



St Eugene College

Dare to grow in faith, hope and love

Year 9

2021

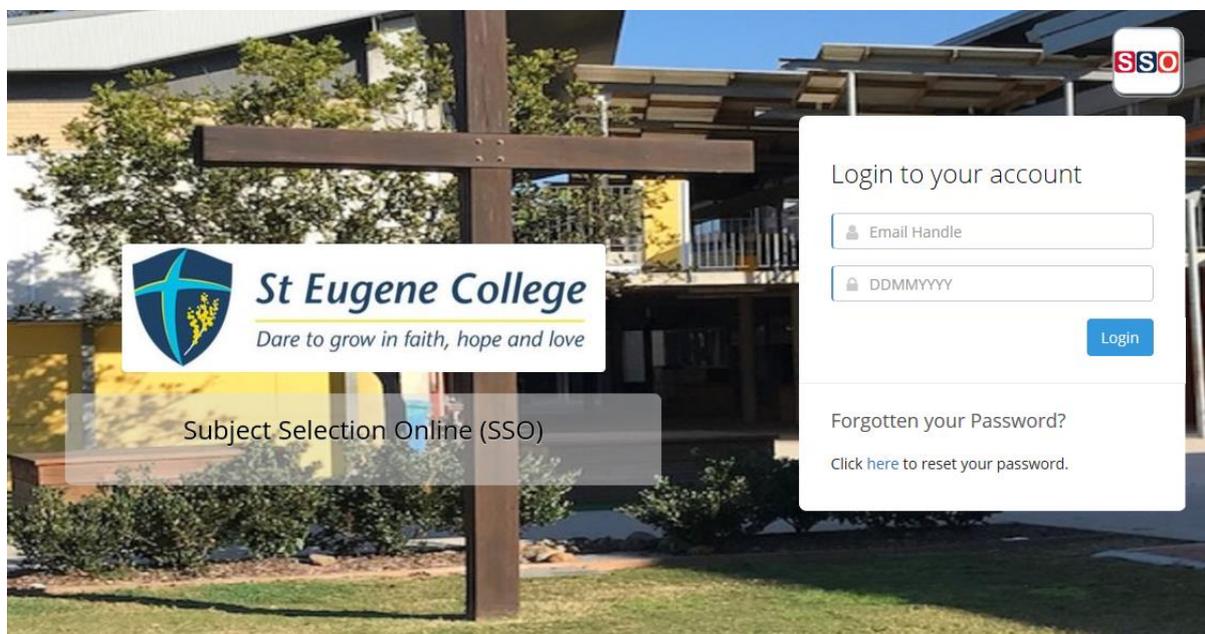
Curriculum Handbook

Where I Belong...

Access to Subject Selection Online:

<https://client.subjectselectiononline.com.au/?school=dykqg>

This link will be sent to all Year 8 students via email.



User name: Email Handle, for example, Jsmith12. Do not include the entire email address

Password: Student Date of Birth (DDMMYYYY), for example, 09092020

Step 1: Select two (2) Electives and one (1) Reserve

Step 2: Print out Subject Selection and have parents/carers sign

Step 3: **RETURN SIGNED COPY TO STUDENT SERVICES BY
FRIDAY 28 AUGUST 2020**

NOTE: *IF YOU DO NOT HAVE INTERNET ACCESS AT HOME, STUDENTS ARE ABLE TO COMPLETE THIS PROCESS AT SCHOOL AND PRINT TO TAKE HOME TO BE SIGNED.*

The online process will OPEN:

DATE: Tuesday 18 August 2020

TIME: 9:00 PM

The online process will CLOSE:

DATE: Wednesday 26 August 2020

TIME: 9:00 PM

COLLEGE PRINCIPAL

Welcome to the Year 9 at St Eugene College. This is the final chapter in a young person's journey through the Middle Years of schooling. The intention throughout the middle years is for students to explore a broad curriculum while developing the cognitive, interpersonal and intrapersonal dispositions that allow a young person to develop the essential skills of communication, critically reflection, collaboration and creativity required for deep learning. These dispositions allow our students to enter the Senior Years with:

- Curiosity; Self-regulation; and Resiliency
- Problem-solving skills; Capacity to make and express meaning; and Perspectives that build new ideas
- Influence; Empathy; and Collaboration skills

Year 9 is a year of challenge, growth and development in which our students model the way for those coming behind them and begin to focus on the future opportunities and pathways that lie ahead.

