



St Eugene College

Dare to grow in faith, hope and love

Year 9

2027

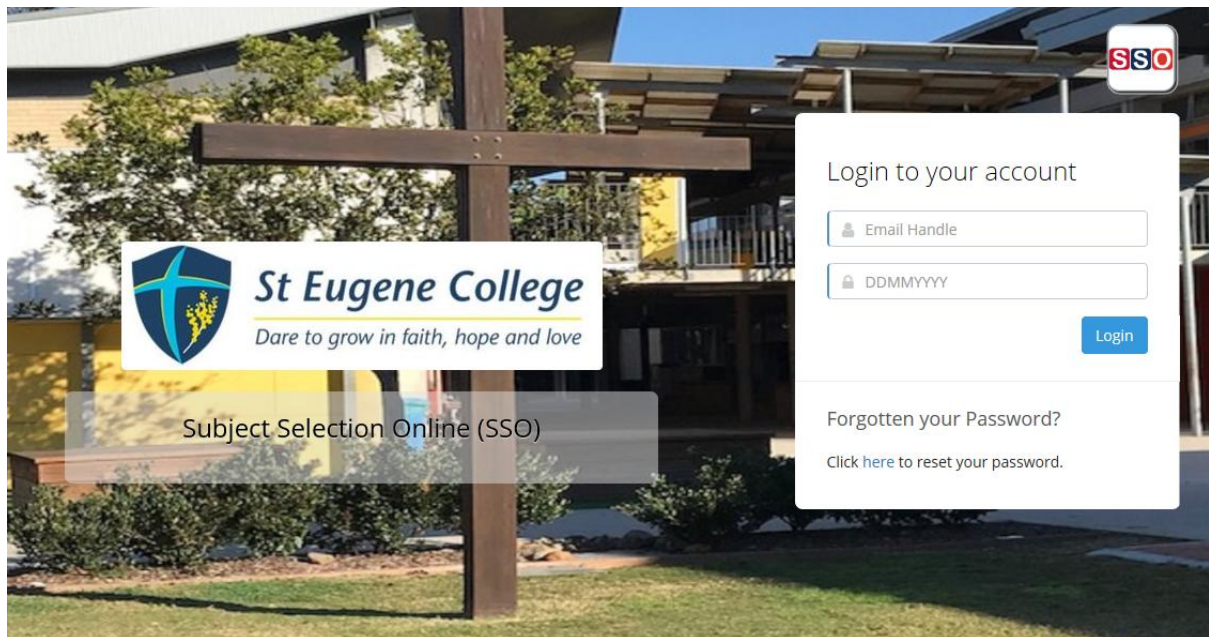
Curriculum Handbook

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.



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

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

Step 1: Select four (4) Elective units and two (2) Reserves

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

Step 3: **RETURN SIGNED COPY TO STUDENT SERVICES BY**

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: Monday 17th August

The online process will CLOSE:

DATE: Monday 24th August

COLLEGE VISION AND MISSION

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

Louise Olley

E: lolley@bne.catholic.edu.au

P-12 HEAD OF CAMPUS

Haydn Perugini

E: hperugini@bne.catholic.edu.au

ASSISTANT PRINCIPAL – TEACHING AND LEARNING

Sara Wasson

E: scwasson@bne.catholic.edu.au

HEAD of STUDENT WELLBEING

Haydn Hirsimaki

E: hhirsimaki@bne.catholic.edu.au

ASSISTANT PRINCIPAL – MISSION AND IDENTITY

Cameela-Louise Phipps

E: cphipps@bne.catholic.edu.au

ASSISTANT PRINCIPAL – STRATEGIC OPERATIONS

Alana Robertson

E: Alana.Robertson@bne.catholic.edu.au

COLLEGE MIDDLE LEADERS

Curriculum Leaders	Curriculum Area	Email address
Bradman Wilson	Religious Education	bradman.wilson@bne.catholic.edu.au
Tegan Parry	English and Languages	tsashby@bne.catholic.edu.au
Greg Millican	Mathematics	gmillican@bne.catholic.edu.au
Satbir Singh	Science	Satbir.singh@bne.catholic.edu.au
Shelley Birch	Humanities	Shelley.birch@bne.catholic.edu.au
Nicky Harre	Arts	Nicky.Rose@bne.catholic.edu.au
Luke Holmes	HPE	lhomes@bne.catholic.edu.au
Justin Gooderham	Technologies	jgooderham@bne.catholic.edu.au
Sharron Wood	Learning and Pedagogy	sharron.wood@bne.catholic.edu.au
Cassie McCosker	Future Pathways & Innovation	Cassandra.mccosker@bne.catholic.edu.au

