



CURRICULUM HANDBOOK Year 9



2025

Contents

From the Principal	3
Curriculum Structures	4
Learning Areas.....	7
General Capabilities	7
Curriculum Overview.....	8
Electives (Year 7).....	8
Specialisations (Year 8 to 10)	8
Specialisation Subjects	10
Study and Homework Expectations.....	13
How to Use This Handbook.....	14
Religion	16
English	17
Mathematics.....	19
Science	20
History.....	21
Health and Physical Education.....	22
STRETCH.....	23
Big History.....	25
Dance	26
Design Technologies (Food Specialisation).....	27
Design Technologies (Material Specialisation)	28
Design Technologies (Materials and Technology).....	29
Digital Technologies	30
Drama	31
Economics and Business	32
Geography	33
Graphics	34
Japanese	35
Media Arts.....	36
Music	37
Spanish.....	38
SEDA.....	40
STEM.....	41
Visual Art	42

From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 9 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 9 and will be able to also select four (4) Specialisation units. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 10 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 9 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

In 2019, the Federal, State and Territory Education Ministers agreed upon a new national declaration on education goals for all Australians. Known as the [Alice Springs \(Mparntwe\) Education Declaration](#) (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

The Alice Springs (Mparntwe) Education Declaration notes two goals.

1. That the Australian Education System promotes equity and excellence.
2. All young Australians become:
 - Confident and creative individuals
 - Successful lifelong learners
 - Active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

“As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”

The Vision for Learning at Chisholm Catholic College is founded on these goals, aiming to provide a holistic education. The curriculum offered consists of knowledge, thinking processes, skills and attitudes.

The following principles underpin the curriculum structures at Chisholm Catholic College.

- a) Continuity through Years 7 - 12 will be promoted via:
 - The Australian Curriculum.
 - The Religious Education program.
 - Catholic Perspectives.
 - Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10) QCAA Syllabus (Years 11-12).
 - Commitment to the development of the Cognitive Verbs (CV's) for all students 7-12.
 - Collaborative planning processes focused on clearly identified learning outcomes and standards.
 - Authentic and continuous assessment and reporting practices.
 - 'Intra' and 'Inter' school moderation processes.
 - A developmental approach to learning which is student-centered.
- b) Selection of curriculum experiences will:
 - Set high expectations of teachers and students.
 - Utilise innovative, high-quality and evidence-based teaching practices.
 - Provide differentiated learning opportunities.
 - Foster a growth mindset.
 - Celebrate student success.

- c) The curriculum is holistic, balanced and connected to:
- Encourage students to develop a deeper and broader understanding of themselves and their world.
 - Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
 - Promote the transfer of knowledge across Learning Areas independently and interdependently.
 - Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
 - Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
 - Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate.
 - Support the wellbeing and mental health of young people in building their capacity to be resilient; recognising, adapting to, and managing change.
- d) The context of learning will be informed by 'real life' and 'life like' situations and theoretical constructs which, together, form a dynamic and balanced learning program.

Learning – Model of Pedagogy

Chisholm Catholic College incorporates the Brisbane Catholic Education Model of Pedagogy in curriculum planning. The principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

It provides a consistent set of guidelines to support our teachers in delivering high quality teaching that maximises learning for all students.

Assessment of Student Learning

The assessing of student learning is an integral part of our classroom practice. It provides feedback to students on their learning and informs our teaching. It is the process through which our teachers identify, gather, and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

The process of assessment involves our teachers in:

- Providing students with opportunities to demonstrate what they know and can do in relation to the identified learning.
- Gathering evidence of students' demonstrations of learning.
- Making judgments about students' demonstrations of learning.
- Using a variety of assessment techniques and sources to gather evidence about students' demonstration of learning. These include:
 - Observation
 - Focused Analysis
 - Consultation
 - Self- and peer- assessment

Evidence of achievement should reflect the knowledge, understanding and skills described in the relevant achievement standards presented in the Australian Curriculum across Year 7 to Year 10, and the QCCA Criteria for Senior Subjects.

Reporting

Reporting is an essential component of the learning process at Chisholm Catholic College. Assessment provides information to students, parents and teachers which allows for celebrating learning achievements, and is an important tool for providing feedback that informs goal setting and planning for improvement in learning.

The College aims to work in partnership with parents to achieve the best outcomes for students, with open communication channels essential for developing a positive home-school partnership.

Chisholm Catholic College meets the Australian Government legislative requirements related to reporting student progress and achievement, by providing a written report to parents at least twice yearly, written in plain English. We also offer the opportunity for the student and parents to meet with their child's teachers at least twice a year.

Through Chisholm Plus⁺, we provide students and parents progressive reporting on a regular basis, typically every 3 weeks. The information provided includes updates on Approaches to Learning, results for assessment completed, and homework allocated during that period.

Reporting occurs in a variety of ways including verbal feedback, results from formal assessment items as indicated on criteria sheets, parent information sessions, student progress discussions and interviews, student folios and written reports, learning area summary statements and learning statements.

Assessment against achievement standards, including any available national standards, is made using a five-point scale - A, B, C, D, E - clearly defined against learning standards. There is also available the offer of information on a student's achievement relative to the child's peer group (cohort data).

Reconciliation, Respect and Recognition

The College has a connection with the local Aboriginal and Torres Strait Islander people and acknowledges that Chisholm Catholic College is built on the traditional lands of the Jagera, Yuggera, Quandamooka and Yugambeh people.

