Access to Subject Selection Online is on the College website:
http://www.steugene.qld.edu.au/

Click on the Subject Selection Online icon found on left hand side.

Step 1: General Introduction – PDF to Subject Handbook
Step 2: Select two (2) Electives and one (1) Reserve
Step 3: Print out Subject Selection and have parents/carers sign
Step 4: **RETURN SIGNED COPY TO STUDENT SERVICES BY FRIDAY 1 SEPTEMBER 2017**

**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: Wednesday August 23 2017
TIME: 5:00 PM

The online process will **CLOSE:**
DATE: Thursday August 31 1 2017
TIME: 9:00 AM
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<td>SUBJECT LEVIES YEAR 9</td>
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INTRODUCTION

Year 9 marks the beginning of more specialisation of the Australian Curriculum. Students have the opportunity to select electives as they progress towards the senior phase of learning where they have a full choice across curriculum areas.

In Year 9 students are encouraged to select electives that:

- Challenge them
- Interest them
- Help them learn more about themselves as learners

HOW CAN PARENTS/FAMILIES HELP?

<table>
<thead>
<tr>
<th>PARENTS CAN ASSIST BY</th>
<th>Taking an interest in their child's progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Checking and assisting with study of topics for examination</td>
</tr>
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<td></td>
<td>Checking and assisting with homework assignments</td>
</tr>
<tr>
<td></td>
<td>Assisting with practical reports</td>
</tr>
<tr>
<td></td>
<td>Checking and assisting with assignment based assessment</td>
</tr>
</tbody>
</table>

PARENT INITIATED CONTACT

As partners in your child’s education, we encourage you to make contact with relevant people at the College if you have any concerns or suggestions in relation to your child’s learning.

<table>
<thead>
<tr>
<th>SUGGESTED POINTS FOR CONTACT ARE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Teachers</td>
</tr>
<tr>
<td>Curriculum Leaders</td>
</tr>
<tr>
<td>Student Support Services</td>
</tr>
<tr>
<td>Pastoral Leaders</td>
</tr>
<tr>
<td>P-12 Assistant Principal (Middle Years)</td>
</tr>
</tbody>
</table>
PROCESS OF SUBJECT SELECTION

Subject Selections are entered through the College website using the Subject Selection Online (SSO) program. (as per inside cover)

**This online process MUST be completed on THURSDAY 31 AUGUST 2017 by 9.00AM**

Once the online process is completed, students and parents are responsible for printing the document, signing and returning to the College at Student Services by **FRIDAY 1 SEPTEMBER 2017**.

The 2018 timetable is designed around student choices. Elective subjects will run according to demand. If the reserve subject you select is not available, you will be contacted directly by the College to discuss further options.

Students will receive final confirmation of their subject choices for 2018 in their Semester Two Report posted out early December 2017.

The online process will **OPEN**:
- DATE: Wednesday August 23 2017
- TIME: 5:00 PM

The online process will **CLOSE**:
- DATE: Thursday 31 August 2017
- TIME: 9:00 PM

All signed documents to be **RETURNED** to Student Services:
- Friday 1 September 2017
CORE SUBJECTS
Students will study all year.

- Religious Education
- English
- Mathematics
- Health and Physical Education
- History
- Science
- Personal Development

ELECTIVE SUBJECTS
Students select two plus one reserve. They can study all year, or change at the end of Semester One if numbers permit.

- Dance
- Drama
- Economics and Business
- Geography
- Japanese
- Music
- Technologies – Design and Technologies
- Technologies – Digital Technologies
- Technologies - Design and Technologies (Food & Fibre 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

<table>
<thead>
<tr>
<th>Creative presentations</th>
<th>Research assignments</th>
<th>Tests</th>
</tr>
</thead>
</table>
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

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

HOW STUDENTS ARE ASSESSED

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

<table>
<thead>
<tr>
<th>The areas of study in the current Australian Curriculum are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra</td>
</tr>
</tbody>
</table>

HOW STUDENTS ARE ASSESSED

- Anecdotal evidence gained through individual oral and observed demonstration of student development
- Traditional exam techniques
- Assignments
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)

- Fitness
- Oztag
- Volleyball
- Softball

Integrated Theoretical Elements will include but are not limited to

- Health Benefits of Physical Activity
- Sustainable Health Practices
- Respectful Relationships
- 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. Units of work will relate to the following main time periods:

| Industrial Revolution | Movement of people | Making of a nation | World War I |

HOW STUDENTS ARE ASSESSED

Students are assessed using varied and flexible tasks. These may include:

- writing and work samples e.g. journals, learning logs, case studies and multimedia presentations
- multi-modal and non-written presentations e.g. projects, products, role-plays, panels, structured discussions, forums and oral reports
- exams e.g. essay, multiple choice, short answer, selected response and response to stimulus
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