House Leaders	House	Email address
Damian Toombs	Mitchell	dtoombs@bne.catholic.edu.au
Megan Wilson	Dunlea	memawilson@bne.catholic.edu.au
Sian Nathan	Ryan	snathan@bne.catholic.edu.au
Danielle Kelly	Carroll	danielle.kelly@bne.catholic.edu.au

Program Leader	Program Area	Email address
Greg Hohns	Year 7-12 Sport Coordinator	ghohns@bne.catholic.edu.au

YEAR 7-12 CURRICULUM PATHWAY

Learning Area	Middle Years Year 7 - 8	Middle Years Year 9	Senior Years Year 10	Senior Years Year 11 - 12
Religious Education	Religious Education	Religious Education	Religious Education	General Study of Religion Applied Religion and Ethics
English	English French	English	English Literature Prep Short Course in Literacy (Sem 2 only)	General English Literature Applied Essential English
Mathematics	Mathematics	Mathematics	Core Mathematics Extension Mathematics Short Course in Numeracy (Sem 2 only)	General General Mathematics Mathematical Methods Specialist Mathematics Applied Essential Mathematics
Health and Physical Education	Health and Physical Education	Health and Physical Education Physical Education	Physical Education Sport and Recreation	General Physical Education Applied Sport and Recreation VET Certificate 2 Health Services Certificate 3 Health (Year 12 optional)

Learning Area	Middle Years Year 7 - 8	Middle Years Year 9	Senior Years Year 10	Senior Years Year 11 - 12
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Economics and Business Geography Civics and Citizenship	History Economics and Business Geography Civics and Citizenship	General Ancient History Legal Studies Business Modern History (Online through BCE) Applied Business Studies
The Arts	Dance Drama Media Arts Music Visual Arts	Dance Drama Media Arts Music Visual Arts	Media Arts Music Visual Arts	General Music & Music Extension (Year 12 only) Film, Television and New Media Visual Arts Applied Visual Arts in Practice Music in Practice
Science	Science	Science	Science - ATAR Stream Science – Practical and Applied	General Biology Physics Chemistry Applied Science In Practice
Technologies	Digital Technologies Design Technologies – Food Specialisations Design Technologies – Materials (Textiles) Design Technologies – Engineering and Design	Digital Technologies Design Technologies - Food Specialisations Design Technologies - Materials (Textiles) Design Technologies - Engineering Design Technologies - Design and Graphics	Digital Technologies Design Technologies - Food Specialisations Design Technologies – Materials (Fashion) Design Technologies - Engineering Design Technologies - Design and Graphics	General Design Digital Solutions (Online through BCE) Applied Information Communication Technologies Furnishings Skills Industrial Technologies Skills (Building and Construction/Engineering) Industrial Graphics Skills Hospitality Practices Fashion

INTRODUCTION

Year 9 marks the end of the Middle Phase of Learning. Year 9 is designed to prepare students for a more personalised learning pathway. Students have the opportunity to select electives that wish to further develop on interest, expertise, knowledge or skills.

SELECTING SUBJECTS

DO CHOOSE SUBJECTS:

- that you are good at,
- that may be something you are interested in as a career,
- that you enjoy,
- that will help you develop skills, knowledge and attitudes useful in life, and
- that you are willing to work hard.

DO CHECK OUT SUBJECTS THAT YOU INTEND TO STUDY:

- read each outline carefully,
- talk to the teachers from each subject,
- talk to students who are studying or have recently studied this subject,
- attend and ask questions at the Subject Selection Evening or Student Information sessions.