We seek to integrate the wisdom and knowledge of Aboriginal and Torres Strait Islander peoples. Priority is given to ensuring Aboriginal and Torres Strait Islander students are able to see themselves, their identities and culture reflected in the curriculum. Whole school practices and protocols reflect cultural awareness including reconciliation, respect and recognition.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- History
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technology
- Information & Communication Technologies (ICT)
- Cultural Literacy and Languages, including Japanese and Spanish

General Capabilities

The General Capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

In the Australian Curriculum, the General Capabilities are addressed through the content of the learning areas.



Curriculum Overview

Year 7	Religion	English	Mathematics	Science	HPE	HASS	Elective
--------	----------	---------	-------------	---------	-----	------	----------

Year 8	Religion	English	Mathematics	Science	HPE	Humanities	Specialisation
--------	----------	---------	-------------	---------	-----	------------	----------------

Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 10	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 10	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 11	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3
Year 12	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3

Electives (Year 7)

Year 7 students will experience *Elective subjects* to provide them with a broad education. Students may undertake subjects they did not do in primary school.

In choosing subjects, we encourage students to either pursue their interests or strengths. A prominent message in later year levels is – *Choose subjects that you are interested in, choose subjects that you are good at and choose subjects that may be required for future study*; therefore, students are now asked to *Specialise* in their choice of elective subjects.

Specialisations (Year 8 to 10)

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

- Year 8 Specialisations are a term-based course of study and students need to choose at least one from The Arts and one from the Technologies courses.
- Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

Students have the opportunity to specialise in both Big History and SEDA (By invitation only). These are extension subjects for Humanities (Big History) and HPE (SEDA eligible sports).

STEM is an interdisciplinary subject.

PLEASE NOTE

**The College reserves the right
to not run a class if there is
insufficient demand or if the
staffing is not available.**

Specialisation Subjects

Year 9 Specialisation Subjects

HASS

(History and Social Studies)

- Big History (Extension)
- Business/Economics
- Geography

TECHNOLOGIES

- Design Technologies (Food Specialisation)
- Design Technologies (Materials Specialisation)
- Design Technologies (Material and Technology)
- Digital Technologies

THE ARTS

- Dance
- Drama
- Music
- Visual Art
- Media Arts

LANGUAGES

- Japanese
- Spanish

SEDA

Sporting Excellence and Development Academy

* By invitation ONLY

STEM

Interdisciplinary subjects include

- Science
 - Technology
 - Engineering
 - Mathematics
- *By invitation ONLY

SUBJECTS YEAR 9

CORE SUBJECTS

Religion
English
Health and Physical Education
History
Mathematics
Science
Stretch (Personal Development and Pathways)

SPECIALISATION

ARTS, HASS, LANGUAGE,
TECHNOLOGIES

Big History
Dance
Design Technologies (Food and Specialisation)
Design Technologies (Materials Specialisation)
Design Technologies (Materials and Technology)
Digital Technologies
Drama
Economics and Business
Geography
Graphics
Japanese
Media Arts
SEDA (by invitation only)
Spanish
STEM (by invitation only)
Visual Art

SELECT ANY 4
SUBJECTS FROM THE
LIST BELOW

SUBJECTS YEAR 10

CORE SUBJECTS

Religion
English
Health and Physical Education
History
Maths
Science
Stretch (Personal Development and Pathways)

SPECIALISATION

ARTS, HASS, LANGUAGE,
TECHNOLOGIES

Dance
Design Technologies (Food and Nutrition)
Design Technologies (Hospitality)
Design Technologies (Textile and Fashion Technology)
Digital Technologies
Drama
Economics and Business
Engineering Skills
Geography
Industrial Graphics
Japanese
Manufacturing (Woodwork)
Media Arts
Music
SEDA (by invitation only)
Spanish
Visual Art

SELECT ANY 4
SUBJECTS FROM THE
LIST BELOW

VET OPPORTUNITIES

Opportunity for TRADE TASTER open to students in
year 10 - Apply early limited places available

SUBJECTS SENIOR

CORE SUBJECTS

Religion

Study of Religion (General)
Religion and Ethics (Applied)

English

English (General)
Literature (General)
Essential English (Applied)

Mathematics

General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)
Essential Mathematics (Applied)

GENERAL SUBJECTS

Accounting
Ancient History
Biology
Business
Chemistry
Dance
Design
Digital Solutions
Drama
Film, TV and New Media
Food and Nutrition
Japanese
Legal Studies

SUBJECTS SENIOR

GENERAL SUBJECTS

Modern History
Music
Physical Education
Physics
Psychology
Spanish
Visual Art

APPLIED SUBJECTS

Arts in Practice
Engineering Skill
Furnishing Skills
Industrial Graphic Skills
Science in Practice
Sport and Recreation
Tourism
Visual Arts In Practice

VET

Diploma of Business
Cert IV Justice
Cert III Business
Cert III Fitness (Incorp Cert II Sport and Rec)
Cert III Health Services
Cert III Hospitality (Incorp Cert II Hospitality)

Study and Homework Expectations

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.

Homework helps students:

- Prepare for and expand on classroom learning
- Involve family members in their learning
- Become independent learners

When and where should my child do homework?

It is helpful for students to establish routines for homework like:

- Setting a time to complete homework
- Finding a space that is free of distractions

How can I help?

