge and Understanding, and Presentation. Assessment takes the form of exams, assignments, class work and homework.

Additional Information

- This subject is recommended as a pre-requisite for Senior Graphics.
- Graphics complements Shop A, Shop B and Design Technology where drawing interpretation is important.
Aims

Multimedia is the use of several media to present information. Combinations include text, graphics, animation, pictures, video and sound. In this subject students will produce a variety of multimedia products.

Multimedia projects encourage students to express their knowledge in multiple ways, solve problems and revise their own work. Students have the opportunity to learn and apply real-world skills.

They learn:
- Impact and importance of different media, including design issues
- Media appropriateness
- Challenges of communicating with different audiences
- Importance of research, planning and organisation skills
- How to accept and provide constructive feedback
- Multimedia Software Programs

Creating multimedia projects helps to reinforce the student’s technology skills and to prepare him/her for the demands of future job options.

Course Overview

Topics of Study

Development of non-linear presentations involving:
- 2D Animation
- Digital Video
- Image Manipulation
- Computer Game Design

Students will be exposed to a variety of industry standard and fun software packages throughout the course including: Moviemaker, Adobe Flash, Multimedia Fusion and Adobe Photoshop.

Assessment Overview

Practical projects will be undertaken for assessment tasks.
Aims

The study of Japanese is concerned with the development of communicative proficiency in the language. By the end of Year 9 students are able to communicate on a simple level as a visitor in Japan or with Japanese people in Australia. In addition, students are given the opportunity to appreciate the culture and the way of life of Japanese people.

Course Overview

Topics for study stem from the student’s experience and are related to his/her interests, feelings and way of life. Situations are based on everyday happenings linking life and outlook in Australia with those in Japan. Core topics include personal identification, family, describing your house and neighbourhood, and travel. This is done through participation in a variety of activities including role-plays, playing games, conversing, introducing, and reporting. The use of authentic materials gives students life-like experience of, for example, timetables, weather forecasts, cartoons and comics.

The learning of a second language is achieved through doing rather than knowing. Vocabulary and grammar are set within topics and purposes for use in comprehension (listening and reading) and composing (speaking and writing) activities (such as: singing, cooking, competitions, role playing, e-mails and letters). Pronunciation with acceptable rhythm and intonation is encouraged. The study of the Hiragana and Katakana alphabets is undertaken. Students are also exposed to a range of Kanji.

Regular revision, writing and speaking practice are set for homework.

Assessment Overview

- One test per term – done in class time; may include multiple choice, short answer, response to stimulus
- One in-class task – notice of the task is given and class time to prepare - presented as an extended written or spoken piece.

Additional Information

The acquisition of the Japanese language and knowledge of the Japanese culture is relevant to students today. Its real value lies in being a useful professional adjunct. Already, the ability to read and to understand spoken Japanese has a high market value for employment in the fields of engineering, tourism and technology, and in professional, governmental and commercial sectors.
Aims

The aim of Media is to equip students to live in a global community that communicates through various technologies that combine still and moving images, words and sounds. Media aims to develop more active and critical media users.

Course Overview

The Media course in Year 9 focusses on students producing and responding to meaning in media texts. Engaging in these processes, students develop an understanding of live interrelated key concepts that are common to communicating through all forms of media: media languages, technologies, audiences, institutions, and representations.

Topic of Study

- Explore the role of magazines in our life.
- Come up with proposal for new magazine and create a cover using Corel Draw.
- Contribute and incorporate own ideas to develop a business plan.
- Focus on using technology for practical artistic applications and developing communication skills.
- Identify professions that use photography – photographic works and how they are meaningful.
- Discuss and reflect on both theoretical and practical aspects of light design and specific lighting requirements of virtual and real environments.
- Consider the latest trends in audio technology and devise strategies to develop 'good' media listening habits.
- Investigate sound and movement in Media.
- Participate in a range of practical projects, for example, story-arts, story film, lighting sets, animation.

Students engage in practical activities that create, construct and produce media texts using the language of media. They produce work for a variety of audiences and contexts through a variety of forms and genres the media uses to communicate. These forms may include newspapers, picture books, radio, television, film and video, as well as popular cultural forms that they interact with on a daily basis. Students are also required to respond to the media forms they construct and represent, beginning to develop skills in critical appreciation.

Assessment Overview

Assessment will be both practical and theoretical, including Constructing Media, Producing Media and Responding.
Aims

Music has always been an integral part of our way of life. It is used as a form of communication, a language which is universally understood. In music, communication takes place in three ways: Singing and Playing; Reading and Writing (music); Aurally and Visually identifying and responding to music. For students to be literate in this form of communication, they need to know and develop these skills. Adolescents need to prepare themselves for society. Music helps adolescents in this preparation by allowing individuals to develop their self-expression, foster social interaction, develop concentration and memory, creative thinking, physical coordination, self-discipline and self-esteem.

Course Overview

Topics of Study

- Introduction to the World of Music
- Jazz and Blues Music
- Film Music
- Music in the Media
- Australian Music

Students learn to develop skills in general areas such as playing, reading, composing and arranging, singing and music technology. Through the development of their listening skills students can develop better perception, extended attention and concentration span, and collect information about different music styles. These opportunities can be through group and solo situation.

Music also involves and builds on other areas such as Mathematics (calculating rhythms and fractions instantaneously), History (music will reflect the environment of the times, of its creations and the country), Physical Education (coordination of fingers, hands, arms, lips), Foreign Languages (this includes Italian, German, French and, of course notation, musical symbols).

Through these experiences, students develop requisite skills for the Common Curriculum Elements used in the Queensland Core Skills Tests.

Assessment Overview

Assessment includes solo and group practical skills (keyboard, guitar and singing, own instrument choice), composition and arranging of music, with and without technology, listening skills and analysis skills.

Additional Information

Students wishing to study Music at Senior level should have completed Music at the Junior level, unless they have a background in playing a musical instrument and have taken theory studies. If students do not complete Junior Music and have no background in music then they must be prepared to devote some extra time to their Senior Music studies. It must be stressed that classroom Music is not the same as private music tuition. Classroom Music offers much more variety. The study of school Music does not duplicate the A.M.E.B. course and students studying A.M.E.B. theory do not generally enjoy any specific advantage in school Music.