DON'T CHOOSE SUBJECTS:

- that you have struggled with or disliked in the past,
- because you think they will be easy,
- because your friends are doing them,
- if you have not researched beyond the name of the subject,
 - eg. choosing ICT because you like computers,
- because someone tells you to do it because you're good at it (remember the **DOs**! It is your pathway NOT theirs!),
- based on the teacher you think will teach the subject.

SUBJECTS STUDIED IN YEAR 9

Students will undertake the following core studies:

Religious Education

English

Mathematics

Science

History

Health and Physical Education

Year 9 students will undertake up to 4 elective subjects. They have the option to study a subject all year or select a different subject each semester. If they would like to study a subject all year, students are to select BOTH units for that subject, if they would like to experience different subjects, they can select four (4) different units.

Dance

Drama

Media Arts

Music

Visual Arts

Civics & Citizenship

Economics and Business

Geography

Physical Education

Digital Technologies

Design Technologies - Engineering

Design Technologies - Design and Graphics

Design Technologies - Food Specialisations

Design Technologies – Materials (Textiles)

CORE SUBJECTS



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. Students learn about the divergent understandings of God (Allah, God, G-d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

HOW STUDENTS ARE ASSESSED

Investigations	Essays based on research and analysis
Projects	Multimodal presentations, individual or group projects, creative/practical tasks

ENGLISH

INTRODUCTION

The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

TOPICS FOR STUDY

- Persuasion/Narrative - What makes a good writer?
- Play Study: An Inspector Calls
- Novel Study: The Road to Winter
- Reimagining Texts: Imaginative Spoken

HOW STUDENTS ARE ASSESSED

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

Spoken	Creative monologue
Written	Creative/Persuasive written piece
Examinations	Analytical essay based on novel study
Class Work	Anecdotal evidence and class work

MATHEMATICS

Why Study Mathematics?

Mathematics is an essential life skill that helps students understand and make sense of the world around them. It develops logical thinking, problem-solving skills and the ability to make informed decisions in everyday life.

Success in Mathematics also supports future study pathways and contributes to the requirements for attaining a Queensland Certificate of Education (QCE).

What Will Students Learn?

Throughout Year 9, students will build confidence and capability across the key areas of Mathematics:

Number & Algebra	Measurement & Geometry	Statistics & Probability
• Simplifying algebraic expressions • Solving equations • Understanding index laws • Working with scientific notation • Exploring linear relationships and graphs	• Calculating area, surface area and volume • Investigating similar figures and scale factors • Applying right-angle trigonometry • Working with the Cartesian plane	• Collecting and analysing data • Using relative frequency to estimate probability • Evaluating statistical information and media reports • Conducting investigations using real-world data

Developing Mathematical Skills

Students are encouraged to become confident mathematicians by developing:

- ✓ **Understanding** – explaining mathematical ideas and making connections
 - ✓ **Fluency** – accurately carrying out mathematical procedures and calculations
 - ✓ **Problem Solving** – applying mathematics to real-life situations
 - ✓ **Reasoning** – justifying solutions and evaluating mathematical arguments
-

Assessment

Students demonstrate their learning through a variety of assessment types:

Progress Checks

Short assessments completed throughout the term to monitor understanding and provide feedback.

Modelling Tasks

Extended tasks where students use mathematics to investigate and solve real-world problems.

Statistical Investigation

Students collect, analyse and interpret data to draw meaningful conclusions.

End-of-Term Examinations

Tests assessing students' understanding and application of concepts taught during the term.

What Makes a Successful Mathematics Student?

Students are encouraged to:

- Attend every lesson prepared to learn
- Complete classwork and homework to the best of their ability
- Ask questions when they need support
- Practise mathematical skills regularly
- Demonstrate persistence when solving challenging problems

Mathematics is about learning from mistakes, thinking critically and developing confidence to tackle new challenges.

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

Health and Physical Education 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. Throughout this course of study, students learn to critically analyse and apply health and physical education information to devise and implement personalised plans for maintaining healthy and active habits.

By engaging in a variety of health and movement contexts, students are provided with opportunities to refine and consolidate personal and social skills and demonstrate leadership, teamwork, and collaboration. They also apply specialised movement strategies and concepts in complex movement environments to refine their own and others' performance.