It is an exciting year in which they will be stretched as individuals, as members of our College community and as citizens of a dynamic, ever-changing world.

Marisa Dann
College Principal



VISION

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

MISSION

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

Values

Dignity; Community; Excellence; Hope; Service



COLLEGE SENIOR LEADERSHIP

PRINCIPAL

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ASSISTANT PRINCIPAL – RELIGIOUS EDUCATION

Megan Kozak

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SUBJECTS STUDIED IN YEAR 9 2021

CORE SUBJECTS

Students will study all year.

- **Religious Education**
- **English**
- **Mathematics**
- **Health and Physical Education**
- **History**
- **Science**

ELECTIVE SUBJECTS

Students select 2 plus 1 reserve. They can study a subject all year, or change at the end of Semester 1 if numbers permit.

- **Dance**
- **Drama**
- **Economics and Business**
- **Geography**
- **Music**
- **Technologies – Design and Technologies**
- **Technologies – Digital Technologies**
- **Technologies - Design and Technologies (Food & Materials Specialisation)**
- **Visual Arts**

RELIGIOUS EDUCATION

INTRODUCTION

Religious Education is compulsory for students to study throughout their schooling at St Eugene College. Religion plays an important role in the life of local communities and of the Australian nation.

Individual communities, and the nation as a whole, are more likely to build a tolerant society when their members are literate in their own religious traditions and have an understanding of the religious traditions of others. Religious Education aims to promote the knowledge, skills and values which students need to participate as active lifelong learners within their church and community.

TOPICS FOR STUDY

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated throughout the course and are taught in an integrated way within the context of the Oblate Spiritual Tradition.

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, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They are introduced to two forms of biblical criticism, 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. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

HOW STUDENTS ARE ASSESSED

Investigations	Essays based on research and analysis
Projects	Multimodal, speech, interview, creative practical projects
Exams	Short answer

Note: The Religious Education curriculum and History curriculum are aligned, allowing for some integrated assessment tasks.

ENGLISH

INTRODUCTION

The English curriculum, based on the Australian Curriculum, is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

TOPICS FOR STUDY

Units of work will relate to the following themes:					
Persuasion - Does the Media Influence Identity	Narrative Study	Modernising Shakespeare (Formative)	Play Study (An Inspector Calls)	Novel Study	Poetry (Formative)

HOW STUDENTS ARE ASSESSED

Students are assessed using a range of techniques including examinations, imaginative, informative and persuasive types of texts in both written and spoken modes, including narratives, expositions, journals, feature articles, speeches and monologues.

Anecdotal evidence and class work

Spoken Persuasive Presentations

Creative Written Piece

Short Response Exam - based on Novel Study

Extended Written Piece

MATHEMATICS

INTRODUCTION

Mathematics is an essential life skill as recognised by the Commonwealth and Queensland Government initiatives in the area of Numeracy.

Mathematics assists individuals to make meaning of their world and to apply abstract ideas to interpret new situations in the real world.

Numeracy Mathematics also forms a mandatory requirement of the Queensland Certificate of Education.

The proficiency strands of; Understanding Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

TOPICS FOR STUDY

The areas of study in the current Australian Curriculum are:

Number and Algebra

Probability and Statistics

Measurement and
Geometry

HOW STUDENTS ARE ASSESSED

Anecdotal evidence gained through individual oral and observed demonstration of student development

Traditional exam techniques

Problem-solving and modelling tasks

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

The Health and Physical Education Key Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. It provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Health and Physical Education empowers students to initiate and maintain healthy changes in their personal lives, family and community. It encourages them to understand personal development, physical activity and fitness. It assists with Science, Social Science, and prepares students for careers in Occupational Therapies, Physiotherapy, Medicine, Physiology, Personal Training, Fitness Centre Leaders, and many other Health Science fields. Students who are active and healthy learn and cope better in life.