You can help your child by:

- Encouraging them to take responsibility for their learning and time management
- Supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- Participating with them in online learning forums
- Reading and playing games with them
- Involving them in tasks; including shopping and cooking
- Encouraging them to read and to take an interest in and discuss local, national and international events
- Discussing homework concerns with your child's teacher



How to Use This Handbook

This book is designed to help you make decisions about subjects for your Year 9.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE ACADEMIC LEADERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT CHANGES: Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Middle Years Learning Leader's Office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Assistant Principal: Curriculum.

Year 9 deadlines are:

- Week 2, Term 1 and Term 3

GUIDELINES FOR THE SELECTION OF YEAR 9 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection. Year 9 students will study the following compulsory core subjects:

- Religion
- English
- Health and Physical Education
- History
- Mathematics
- Science
- Stretch

SPECIALISATION SUBJECTS

In addition to the core subjects above, **students will also select four (4)** specialisation subjects to study each semester. When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, Academic Leaders, Pastoral Leader or the Program Leader: Pathways. A few helpful hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12.

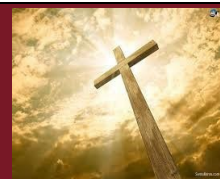
ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.



PLEASE NOTE
The College reserves the right to not run a class if there is insufficient demand or if the staffing is not available.

Brisbane Catholic Education Curriculum:

Religion



Course Overview

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. Students will continue to deepen their knowledge, and understanding, of the Monotheistic Religions (Christianity, Judaism and Islam).

The purpose of Religious Education is to assist students to live better in our increasingly challenging society. Religious Education helps students learn how to think critically and act ethically, listen empathetically, speak thoughtfully, and write clearly — all skills that will be of great use no matter what they go on to do in life.

The Year 9 Religious Education course builds upon previous studies and prepares students for the learning required in Year 10.

Future Study Options in Years 11 and 12

- Study of Religion
- Religion and Ethics

Year 9 Topics Studied

Scrutinizing Scripture

- How can we investigate Scripture from a variety of perspectives?
- How does the Bible convey truth?
- How is the Miracle Story genre important for the unveiling of Jesus' mission?

Church History

- How did the Church respond to threats and challenges after the Middle Ages?

To Err is Human, to Forgive is Divine - What is the human condition?

- Why do humans give in to sin and experience / cause suffering?
- In what ways are humans forgiven and healed?

Creating a Just World

- Why be concerned with Justice?
- How can we work for Justice?
- Why should I care about Injustice?

Assessment Types

- Feature Article
- Examination – Short Responses
- Extended Response – Film Study
- Multi-Modal Presentation – Independent Research Task

Australian Curriculum: English



Course Overview

In Year 9 students will follow a program based on the Australian Curriculum and the three interrelated strands of Language, Literacy, and Literature. Each of the strands will be integrated into each unit of study.

In the Language strand, students develop their knowledge of the English language and how it works. They will learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. Students learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, feelings, and opinions. They discover the patterns and purposes of English usage, including spelling, grammar, and punctuation.

The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, and fluency. Texts chosen include media texts, everyday texts, and workplace texts. Students learn to adapt language to meet the demands of purposes, audiences, and contexts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social, and aesthetic value. These texts include some that are recognised as having endured social and artistic value and some that attract contemporary attention, drawn from world and Australian literature. Students interpret, appreciate, evaluate, and create literary texts – such as short stories, novels, poetry, plays, films, and multimodal texts – in spoken, print, and digital forms.

Future Study Options in Years 11 and 12

- General English
- Literature
- Essential English

Year 9 Topics Studied

Exploring Tomorrow: Unveiling the mysteries of speculative fiction

- Students explore societal issues through the lens of speculative fiction. With an emphasis on Australian and First Nations stories, students explore the ways speculative fiction reflects the issues in society today.

How do we manipulate language to create a text that engages and entertains?

- Students explore how one concept is represented in the news. Students undergo supported media analysis and discussions to develop skills for fact-based debate. Students view from the perspective of the national debate on the Voice Referendum, using the pamphlet as a starting point.

Assessment Types

- Written Narrative: short story
- Folio of Work

Novel Study

- Students will consider how an author uses a variety of specific text structures and language features to position the audience. Students will utilise some of these structures and features to construct an essay.

How do film directors create their own original style?

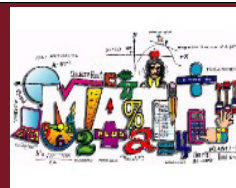
- Students will explore how specific film techniques are used to create a unique style.

- Written Analytical Essay

- Multimodal Presentation

Australian Curriculum:

Mathematics



Course Overview

Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Future Study Options in Years 11 and 12

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Year 9 Topics Studied

Measurement and Space

Students solve spatial problems by applying Pythagoras' theorem and trigonometry, rates and scale. And Formulate problems and interpret solutions of models based on scale, finance and geometry through the development and testing of algorithms.

Number and Algebra

Students apply exponent laws, expand and simplify binomial expressions, and factorise monic quadratic expressions. Through the calculation and interpretation of absolute, relative and percentage error in measurement, students will work with estimation and the rational and irrational number systems to solve problems.

Algebra and Measurement

Students use the gradient of segments to calculate distance, identify and graph and solve quadratic equations numerically and digitally. And solve problems of space using very large and very small units appropriately.

Probability and Statistics

Students collect and represent data in a variety of ways, calculate statistics and describe and interpret the language of chance and data. They investigate two-step experiments and the effects that different sampling and representation methods can have on the interpretation of data.