This subject provides a foundation for developing active and informed members of society, capable of initiating and maintaining healthy changes in their personal lives, family, and community. Health and Physical Education encourages students to understand personal development, physical activity and fitness and identify opportunities for health and physical activity interventions locally, regionally, and globally. Students who are active and healthy learn and cope better in life.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)			
Softball	Table Tennis	Ultimate Disc	AFL
T Ball	Pickleball	Tchoukball	Team Handball
Street Hockey	Spikeball	Bocce	
Integrated Theoretical Elements will include but are not limited to:			
Our Futures - Alcohol and other Drugs	Who am I? Identity and Change	Respectful Relationships and Sexuality	Mental Health and Wellbeing

HOW STUDENTS ARE ASSESSED

Health and Physical Education will be assessed on both practical and theoretical elements of the course. A variety of assessment methods will be used including:

Folio Tasks
Research Reports
Written Examinations
Teacher Observations

HISTORY

INTRODUCTION

Students at St Eugene College experience both the Year 9 and Year 10 mandatory History curriculum over the course of one full academic year. This provides students with a foundation of academic research skills and consolidates varied communication skills.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

TOPICS FOR STUDY

Semester 1	Semester 2
Making and transforming the Australian Nation (1750 – 1914)	Australian Involvement in World War II (1939 – 1945)
The First World War (1914 – 1918)	Building Modern Australia – Rights and Freedoms Movements post 1945

HOW STUDENTS ARE ASSESSED

Assessment in Humanities is designed to give students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students’ strengths, learning needs and achievements.

In History, students are assessed using a range of techniques such as investigations, projects and examinations. These may include:

Spoken	Multimodal presentations, podcasts, debates
Written	Research tasks, Source investigations, Research projects
Examinations	Response to stimulus and short response
Class Work	Portfolio of evidence developed during class work in a variety of forms

SCIENCE

What Will You Explore in Year 9 Science?

Get ready to dive into some **awesome science adventures** next year! Here's a sneak peek at the kinds of things you'll be discovering:

Your Body in Action

- Ever wonder how your body knows to pull your hand away from something hot? You'll learn how your brain, nerves, and muscles **work together like a team** to respond to the world around you.

How Life Continues

- From cloning plants to how humans and animals have babies, you'll explore **how living things reproduce**—both with and without a partner!

Earth's Big Systems

- Discover how the land, oceans, air, and living things all **interact and affect the carbon cycle**—which is super important for climate and life on Earth.

Energy in Motion

- You'll investigate how energy moves through things like sound, light, and heat, using **waves and particles** to explain what's really going on.

Chemical Reactions

- Watch substances **change before your eyes** and learn how atoms rearrange during chemical reactions—like magic, but with science!

Science Behind the Scenes

- Find out how scientists **share discoveries**, check each other's work, and how science connects with **technology and engineering** to solve real-world problems.

Becoming a Young Scientist

You won't just learn facts—you'll **do science**:

- Plan and carry out your own experiments safely.
- Use cool tools to collect and record data.
- Spot patterns and explain what they mean.
- Think critically about results and ask, "Is this really true?"
- Share your findings in creative and clear ways.

Global Connections

You'll also explore how science connects with society, culture, and ethics—like:

- Should we clone animals?
- How do different cultures use science?
- What happens when science goes wrong?

How Will You Show What You Know in Year 9 Science?

In Year 9, you won't just be memorising facts—you'll be **thinking, experimenting, and communicating** like a real scientist! Here's how your learning might be assessed:

1. Hands-on Investigations

- You'll plan and carry out experiments to test ideas.
- You'll work with graphs, tables, and real-world data.
- You'll record data, spot patterns, and explain what they mean.

2. Research Assignments

- You'll explore big questions like “Could synthesised organs make organ donation obsolete?” or “What causes climate change?”
- You'll use reliable sources and explain your thinking.

3. Models and Representations

- You'll build or draw models to show how things work.

4. Supervised Assessment

- You'll complete a written task in class under supervision—like a science test.
- Some questions might ask you to **interpret diagrams, solve real-life problems, or explain your own experiment results**—so it's not just memorising facts!

ELECTIVE SUBJECTS



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
- Promote and realise creative, imaginative and inventive potential
- Develop critical analysis skills, creative thinking and problem solving skills
- 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 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.