The areas of study in the current P-10 Australian Curriculum Science Syllabus is:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Critical and creative thinking</th>
<th>Ethical behaviour</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Chemical sciences</td>
<td>Earth and space sciences</td>
<td>Physical sciences</td>
</tr>
<tr>
<td>Atomic Structure, Periodic Table and Reactions</td>
<td>Geological Time Scale, Fossils and Natural Disasters</td>
<td>Energy Transfer using Heat and Light, Electricity</td>
<td>Ecology and Body Systems</td>
</tr>
</tbody>
</table>

HOW STUDENTS ARE ASSESSED

Anecdotal evidence gained through individual oral and observed demonstration of student development
Traditional exams
Assignments
Engagement in Extended Rich Tasks
Use of scientific and experimental equipment and performing experiments
Experimental Report Writing at the school level
ELECTIVE SUBJECTS
DANCE

INTRODUCTION
As a strand within The Arts Key Learning Area, Dance focuses on students using dance as an aesthetic means of ordering movement and the structuring of gesture and motion 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 and creative thinking
- Improve their problem solving skills
- 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

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Dance in Popular Youth Culture (Including Hip Hop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Contemporary Dance</td>
</tr>
<tr>
<td>Term 3</td>
<td>Cultural and Social Dance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Dance in Musical Theatre</td>
</tr>
</tbody>
</table>

HOW STUDENTS ARE ASSESSED
Dance assessment is divided into 3 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
INTRODUCTION

Drama is an exciting and creative subject that has much to offer for every student. The Drama program is designed to give students the opportunity to develop their self-expression and increase their imagination and artistic awareness. It is also designed to increase mental awareness, fluency of speech, self-confidence and self-discipline. It provides students with an opportunity to cooperate with others and above all, experience personal fulfilment and enjoyment.

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 of studying Drama. Students develop self-confidence and interpersonal skills, both of which are invaluable life skills.

Other positive outcomes include:

- Enhanced self-esteem
- A broader understanding of life and life experience
- Increased skills and understanding of the Elements of Drama
- Improved communication skills
- Individual contribution to group dynamics
- Respect for diverse viewpoints
- Valuing live performance as an enriching experience
- Increased confidence in their own creative abilities
- 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. Some of these include the Elements of Drama, characterisation, improvisation, Realism, scriptwriting, Documentary Drama, voice and movement, Children's Theatre and the One-Person show.

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. Forming may also include elements of design for play texts. Forming tasks can be presented through performance and through written expression.

- **Presenting** requires the development of acting techniques and skills associated with the preparation of an actor for a performance. Presenting tasks are performed either as an individual or in groups.

- **Responding** involves demonstrating knowledge and understanding together with reflecting upon dramatic meaning through analysis, synthesis and evaluation.
INTRODUCTION

The economics and business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

Through studying economics and business, students will develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions. These skills will allow students to face challenges of the 21st century, to maximize their opportunities for productive and rewarding futures and to make a contribution to the economy. The curriculum will enable students to engage with the economy as business and financially literate citizens locally, nationally, regionally and globally, both now and in the future.

The elective units studied throughout Semester Two will allow students to select two areas of interest. The may lead directly into further studies in Business Management in Years 11 & 12, or may be relevant in the workforce. Students will be able to have input into the elective units offered and some areas of interest include (but are not exclusive to) planning and organising a small business; operating a business enterprise; buying and selling a property. There is also the option for students to develop their own business-related unique special interest (BUSI) elective unit to focus on an area they are keenly interested in or wish to pursue further studies in.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Written assignment work</th>
<th>Oral presentations</th>
<th>Computer-generated submissions</th>
<th>Field reports</th>
<th>Simulated business ventures</th>
</tr>
</thead>
</table>
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:

<table>
<thead>
<tr>
<th>Biomes and food security</th>
<th>Geographies of interconnections</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</td>
</tr>
</tbody>
</table>

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

- Examinations
- Written assignment work
- Oral presentations
- Computer-generated submissions
- Field reports
The study of another language enables students to gain access to other peoples, ideas and ways of thinking. They become interested in and respectful of other cultures and in turn students appreciate different opinions and widen their perspective of the world.

**Topics for study**

Students will continue to build the grammar and vocabulary they have acquired in year 8 and study a variety of units which are specifically designed to give exposure to real life language activities and the ways in which cultural and social practices are reflected in language use. The topics are targeted towards areas of student lives which are relevant to their ages and abilities, and aim to provide them with knowledge that will be useful in their real world environment.

---

**Topics that are studied in Year 9 include:**

| My Daily Routine | A Weather Forecast | My Family | Let's Eat! |

Students will begin to learn the Japanese script hiragana and by the end of Semester One will be reading and writing solely in this script.

**How do students learn?**

Students undertaking this course will learn within a real-life language environment. This may be at Japanese restaurants (visited through excursions and field trips), simulated Japanese environments (within the school environment) or through contact with Japanese schools via email and Skype. Year 9 Japanese will continue to integrate the use of iPads this year. Opportunities also exist for students to interact with Japanese Exchange students at the College and participate in a language/cultural tour to Japan.