Assessment Types

- Written examination
- Problem-solving and modelling task

Australian Curriculum:

Science



Course Overview

In Year 9 the three strands of the Australian Curriculum (Version 9.0): Science Understanding, Science as a Human Endeavour and Science Inquiry are taught in an integrated way. These strands are interrelated and allow students to acquire understanding, knowledge, and skills.

Science Understanding comprises four sub-strands: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. In this strand students learn how to select and integrate science knowledge to explain and predict phenomena and apply this knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories, and models that have been established over time.

Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision-making and problem-solving. Students learn that through science, humans seek to improve their understanding of and explanations for the natural and physical world, and that science knowledge is refined and revised as new evidence becomes available.

In Science Inquiry strand students investigate ideas, develop explanations, solve problems, draw valid conclusions, evaluate claims, and construct evidence-based arguments. Students learn the essential practices of science, including identifying and posing questions; planning, conducting, and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

Future Study Options in Years 11 and 12

- Biology
- Chemistry
- Physics
- Psychology
- Science in Practice

Year 9 Topics Studied

Throughout Years 9, students will work through the big ideas of Science Understanding, Science as a Human Endeavour and Science Inquiry as they relate to the four content sub-strands of Physics, Chemistry, Earth and Space Science and Biology.

Biological Sciences

- Coordination of body systems
- Reproductive cells and organs

Chemical Sciences

- Atoms, nuclear decay and radiation
- Types of chemical reactions

Physical sciences

- Properties of sound and light waves
- Energy transfers and transformation

Earth and Space Sciences

- Interactions of the Earth's spheres
- The carbon cycle

Assessment Types

- Examination
- Experimental Investigation
- Research Investigation

Australian Curriculum:

History



Course Overview

All students in Years 9 study History as a core subject that is aligned with the Australian Curriculum. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The process of historical inquiry develops transferable skills, such as 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.

Future Study Options in Years 11 and 12

- Modern History
- Ancient History
- Legal Studies
- Business
- Accounting
- Tourism (applied)
- Geography

Year 9 Topics Studied

World War I

The guiding Big Question for the unit is 'To what extent did World War 1 impact Australia as a country?' This allows for the investigation into different groups in Australia that were impacted by the war, such as women, First Nations People, men (role of conscription and returning home) and the Anzac legend. The students will use knowledge and understanding from the previous two units of study to help understand and make connections to how Australia develops as a nation.

Industrial Revolution

Students learn about the making of the modern world from 1750 to 1918 CE. It was a period of industrialisation and rapid change in the ways people lived, worked and thought.

Making and transforming of the Australian Nation

Students learn about the making and transforming of the Australian Nation from 1750-1901 CE. Their assessment for this topic is due in Term 4.

Assessment Types

- Source Analysis
- Consequence Wheel (Project)
- Exam

Australian Curriculum: Health and Physical Education



Course Overview

Year 9 Health and Physical Education is a semester-based course, with students completing two units. The curriculum supports students to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students in Year 9 Health and Physical Education learn to apply specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The curriculum provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities.

Future Study Options in Years 11 and 12

- Physical Education
- Sport and Recreation
- Certificate III in Fitness
- Certificate III in Health

Year 9 Topics Studied

Optimising Performance

Students analyse, adapt and refine their own and others' movement skills in a range of practical situations to enhance performance. Students participate in a range of activities, including a variety of football codes. They will investigate skill acquisition and biomechanical strategies.

Attitudes to exercise and healthy lifestyles

Students investigate the impact an individual's attitude has on performance in physical activity. They develop strategies to enhance participation and promote healthy lifestyles. Students participate in a range of activities, including recreational games.

Assessment Types

Investigation
Performance
Project – Folio
Examination

Chisholm Catholic College Curriculum:

STRETCH

Course Overview

The Chisholm STRETCH program educates and develops student agency to become successful, creative, confident, active and informed learners empowered to shape and enrich our world.

As part of the formal curriculum, the STRETCH program complements and supports every aspect of college life, including the values of excellence, integrity, justice and hope. The STRETCH Program embeds the following key aspects:

- Catholic Perspectives - Faith Formation
- ACARA – National Curriculum - General Capabilities
- QCAA - QLD Senior Curriculum
- Positive Education - PB4L
- Personal Health and Wellbeing Initiatives
- Age-appropriate Challenges and Needs - TOOLS

Sample STRETCH topics

- Growth Mindsets
- Goal Setting
- Cyber Awareness and Digital Citizenship
- Mindfulness
- Career Counselling
- Positive Relationships
- Study Fitness Techniques
- Community Initiatives
- Healthy Relationships
- Sexuality Education
- Mental Health and Wellbeing
- Financial Literacy
- Understand your Legal Rights
- Become me career program

SPECIALISATION

Subject

Descriptions

Australian Curriculum:

Big History

Course Overview

Big History is an interdisciplinary subject designed for students' aspirations. Students learn in a mind-blowing history course that captures students' natural curiosity about our world. The Big History Project course looks at key thresholds or "Goldilocks moments" from the Big Bang all the way through to Expansion and Connection and the Acceleration of the modern world.

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The process of historical inquiry develops transferable skills, such as 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.

Future Study Options in Years 11 and 12

- Modern History
- Ancient History
- Legal Studies
- Business
- Accounting
- Applied Tourism
- Geography
- Science
- Biology

Recommended Pre-requisites

- Achieve a C-grade or higher in Year 8 History

Year 9 Topics Studied

The Universe

- Within this threshold students examine how the universe began. Ancient creation myths and the 'Big Bang' theory are explored in order to understand the beginnings of our universe

Our Solar System and Earth

- This threshold investigates the importance of the sun as the centre of our solar system. Students investigate the first star gazers (astronomists) Copernicus, Galileo and Newton and their understanding of Earth's place in our neighbourhood.