POSSIBLE TOPICS FOR STUDY

Unit 1: Moving Through Style	In Unit 1, students explore how traditional dance styles have changed through history, and explore how choreographer's use the elements of dance, choreographic devices, form and production elements to communicate meaning in dances they view and perform. Assessment Opportunity: Dance Project - Extended Response - Choreography
Unit 2: Moving Through Time	In Unit 2, students explore how popular dance styles have changed through history, and how the time, culture and place impacts dance today. Assessment Opportunity: Performance
Unit 3: Moving Their Way	Students perform and respond through the lens of jazz and dance theatre evolutions, that have impacted cultures, places and times on Australian dance. Assessment Opportunity: Performance and Extended Response
Unit 4: Moving in a New Way	Students explore contemporary and hip hop genres to find new movement possibilities to create personal style. Assessment Opportunity: Choreography

HOW STUDENTS ARE ASSESSED

Dance assessment is divided into three interrelated and complementary categories:

Exploring and responding	Analysing dance from past and present times—including works by Aboriginal and Torres Strait Islander peoples and international artists.
Developing practices & skills	Refining genre-specific techniques, expressive skills, and safe dance practices.
Creating and making	Choreographing dance to communicate specific ideas, perspectives, and meaning using choreographic devices.
Presenting and performing	Applying technical and expressive skills to enhance the communication of a choreographic intent.

DRAMA

INTRODUCTION

Drama is far more than acting on a stage. It is the study of people, stories and the experiences that shape our world. Through performance, role-play, storytelling and creative collaboration, students explore social, historical, political and cultural issues while developing the confidence to communicate their ideas effectively and creatively.

In Year 9 Drama, students devise, rehearse, perform and evaluate dramatic works while exploring a range of dramatic styles, forms and conventions. They learn how voice, movement and dramatic action can be used to engage audiences, communicate meaning and bring stories to life. Students are encouraged to take creative risks, think imaginatively and explore different perspectives in a supportive and collaborative environment.

Students who study Drama will:

- Build confidence and self-awareness through performance and public speaking
- Develop strong communication and presentation skills
- Enhance creativity, imagination and innovative thinking
- Strengthen critical thinking and problem-solving abilities
- Learn to collaborate effectively and work as part of a team
- Explore a wide range of perspectives, ideas and human experiences
- Develop leadership, organisation and project-management skills
- Gain an appreciation of both traditional and contemporary theatre and performance
- Learn to analyse, evaluate and create meaning through dramatic works

TOPICS FOR STUDY

Unit Title	Making Magic on Stage - Create, Perform and Inspire
Unit Overview	Build your confidence, communication and storytelling skills in this exciting and creative Drama unit. Through practical workshops, drama games and performance activities, you'll develop your ability to think creatively, work collaboratively and communicate with confidence. Students will take part in improvisation challenges, work with friends to create original performances and have the opportunity to perform for local primary school students. Bringing stories to life for a younger audience is a rewarding experience that develops leadership, teamwork and presentation skills while making a positive impact on the community. This unit provides a strong foundation for future Drama studies while developing valuable life skills that support success across all subject areas and beyond school. Perfect for students who enjoy being creative, working with others and stepping outside their comfort zone.
Assessment Techniques	Project: Creating and improvising stories Performance: 3-5 minute group performance (for a wider audience)
Unit length	1 Semester

Unit Title	Take the Director's Chair – Collaborate, Direct, Inspire
Unit Overview	Have you ever wanted to be the one calling the shots? In this exciting and student-led Drama unit, you'll step into the role of director and bring your creative vision to life. Working in small teams, you'll select a script, make artistic decisions and lead rehearsals to create a performance for an audience. As a director, you'll learn how to guide actors, shape storytelling and solve creative challenges while developing valuable leadership, communication and teamwork skills. This unit offers a unique opportunity to see theatre from a different perspective and gain a deeper understanding of what happens behind the scenes. Possible texts may include: • <i>10 Ways to Survive the Zombie Apocalypse</i> • <i>Class Acts</i> Perfect for students who enjoy leadership, creativity, collaboration and bringing ideas to life on stage.
Assessment Techniques	Directorial Vision Performance
Unit length	1 Semester