Students doing Health and Physical Education are expected to participate in **ALL** practical lessons as well as theory lessons.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)

Futsal

Golf

AFL

Softball

Integrated Theoretical Elements will include but are not limited to

Mental Health and Well-being

Biomechanics

Ethics in Sport

Alcohol and other Drugs

HOW STUDENTS ARE ASSESSED

All students electing Health and Physical Education will be assessed on both practical and theoretical elements of the course. Half of the course will involve participation in the practical elements of the course for at least 50% of the allocated lesson time. A variety of assessment methods will be used including:

- Written Examinations
- Research Assignments
- Multimodal Presentations
- Video Evidence
- Teacher Observation

HISTORY

INTRODUCTION

History in Year 9 will explore the requirements of the Australian Curriculum and ensure that students are given the opportunities to complete their entitlements in this area. It involves investigations of controversial and challenging issues and encourages young people to be active participants in their world.

Students use their knowledge about the interaction between people and their environments to investigate social, political, economic, environmental and cultural ideas and issues under the broad thematic areas of Continuity and Change. They develop their capacity for effective community participation and their understanding of the views of Aboriginal and Torres Strait Islander people.

TOPICS FOR STUDY

Students will study four main topic areas which are taken from the Australian Curriculum in addition to two elective units. Units of work will relate to the following time periods:

Overview to
Modern World

Movement of
People

Making a
Nation

World War I

Rise of Hitler

World War II

HOW STUDENTS ARE ASSESSED

Students are assessed using a range of techniques such as investigations, projects and examinations and varied and flexible tasks. These may include:

Anecdotal evidence and class work

Spoken Multimodal Presentations

Research Tasks

Short Response Exam - Response to Stimulus

Independent Source Analysis

Note: The History curriculum and Religious Education curriculum are aligned, allowing for some integrated assessment tasks.

SCIENCE

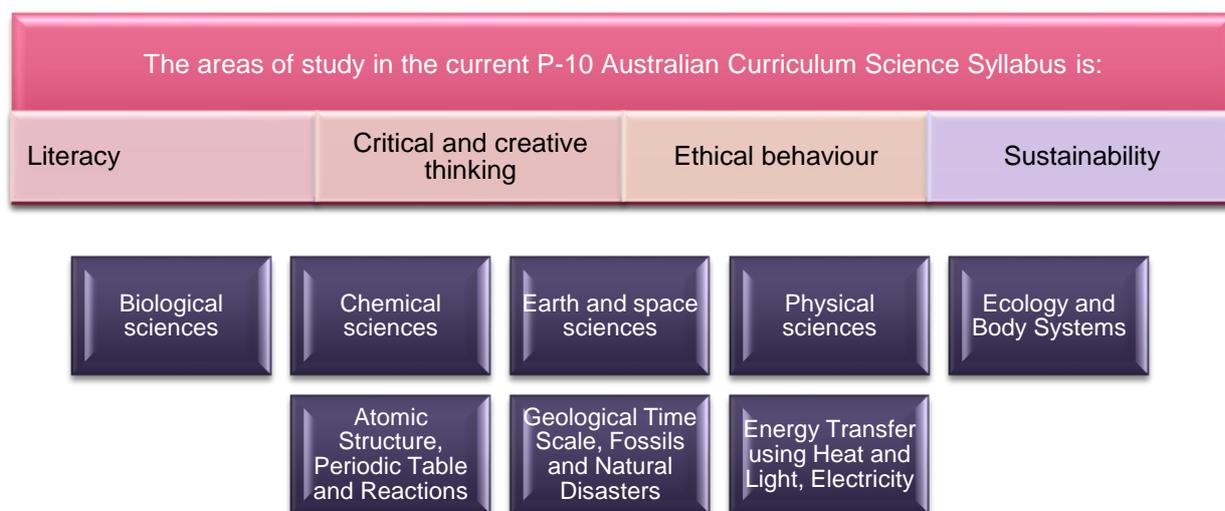
INTRODUCTION

Science provides a practical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proven to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative subject that attempts to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. It aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