Life

- Students examine what makes life so special on Earth. They will investigate the amazing diversity of species on our planet, interesting adaptations and the fragility of life. The mass extinction of the dinosaurs and other events are used as case studies.

Humans

- This threshold traces the development of humans from hunter gatherers to the rise of settlements and civilisation. Students will examine early civilisations from the Aegean to Africa and discover the importance of agriculture, writing and religion in the formation of these societies.

The Modern Revolution and the Future

- This threshold investigates the rapid changes that have taken place over the last 200 years leading some scientists to call this era the Anthropocene.

Assessment Types

Investigation – Historical Essay based on Historical Sources

* Please note, these are suggested assessment types

Australian Curriculum:

Dance



Course Overview

Dance is an expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Throughout the semester, students will build on prior learning and experiences to enhance their skills and confidence in the three key practices of Dance: choreography, performance, and responding.

Creativity will be a central focus of the course, as students learn the intricacies of choreography and how to interpret and critically respond to live and filmed dance performances. The main objective of the course is for students to experience a diverse range of dance styles through active participation in performance, choreographic activities, and critical analysis in class.

Future Study Options in Years 11 and 12

- Dance (General)
- Arts in Practice (Applied)

Recommended Pre-requisites

Experience in Dance, either at school or Dance studio setting.

Year 9 Topics Studied

Unit 1 - Razzle Dazzle

- Throughout this course, students will establish an understanding of how context and themes can influence a dance work while exploring the unique technical skills associated with the style of Musical Theatre
- Through the analysis, observation and performance of Musical Theatre works students will strengthen their dance skills and be creatively challenged.

Unit 2 – Landscapes of Identity: Dance Stories of Belonging

- During the unit, students will partake in various workshops, both in class and with industry professionals, designed to develop their technical and expressive skills as dance performers as well as the purpose, context and meaning that can be communicated through the Contemporary Dance genre.
- Students will explore and evaluate how dance is used to celebrate and challenge perspectives of Australian identity, including their own sense of belonging and personal identity through engagement with contemporary dance

Assessment Types

- Performance
- Choreography
- Extended response exam

Australian Curriculum:

Design Technologies (Food Specialisation)

Course Overview

Design Technologies (Food Specialisation) is a course designed to develop students' knowledge, understanding and practical skills within the context of food. Students will explore a range of topics inclusive of food hygiene, kitchen safety, nutrition and healthy eating, food habits, methods of cooking, cookery techniques, food presentation and designing food production.

As a significant area of study in secondary education, Design Technologies (Food Specialisation) provides for development of the whole person. Through a study of Design Technologies (Food Specialisation), students learn how to live effectively, now and in the future.

Future Study Options in Years 11 and 12

- Food & Nutrition
- Certificate III Hospitality

Recommended Pre-requisites

- Design Technologies (Food & Materials)

Year 9 Topics Studied

How to eat right

- An introductory unit about food nutrients and the food in which they are found.
- Students investigate the fundamentals of a balanced diets in relation to vitamins, minerals and macro nutrients and analyse the Australian Dietary guidelines.

Taste the world

- Students are exposed to multicultural food and their foundations
- Through investigation and practical application students will be able to taste the flavours of the world and investigate their origins.

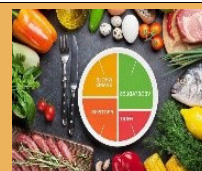
Assessment Types

- Practical and Evaluation
- Practical and Design Folio
- Food Blog
- Collection of work

* Please note, these are suggested assessment types

Australian Curriculum:

Design Technologies (Material Specialisation)



Course Overview

Design Technologies (Material Specialisation) is a course designed to engage students in design solutions within the context of textiles. Studies in Materials foster the development of decision making, hands-on skills, creativity and self-expression. Students enjoy using real materials in real-world situations, such as making textile items for an intended user.

As a significant area of study in secondary education, Design Technologies (Material Specialisation) provides for development of the whole person. Through a study of Materials Textiles Technology, students learn how to live effectively, now and in the future.

Future Study Options in Years 11 and 12

- Design

Recommended Pre-requisites

- Design Technologies (Material Specialisation)

Year 9 Topics Studied

Recycled Materials

- In this unit students design a material solution for a recycled item
- Students will learn a range of practical sewing skills which they will apply to produce a sustainable solution

Assessment Types

- Practical and Evaluation
- Practical and Design Folio

* Please note, these are suggested assessment types

Australian Curriculum:

Design Technologies (Materials and Technology)

Course Overview

Design Technology (Materials and Technology) provides students with the opportunity to respond to design tasks by using their imagination to design and create products or services using a variety of materials, techniques, processes and tools.

Students explore and evaluate new and innovative products and designs and manage technological processes in an efficient, appropriate and safe manner. They will also evaluate and reflect on the functionality and impact of products and how well they meet the consumer's needs and wants.

Design Technologies (Materials and Technology) introduces students to design skills within the context of materials. This course engages students within the areas of woodwork, wood turning, plastics and related materials.

It is structured around practical workshop activities and guided research within safety project planning, designing, workshop graphics and surface finishing.