HOW STUDENTS ARE ASSESSED

	Students investigate and analyse drama from different cultures, times and contexts. They explore how drama communicates ideas, perspectives and meaning and evaluate the impact of dramatic choices.
Developing practices and skills	Students develop and refine the practical skills needed as drama makers, performers and audiences. This includes voice, movement, collaboration, rehearsal processes and critical reflection.
Creating and making	Students generate, develop and shape dramatic ideas. They devise, script, structure and refine drama using dramatic elements, conventions and forms to communicate meaning.
Presenting and performing	Students rehearse and present improvised, devised and scripted drama for audiences. They apply performance skills to sustain roles, characters and dramatic action.

CIVICS AND CITIZENSHIP

INTRODUCTION

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

Using local and contemporary contexts student learning is shaped by the following inquiry questions:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

TOPICS FOR STUDY

Government & Democracy	Laws & Citizens	Citizenship, Diversity & Identity
------------------------	-----------------	-----------------------------------

Civics & Citizenship will prepare students for further studies in Legal Studies or similar Certificate or VET courses.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Argumentative Essay
Inquiry Report
Persuasive Speech
Debate
Examinations

ECONOMICS AND BUSINESS

INTRODUCTION

The focus of learning in Year 9 is the topic **"international trade and interdependence"** within a global context, including trade with the countries of Asia.

Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.

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	Australian and the Global Economy	Entrepreneurship: Market Day Stall
-------------------------	-----------------------------	-----------------------------------	------------------------------------

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Investigative Reports
Spoken Presentations
Examinations
Practical Business Venture and Business Report

GEOGRAPHY

INTRODUCTION

The study of Geography allows for the development of essential 21st century skills. The program is designed to help students understand the interconnected world we live in, addressing issues from climate change to global trade. Geography equips students with knowledge about different cultures and environments, preparing them to make informed decisions and solve real-world problems.

In Year 9, students study two sub-strands of Geography:

Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Geographies of interconnections – focuses on 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. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Spoken Multimodal Presentations
Short Response Examinations - Response to Stimulus
Examinations
Independent Field Reports

MEDIA ARTS

INTRODUCTION

The study of media Arts immerses students within their cultural world. The ability to explore, question, play with and analyse all forms of media, provides students with the tools to make discerning and informed decisions about how they interact with media.

Students will have the opportunity to choose to study Media Arts in semester 1 (Option A) or semester 2 (Semester B) or they can choose both options across to study for the whole year. Students and teachers will work together to develop units and assessment for Option A and B, based on student interest, skill level and understanding of Media Arts concepts.

UNIT 1 – LIGHTS, CAMERA, ACTION	UNIT 2 – EXPANDING OUR FRAMES
Student choice of units from topics listed below	Student choice of units from topics listed below (excluding those designed for unit 1)

POSSIBLE TOPICS FOR STUDY

High School film (Exploring and Responding, Creating and Making). Explore the world of high school as represented on screen.
Music Video (Creating and Making). The world of building an image for your music through music video
Exploring Imagery (Creating and Making, Presenting). Photography and videography skills
Film adaptations (Exploring and Responding, Creating and Making, Presenting). Comparing stage, book, comic, song to film or TV adaptation in terms of technical and symbolic codes.
This is Me! Introduction to social media and creating your own profile (Creating and Making, Exploring and Responding). Explore historical, social and audience context of social media – the world of celebrity, influencers and all that can go wrong.

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods including:

Analytical responses (oral and written)
Screen plays, storyboards and shot lists
Short films, advertisements
Group projects (production and presentation)
Reflecting on own and others work

MUSIC

INTRODUCTION

The subject Music focuses on students making music and the ability to think and express themselves in sound. Through immersion in repertoire from a variety of contexts, students learn to create, present and respond to music.

Music builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program uses a hands-on approach and explores technology and how to use a DAW (digital audio work station). Students **do not** need to already be able to play an instrument or read music to be successful in this course.

Students will have the opportunity to choose to study Music in Semester 1 (Option A) or Semester 2 (Option B) or they can choose both options across to study for the whole year. Students and teachers will work together to develop units and assessment for Option A and B, based on student's interest.