KEY IDEAS

In year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

TOPICS FOR STUDY



HOW STUDENTS ARE ASSESSED

Anecdotal evidence gained through individual oral and observed demonstration of student development

Traditional exams

Research Investigations

Experiment Reports



DANCE

INTRODUCTION

As a strand within The Arts Key Learning Area, **Dance** focuses on students using dance as an aesthetic means of enjoying and celebrating movement. Students focus also on structuring choreography to capture and convey ideas, images and feelings, using the human body as the means of expression and communication. Students who study Dance:

- Increase their co-ordination, discipline and self-confidence
- Increase awareness of alignment and the body
- Develop physical and spoken communication skills
- Develop short term memory skills and mind-body interaction
- Promote and realise creative, imaginative and inventive potential
- Develop critical analysis skills, creative thinking and problem solving skills
- Enjoy a creative outlet to further make sense of the world around them, and express their reactions to global events and topics
- Follow timelines and meet deadlines
- Improve team skills and positive relationships with others
- Realise that dance is an intrinsic part of culture and heritage
- Enjoy outings to view live Dance performances
- Improve their overall fitness – cardio/strength/flexibility

Does it matter if students haven't studied dance before? **NO!**

- The variety of forms studied in Dance extend beyond those studied at private dance schools
- The emphasis on choreography is unique to in-school dance training. Most students currently studying Dance privately are learning from a set syllabus rather than learning choreographic skills.
- The classes will cater for a variety of abilities and learning styles.

TOPICS FOR STUDY

Project Unit A	DANCE AND THE ELEMENTS OF PRODUCTION
	Real world construction of a Dance production
Project Unit B	THE EVOLUTION OF DANCE
	In-depth study and application of various eras of Dance

HOW STUDENTS ARE ASSESSED

Dance assessment is divided into three interrelated and complementary categories:

Choreography

creating and sequencing dance (devised individually and in pairs or groups) which may be a combination of improvised and prepared material

Performance

presenting dance to an audience in sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, or a teacher and/or student choreographed sequence

Appreciation

critiquing and analysing live or video dance performances in written and oral presentations

DRAMA

INTRODUCTION

Drama is crucial in developing the highly desirable and employable skills of creativity, critical thinking, collaboration and communication. It is acknowledged that education in the 21st century needs to have creativity as a core skill. Drama is the perfect academic discipline which allows students to explore and develop their creative energy. Students will also develop skills that will help them in other subject areas by developing the ability to communicate their ideas to individuals and groups, oral presentations, job interview skills, debating, leadership roles and working as part of a team.

The study of Drama at St Eugene College caters for a wide range of student abilities through the provision of a multiplicity of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings held and applied in societies.

There are many benefits to studying Drama which include:

- Improved self-confidence
- Improved self-esteem
- Fostering creative thinking
- Improved communication skills
- Learning how to work collaboratively
- A broader understanding of the world in which we live
- Respect for diverse viewpoints
- Critical thinking, analytical and evaluation skills

TOPICS FOR STUDY

The Year 9 Drama program at St Eugene Catholic College incorporates a range of learning experiences through many dramatic forms and styles. Students have the opportunity to experience the art of performance as well as contributing to the behind the scenes operations including, costumes, set, props, sound, lighting, and filming. Each semester is a practice-led project which aligns to the new senior syllabus.

Theatre for Change (Semester 1): Documentary and Collage Theatre – This style of theatre is used to empower and give a voice to the disadvantaged in our communities. Students will devise a collage drama which will be performed in front of a live audience.

Full Class Production (Semester 2): Performance of a scripted play – The students will take on a couple of roles both on stage and behind the scenes to produce a full class production of a scripted play. Collaboratively the class will be responsible for all aspects of the production which will be performed in front of a live audience.

HOW STUDENTS ARE ASSESSED

Forming	involves the management of a range of dramatic forms such as spontaneous dramatic play, improvisation, role-play, process drama, play building and scriptwriting.
Presenting	requires the development of acting techniques and skills associated with the preparation of an actor for a performance
Responding	involves demonstrating knowledge and understanding reflecting upon dramatic meaning through analysis, synthesis and evaluation.