Future Study Options in Years 11 and 12

- Industrial Graphics
- Furnishing Skills
- Engineering Skills

Recommended Pre-requisites

- Design Technologies (Materials and Technology)

Year 9 Topics Studied

Unit title: *CO2 Dragster*

- The students learn about the complex problem of different forces that effect a CO2 dragster
- Students will examine the causes and impacts on aerodynamics and mechanical components that affect performance
- Students will use the design process to develop a solution to this problem for their dragster

Unit title: **Tealight Candleholder**

- Students will explore the opportunities to produce a product using nature as an inspiration
- Students will identify patterns of biomimicry that designers often use to design architectural, interior design and product design items in daily life.
- Students will use the design process to develop a solution to this problem for their client's tealight candleholder.

COURSE REQUIREMENTS

- Students must wear all necessary PPE including enclosed school shoes and supplied PPE if required to adhere to the workplace health and safety requirements for all practical lessons.
- Students must be able to demonstrate safe working practices.

Assessment Technique

Unit 1:

- Design Folio - PowerPoint
- Practical Application (Project)
- Written Evaluation.

Unit 2

- Design Folio – Power Point
- Practical Application (Project)
- Written Evaluation

Assessment Types

Design Folios – clearly indicate a record of the design process undertaken to complete each design brief followed by an evaluation of the project.

- Design Folio- demonstrate drawing techniques such as sketching, perspective, isometric and orthographic projection to communicate design solutions.
- Practical Project- a range of Timber, Plastic and Metal projects to be completed using hand and power tools to meet the requirements of each design brief

* Please note, these are suggested assessment types

Australian Curriculum:

Digital Technologies



Course Overview

Year 9 Digital Technologies, where creativity meets innovation! This course empowers students to shape the future by leveraging contemporary and emerging information systems to address current and future needs. Students will embark on a journey filled with practical opportunities to use design thinking, transforming them into innovative developers of digital solutions and knowledge.

Our course offers authentic learning challenges that spark curiosity, confidence, persistence, and creativity. By fostering respect and cooperation, students will make sense of complex ideas and relationships across various fields. Get ready to dive into the world of digital technology and unleash your potential!

Year 9 Topics Studied:

Web Design and Cyber Security

- **Cyber Security:** Become a cyber detective! Learn how to protect your personal information online, create strong passwords, and spot phishing scams. Experience the thrill of playing a hacker to understand how to keep your data safe.
- **HTML & CSS:** Kickstart your coding journey by creating stunning web pages. Learn to use HTML for structure and CSS for styling. Add links, images, and make your website look amazing!

Interactive Media and Game Design

- **Game Design:** Dive into the exciting world of game development. Learn the basics of interactive media using tools like Unity. Create your own games and bring your ideas to life in a digital playground.

Future Study Options in

Years 11 and 12

- Digital Solutions
- Certificate III Aviation (Remote Pilot)

Recommended Prerequisites

Digital Technologies

Assessment Types

- Design Folios: Design Record the design process you have used to solve a design problem and build the website.

* Please note, these are suggested assessment types

Australian Curriculum:

Drama

Course Overview

How can we educate through theatre?

Across the semester students will be immersed in a range of contemporary theatrical styles and conventions such as transformation, soundscape, nonlinear structure and interactive media as well as dramatic elements to create dramatic action and communicate dramatic meaning. In addition, students will have the opportunity to engage with theatre practitioners and experience innovative live theatre productions that will ignite their curiosity and imagination.

A diverse range of skills are taught through the study of Drama as students are invited to think critically and creatively when devising their own work and evaluating the work of others. In addition, students develop personal and social skills of leadership, collaboration, time management, confidence and resilience throughout the course.

Year 9 Drama is a unique and meaningful subject which empowers students to be the drivers of their own learning while preparing them for a future of unimagined possibilities.

Future Study Options in Years 11 and 12

- Drama (General)
- Arts in Practice (Applied)

Recommended Pre-requisites

- Year 7 or 8 Drama

Year 9 Topics Studied

During this unit students will explore Australian Gothic theatre and what is unique about this style of theatre.

Students will read Angela Betzien's play "*Children of the Black Skirt*" and perform a scene from the script. They will do this through understanding, applying and manipulating various Australian Gothic Conventions as well as the dramatic elements of mood, time and place.

Students will then transform a fairytale by collaboratively devising and developing their own concept. They will write and adapt a script to suit the Australian Gothic style. This will also involve students applying previously learnt script annotation skills as well as performance skills such as movement and voice.

Assessment Types

** Please note, these are suggested assessment types*

- Performance – Scripted Text
- Dramatic Concept – Interpretation and development of own concept
- Examination – Extended Response Interpreting a Performance

Australian Curriculum: Economics and Business



Course Overview

Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

The Year 9 and 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Future Study Options in Years 11 and 12

- Accounting
- Business
- Economics
- Tourism (applied)
- Diploma of Business
- Legal Studies
- Geography

Recommended Pre-requisites

- Nil

Year 9 Topics Studied

Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

Budgeting and Finance (Business and Accounting)

Students learn about and explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. This culminates in the creation of a budget report.

International Trade (Economics)

Students learn about how participants in the global economy interact. This has a focus on Australia's trade relationship with Asia.

The Budding Entrepreneur (Business)

Students learn about product innovation, competitive advantage, corporate social responsibility and emerging technologies.

Assessment Types

Business Report

Exam

Multimodal

* Please note, these are suggested assessment types

Australian Curriculum:

Geography



Course Overview

The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments.

Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. Geography helps students to be regional and global citizens capable of active and ethical participation.