**How are students assessed?**

Students will be assessed in the four macro skills, reading, writing, speaking and listening, using a variety of methods including examinations, written assignment work and oral presentations.
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 their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

Students will work through four units which encompass musicals, media, heroes and villains and children’s music while continuing to develop general knowledge of musical elements. Each student will be required to learn aurally, as well as develop their rhythmic, piano and ukulele/guitar skills. Studying Music encourages the development of creativity, self-motivation as well as advancing their aural, visual and kinaesthetic abilities.

Studies in Music will prepare students for further studies within The Arts. Weekly tutoring is available.

The study of Music assists the student to

<table>
<thead>
<tr>
<th>Develop a better appreciation of music</th>
<th>Find their own ‘voice’</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have an outlet for self expression</td>
<td>• Learn an instrument developing their fine motor skills</td>
</tr>
<tr>
<td>• Enjoy developing musical skills</td>
<td>• Continue to develop their musicality on their chosen instrument</td>
</tr>
</tbody>
</table>

TOPICS FOR STUDY

Term 1  Musicals
Performance & Analysis - response to live Musical performance

Term 2  Music and the Media
Composition

Term 3  Children’s Music
Project - Composition & Performance

Term 4  Heroes and Villains
Arrangement & End of year Theory Exam

HOW STUDENTS ARE ASSESSED

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

<table>
<thead>
<tr>
<th>Analysis</th>
<th>dictations &amp; evaluations where the student demonstrates their ability to communicate their musical understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Performance</td>
<td>where the student sings and/or plays rehearsed material or improvises within a defined learning context</td>
</tr>
<tr>
<td>Written examinations</td>
<td>where the student shows familiarity with the elements of music within a defined learning context</td>
</tr>
<tr>
<td>Compositions &amp; Arrangements</td>
<td>where the student demonstrates their ability to notate their own individual understanding within a defined learning context</td>
</tr>
</tbody>
</table>

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.

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

TOPICS FOR STUDY

<table>
<thead>
<tr>
<th>Freehand sketching</th>
<th>Pictorial and Orthogonal Drawing</th>
<th>ACAD &amp; Inventor</th>
<th>Design and manufacture practical projects using different materials</th>
<th>Use hand tools and basic workshop machines</th>
</tr>
</thead>
</table>

HOW STUDENTS ARE ASSESSED

<table>
<thead>
<tr>
<th>Design Folios</th>
<th>Freehand Sketches</th>
<th>Computer Generated Drawings</th>
<th>Practical Workshop Projects</th>
</tr>
</thead>
</table>
**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. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. 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 more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, 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 in a range of settings
- 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 FIBRE 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 particularly within the food and fibre production, food specialisations and materials specialisations. 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 fibre 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 Celebrity Chef, Celebrations, International Cuisine and Supermarket Shortcuts. In the unit International Cuisine for example, students explore many cultures that have impacted on and influenced the Australian food identity. Simple dishes from Mediterranean, Irish, Mexican, American, African and Asian cuisines will be investigated, designed, created and evaluated in a cultural food presentation.

Fibre Technology will enable students to explore the use of textile products in their daily lives. The characteristics of fibres and fabrics, construction techniques, labelling and care of textiles will be investigated. 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. Term Unit topics will include: Got you Covered, Tuck In, Upcycling and Perfect Room.

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.

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.

<table>
<thead>
<tr>
<th>Technology Practice</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• this strand is about the investigation, ideation, production and evaluation in the design and development of products.</td>
<td>• this strand is about the nature of materials and the techniques with which to manipulate them.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Painting</th>
<th>Assemblage</th>
<th>Computer Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stylisation</td>
<td>Animation</td>
<td>Ceramics</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Lino Printing</td>
<td>Cartooning</td>
<td>Screen-printing</td>
<td>Photography</td>
</tr>
</tbody>
</table>

**TOPICS FOR STUDY**

Students will earn 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.
Please see table below for the costing of individual elective subjects for 2018.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2018 Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>$70</td>
</tr>
<tr>
<td>Drama</td>
<td>$70</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>$85</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>$60</td>
</tr>
<tr>
<td>History</td>
<td>$50</td>
</tr>
<tr>
<td>Geography</td>
<td>$50</td>
</tr>
<tr>
<td>Japanese</td>
<td>$70</td>
</tr>
<tr>
<td>Music</td>
<td>$80</td>
</tr>
<tr>
<td>Science</td>
<td>$80</td>
</tr>
<tr>
<td>Technologies – Design and Technologies</td>
<td>$50</td>
</tr>
<tr>
<td>Technologies – Design and Technologies (Food &amp; Fibre Specialisation)</td>
<td>$100</td>
</tr>
<tr>
<td>Technologies - Digital Technologies</td>
<td>$50</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$80</td>
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</tbody>
</table>