ECONOMICS AND BUSINESS

INTRODUCTION

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students will develop the knowledge, understanding and skills that will equip students to secure their financial future. They will learn to make informed decisions and to appreciate the interdependent nature of decisions made within our economy, including the effects of these decisions on consumers, businesses and the government. Students will work both independently and collaboratively to investigate real issues faced by individuals and businesses in society and generate ideas and strategies to support personal and business decisions.

Economics and Business aims to ensure students develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities
- a broader understanding of how society works and their role as a consumer, worker and producer
- an ability to work collaboratively
- self-motivation, initiative and effective time management
- critical thinking, problem solving and decision-making skills
- communication, presentation and report writing skills
- financial and business literacy.

Economics and Business will prepare students for further studies in either General Business OR Applied Business in Years 11 and 12 or similar Certificate or VET courses

TOPICS FOR STUDY

Changing Nature of Work

Financial Risks and Rewards

Australia and the Global Economy

Entrepreneurship: Market Day Stall

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including

Investigative Reports

Oral presentations

Examinations

Practical Business Venture and Business Report

GEOGRAPHY

INTRODUCTION

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

TOPICS FOR STUDY

There are two units of study in the Year 9 curriculum for Geography:

Biomes and Food Security

This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of Interconnections

This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Examinations

Spoken Multimodal Presentations

Short Response Exam - Response to Stimulus

Independent Field Reports

MUSIC

INTRODUCTION

Music has become an intricate part of everyone's lives and in our digital age, music has become even more accessible. It is a source of interaction: One can talk about it, listen to it, criticise or praise it, perform it, dance to it and feel it.

Through the study of music, students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

Students will develop their aural and musicology skills through composing and performing while continuing to develop their rhythmic, piano, ukulele and guitar skills. Studying Music encourages the development of creativity, self-motivation as well as advancing their aural, visual and kinaesthetic abilities.

The study of Music assists the student to

- | | |
|---|---|
| <ul style="list-style-type: none">• Develop a further and deeper appreciation of music• Have an outlet for self-expression• Enjoy the creative process, developing their self-confidence• Learn an instrument, developing fine motor skills or continue to develop their musicality on their chosen instrument | <ul style="list-style-type: none">• Participate in practical, hands-on learning• Collaborate with others• Find their own 'voice'• Improve cognition through creative and critical thinking• Become confident in a variety of technological platforms• Develop their 21st century skills |
|---|---|

POSSIBLE TOPICS FOR STUDY

All the world's a stage: Musicals, Motifs and Movies

Rocking around the World: Rock, Jazz and Riffs

Travelling through Time: The Voice - Narratives

Call My Agent: Sound, Production and Media

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods continuously throughout each term through:

Responding

Students investigate, analyse and/or evaluate to communicate their musical understanding

Musical Performance

Students sing and/or plays rehearsed material or improvises within a defined learning context

Compositions and Arrangements

Students show familiarity with the elements of music within a defined learning context

General Recommendations

Students who have a background in music will be at an advantage; however, the program is designed to be continuous and inclusive of all ability levels. The music program strives to develop the students' love and appreciation for music on multiple levels.

TECHNOLOGIES - DESIGN AND TECHNOLOGIES

INTRODUCTION

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

In Design and Technology students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Students will study both Graphics and the basic workshop skills associated with design and technology. Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Possible Careers	architectural designer	builder	cartographer
	commercial artist	design/project engineer	electronic media/illustrator
	environmental designer	all trade areas	fashions/textile designer
	fine artist/illustrator	geological drafting	technician
	graphic designer	advertising	industrial designer
	apprenticeships	interior designer	landscape designer
	mechanical/electrical	designer	technical illustrator
	technology teacher	town planner	traineeships

TOPICS FOR STUDY

Freehand sketching	Pictorial and Orthogonal Drawing	ACAD & Inventor	Design and manufacture practical projects using different materials	Use hand tools and basic workshop machines
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HOW STUDENTS ARE ASSESSED