A study of Geography in Years 9 enables students to develop sophisticated literacy skills and critical thinking skills. In Years 9 and 10, Geography is a preparatory course for Senior Humanities. Selecting this subject in Years 9 and 10 will lead to opportunities to study a Humanities subject in Year 11 & Year 12, including: Ancient History, Modern History, Geography and/or Legal Studies.

Future Study Options in Years 11 and 12

- Geography
- Science in Practice
- Legal Studies
- Ancient History
- Modern history
- Business

Recommended Pre-requisites

- Nil

Year 9 Topics Studied

Biomes and Food Security

- This unit examines where food is grown, and the conditions needed for successful crop yields to feed our growing population
- Students will investigate the world's increasing hunger problem by examining food security in developing and developed countries

Interconnections - Trade, Travel and Technology

- This unit focuses on global interconnections and engages students by considering the students own personal connections to the world through trade, travel and technology.
- Students examine the negative and positive impacts of mass tourism and propose strategies to mitigate some of the worst impacts
- Technology's role in connecting the world is discussed and students examine the role of technology in improving conditions in developing countries.
- Finally, students investigate the products that they buy from overseas and how those products are produced and transported globally. There is a particular focus on fair trade and sustainable economies in these trade connections.

Assessment Types

Folio of Tasks

Multimodal

Exam

Field Report

* Please note, these are suggested assessment types

Australian Curriculum:

Graphics



Course Overview

Graphics and Design is a course designed to provide opportunities for students to explore the fundamental processes for graphical communication. Specifically, students will form and develop visual perspectives, solve problems in creative ways through imagination and visualisation and disseminate ideas and information to a variety of audiences.

Computer Aided Drafting is becoming increasingly important. We currently allocate 80 - 90% of class time to computer graphics and the remainder to sketching and manual presentation techniques. The CAD software currently in use is Autodesk Software (AutoCAD, Inventor and Rivet).

Future Study Options in Years 11 and 12

- Industrial Graphics
- Engineering
- Furnishing Skills

Recommended Pre-requisites

- Nil

Year 9 Topics Studied

Graphical representations of 2 and 3D models and diagrams

- In this unit, students are introduced to Autodesk CAD and Inventor software which is software that assist in the digital representation of 2D and 3D diagrams and model
- Students will communicate a design folio of a 3D model using 'Inventor' and 3D print final products

Communicating Architecture

- In this unit students are introduced to Autodesk Revit, a program that communicates architectural design solutions
- They will communicate research, architectural design and finally develop a granny flat using the Revit Software

Assessment Types

- Design Folios - record the design process you have used to solve a design problem.
- Technical Drawings- Creation of product and building drawings to graphical standards.
- Classwork - Theoretical assessment will take the form of both short and extended response tasks in class.

* Please note, these are suggested assessment types

Australian Curriculum:

Japanese



Course Overview

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Through learning languages, students acquire:

- communication skills in the language being learned
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Japanese is a specialised subject. The four language macro skills – listening, speaking, reading and writing – will all be developed through the course units to increase students' ability to communicate proficiently.

Future Study Options in Years 11 and 12

- Japanese

Recommended Pre-requisites

- Japanese

Year 9 Topics Studied

Foundational Concepts and Time

- Students are reacquainted with important foundational concepts of the Japanese language, leading to a mastery of describing their schedule and telling the time.

Prepositions and School Life

- Students will engage in fundamental aspects of describing things and their location, before learning how to describe school life in Japan.

Assessment Types

Based on the four macro skills of language (reading, writing, speaking and listening) which may include:

- Group tasks
- Combination response exams - Presentations

Australian Curriculum:

Media Arts



Course Overview

Year 9 Film, Arts and New Media is a semester-based course with students completing two units. The key concepts investigated in this subject are technologies, representations, audiences, institutions and languages which are drawn from a range of contemporary media theories and practices. Students will creatively apply film, arts and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Future Study Options in Years 11 and 12

- English

Recommended Pre-requisites

- Nil

Year 9 Topics Studied

Big Shot

- Students explore foundations of filmmaking analysis and interpretation of feature film. The key areas studied are technologies, audiences, and representations.

Made you look!

- Students explore the media genre of advertising and specifically look at Australia. The key areas studied are languages, institutions and audiences.

Assessment Types

- * Video Analysis
- * Production

** Please note, these are suggested assessment types*

Australian Curriculum:

Music



Course Overview

In studying music, students develop their ability to perform, compose and interpret music through engaging with the musical elements of: Rhythm, Pitch, Dynamics and expression, Form and structure, Timbre and Texture.

Students will investigate the influences on musicians, explore music elements and concepts as well as experiment with musical structures. Across the semester students will learn to recognise and interpret emotional, spiritual and expressive content in the music they hear and perform. Students will experience satisfaction and enjoyment from music through singing, playing instruments (such as piano, drums, guitar), listening, improvising and composing.

A student who undertakes music will have the opportunity to learn the skills of performing in front of an audience and recording their work. In addition, students will have the opportunity to engage with professional music practitioners and experience innovative live music productions.

Future Study Options in Years 11 and 12

- Music (General)
- Arts in Practice

Recommended Pre-requisites

Prior music skill in either instrument, voice or application of music content creating (such as looping, Sony Acid, sound effects, etc) is a requirement to study Music from Year 9 onwards.

The College does offer an Instrumental Music Program which is a recommended addition to the study of Music.

Year 9 Topics Studied

Semester Unit: Music through the decades

- During this unit students will develop an understanding for a range of Music genres such as Blues, Rock, Pop and/or Jazz to build their understanding for Music as an expressive and unique art form through exploration of a variety of genres, students will be able to make connections and new meaning of the world around them.

Assessment Types

- Performance with Performance Statement
- Composition with Statement of Compositional Intent.
- Integrated Project, Musicology Analysis, Composition/Performance and statement
- Examination, extended responses interpreting a piece of music

* Please note, these are suggested assessment types

Australian Curriculum:

Spanish



Course Overview

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Through learning languages, students acquire:

- communication skills in the language being learned
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning

Spanish is a specialised subject. The four language macro skills – listening, speaking, reading and writing – will all be developed through the course units to increase students' ability to communicate proficiently.

Future Study Options in Years 11 and 12

- Spanish

Recommended Pre-requisites

- Spanish

Year 9 Topics Studied

In Year 9, Spanish language learning builds on each student's prior knowledge and experiences. Students use Spanish to initiate and sustain interactions, sharing their own and others' experiences of the world. They continue to develop their skills in listening, speaking, reading, viewing, and writing to communicate with other Spanish speakers in local and global settings through authentic community and online events. Guidance, modeling, feedback, and support from peers and teachers remain integral to their learning process.

Students use a variety of authentic and purpose-developed resources, increasingly chosen by themselves, to access and create spoken, written, and multimodal texts. These resources may include textbooks, audio and video clips, magazines, online and print articles, and social media. They begin to acknowledge the diverse influences on communication and cultural identity, understanding how these influences shape their own behaviors, beliefs, and values.

Assessment Types

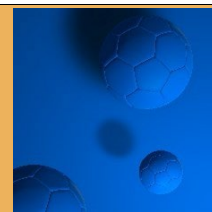
Creating Texts:
Speaking
Writing

Understanding Texts:
Listening
Reading

--	--

Australian Curriculum:

SEDA



Course Overview

The Sporting Excellence and Development Academy (SEDA), allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field. Sports include Football, Netball, Basketball and Rugby League.

Vision

The Sporting Excellence & Development Academy is committed to fostering an environment where athletes not only excel in their physical pursuits but also cultivate a strong moral compass. Ambition is the driving force behind our pursuit of excellence through sport, encouraging students to set lofty goals and work tirelessly towards achieving them. We believe in the power of commitment, not only to one's sport but to personal and academic growth. The Academy strives to instil pride in the College, our SEDA community and their team.

Future Study Options in Years 11 and 12

- Physical Education
- Certificate III Fitness
- Sport and Recreation

Recommended Pre-requisites

- By application only
- Applicants must know the rules and have foundation skills
- Playing in a club or at representative level will be beneficial

Year 9 Topics Studied

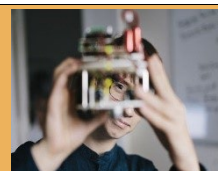
Students will participate in a range of fitness and training programs or sport psychology to enhance their understanding and ability in their chosen sport.

Assessment Types

Performance

Australian Curriculum:

STEM



Course Overview

This unit is aimed to empower students to combine STEM skills with a sense of purpose and social impact. By tackling real-world problems through innovative solutions, you'll gain practical experience, build valuable skills, and contribute to making a difference in your community.

Get ready to immerse yourself in the exciting world of STEM while leaving a lasting mark on your local area through innovation and creativity through the STEM MAD (Making A Difference) Project!

It is aimed to be an opportunity that blends curriculum principles with real-world problem-solving challenges.

Through this project, you'll collaborate with your peers to identify a local issue, design a creative solution, and leverage STEM principles to bring your solution to life.

Future Study Options in Years 11 and 12

- Biology, Chemistry, Physics, Psychology
- Digital Technologies
- Design Technologies

Recommended Pre-requisites

- Achieve a C-grade or higher in Year 8 Science, Mathematics and/or Technologies
- Previous STEM Study

Year 9 Topics Studied

- Entrepreneurship
- Social Enterprises
- Process and Production Skills

Assessment Types

Task 1

- Scientific Experiment written report
- Collection of data to inform and support the final project proposal

Task 2

- Project proposal - multimedia presentation
 - Justified proposal including final design and a plan for implementation
- * Please note, these are suggested assessment types

Australian Curriculum:

Visual Art



Course Overview

During Year 9, students are provided with opportunities to create artworks that respond to the world around them, communicating their personal beliefs and ideas. Students engage with artists in their local and global communities, evaluating and analysing visual conventions and artmaking practices, challenging ideas, perspectives and meaning.

Future Study Options in Years 11 and 12

- Visual Arts (General)
- Arts in Practice (Applied)

Recommended Pre-requisites

- Nil

Year 9 Topics Studied

Throughout the semester, students will explore how street artists produce and create social, political or environmental statements.

Students investigate the work of both contemporary artists and Indigenous artists who use their work to create statements and effect change.

Students will explore a range of techniques, visual conventions and codes as stimulus for their own street art skate deck design.

Students continue their practice through the creation of 3D sculptures that communicate stories of culture and identity.

Students will explore the artmaking practice of historical and contemporary artists to influence and inspire their individualised practice.

Assessment Types

- In-Class Essay
- Resolved Artwork & Exhibition
- Artist Statement
- Visual Diary

** Please note, these are suggested assessment types*

*All students must use the
Subject Selection Online process
for selecting subjects for 2025
**NO paper copies will be
accepted***