Design Folios	Freehand Sketches	Computer Generated Drawings	Practical Workshop Projects
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TECHNOLOGIES - DIGITAL TECHNOLOGIES

INTRODUCTION

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

AREAS FOR STUDY

Digital Technologies develops the knowledge, understanding and skills to ensure students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Students will undertake several units of work throughout Year 9. These will vary depending on student interests and prior knowledge / skills, but could incorporate the following areas:

- Hardware, Software and Data management
- Algorithm and Programming
- Software and Solution Evaluation
- Social Contexts and Legal Responsibilities
- Project Management

HOW STUDENTS ARE ASSESSED

Assessment is undertaken through a variety of tasks, including written and digital projects, exams and portfolio work. At the end of each Semester, students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies.

TECHNOLOGIES – DESIGN AND TECHNOLOGIES (FOOD AND MATERIALS SPECIALISATION)

INTRODUCTION

In year 9 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identify needs or opportunities. They will work independently and collaboratively using a range of technologies including graphical representation techniques to communicate ideas and production plans, including identification of steps involved in planning and production of designed solutions.

In the food production and specialisation units, students will utilise design and technology knowledge relating to a range of cultural settings, to design, represent, communicate ideas, plan and produce an internationally based menu.

For the materials production, students will again apply independent and collaborative technology considerations to create a designed solution product for a particular service and environment, with a chosen recipient in mind. This might include a bag for a particular purpose for example.

TOPICS FOR STUDY

Food Technology

Explores the fundamentals of food preparation in our contemporary, fast paced society in order to form a firm foundation for simple, nutritious and delicious meals and snacks for themselves and others. Food hygiene and food safety will be investigated. Whilst examining the effects technology has on our food, students will investigate, design, create and evaluate their improvement to chosen food products. Term Units topics will include Healthy, Wealthy and Wise looking at alternatives to takeaway food and international cookery focussing on fresh ingredients and specific customs related to food and dining in other cultures. Simple dishes from a range of cuisines will be investigated, designed, created and evaluated in a cultural food presentation.

Materials Technology

The program investigates the elements and principles of design and how these are implemented in the design and production of textiles and related products. Students will explore current trends in teenage fashion, decoration techniques and accessories. Several textile embellishment techniques will be practised allowing students to investigate, design, produce and evaluate a clothing item for them. Students will consider their idea of a 'perfect room' in their homes and simple practical skills in textiles will be practised. This then culminates in enabling students to investigate, design, produce and evaluate a textile product for this room including pyjamas and a keepsake bag.

HOW STUDENTS ARE ASSESSED

Students will be assessed in 2 categories:

Assessment will take the form of one practical task and one folio task per term. Oral presentations may also be included.

Technology Practice

- this strand is about the investigation, ideation, production and evaluation in the design and development of products.

Materials

- this strand is about the nature of materials and the techniques with which to manipulate them.

VISUAL ARTS

INTRODUCTION

Art is a subject that is suited to enthusiastic and creative students.

Visual Art encourages the development of

- Creative, critical, imaginative and inventive thinking
- Disciplined working
- The ability to work independently or in a team where required
- Self-motivation, self-direction
- An openness to new experiences
- Pushing boundaries and exploring new expressions
- Visual and kinaesthetic communication
- The ability to see things through completion, resolving ideas
- The exploration of ideas and concepts

Drawing	Painting	Assemblage	Computer Graphics
Stylisation	Animation	Ceramics	Sculpture
Lino Printing	Cartooning	Screen-printing	Photography

TOPICS FOR STUDY

Students will learn about the role art has played through history and how artists' work expresses their feelings about the world they live in.

It is to be noted that our Art program is flexible, and activities may vary year to year due to students' interests and community events.

HOW STUDENTS ARE ASSESSED

Students will be assessed in the areas of Making and Responding. Making tasks are practical. Students will put the Art techniques they have learnt into practise by making art work of their very own. Responding tasks involves students researching artists, their artwork, and describe and analyse artworks in written assignments and oral presentations.



St Eugene College

Dare to grow in faith, hope and love

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