POSSIBLE TOPICS FOR STUDY

Video Game Music: Midi and Motifs
Performance Craft: Rock and Riffs
Film Music: Narratives and Underscore
Call My Agent: Sound Production and Song Writing
All the World's a Stage: Musicals and Music Videos
<i>Semester 2: Student guided topic based upon interests of the class</i>

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods including:

Original Compositions
Arrangements and Remixes
Individual Performance
Group Performance
Reflecting on live performance (QPAC Musical Theatre visits)

PHYSICAL EDUCATION

INTRODUCTION

Physical Education is a subject which combines both physical and academic skills. It involves students understanding how the human body works and how social factors affect participation in sport. It also involves involvement in a variety of physical activities and evaluating personal performance. Integral to learning in Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently, competently and creatively. Students will be involved in the practical performance of these activities as well as in studying related theoretical concepts. The physical educated student will learn in, about and through physical activity and demonstrate an interest and willingness to participate in a variety of authentic learning environments.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)			
Golf	Netball	Pickleball	Touch
Integrated Theoretical Elements will include but are not limited to:			
Biomechanics	Coaching	Tactical Awareness	Ethical Decision Making

HOW STUDENTS ARE ASSESSED

Physical Education will be assessed on both practical and theoretical elements of the course. A variety of assessment methods will be used including:

Folio Tasks
Research Reports
Written Examinations
Video Evidence

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 utilised 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 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.

TOPIC FOR STUDY

- **GAME DEVELOPMENT**
- **PROGRAMMING**
- **ROBOTICS**

HOW STUDENTS ARE ASSESSED

Assessment is undertaken through a variety of tasks, including written and digital projects, examinations 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.

DESIGN TECHNOLOGIES – ENGINEERING

INTRODUCTION

This Year 9 course focuses on practical skills in workshop settings, emphasising safety and creativity.

Students will engage in hands-on projects to design and create solutions using various tools and machines. They will learn the fundamentals of engineering principles, material properties, and safe operation practices. Through these activities, students will develop problem-solving skills, technical proficiency, and innovative thinking.

Our curriculum prioritises safety, encouraging students to use tools and machines responsibly while fostering a collaborative and supportive learning environment. By working on real-world engineering challenges, students will gain valuable insights into the design process and the importance of sustainable practices.

By the end of the course, students will have a solid foundation in engineering concepts, practical skills, and the confidence to create innovative solutions. We are excited to guide students through this engaging and dynamic exploration of industrial skills in the workshop.

TOPICS FOR STUDY

Design and manufacture practical projects using different materials

Use hand tools and basic workshop machines
--

HOW STUDENTS ARE ASSESSED

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

Project Journals

Practical Workshop Projects

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective. We do highly recommend students purchase and wear safety footwear.

DESIGN TECHNOLOGIES - DESIGN & GRAPHICS

INTRODUCTION

This Year 9 course focuses on developing skills in designing solutions using real-world design programs.

In this course, students will explore the fundamentals of design and graphics, utilising industry-standard software to create innovative solutions to real-world challenges. They will learn key principles of design, including visual communication, technical drawing, and digital modelling.

Our curriculum emphasises creativity, precision, and critical thinking. Students will engage in projects that require them to apply their knowledge to design, test, and refine their ideas using advanced design tools. This hands-on approach ensures they gain practical experience and develop their technical skills.

By the end of the course, students will have a strong foundation in design and graphics, proficient in using design software, and prepared to tackle complex design problems. We are excited to support students on this journey of creativity and innovation in the world of design technologies.

TOPICS FOR STUDY

Manufacturing with 3D printing challenge
Architectural Design and Drafting
Sustainable Design

HOW STUDENTS ARE ASSESSED

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

Design Folios
Freehand Sketches
Prototype modelling
Challenges and competitions

DESIGN TECHNOLOGIES – MATERIALS (TEXTILES)

INTRODUCTION

This Year 9 course focuses on designing innovative textile solutions while learning practical skills.

Students will delve into the world of textiles, exploring the principles of design and construction. They will engage in hands-on projects that develop their abilities to create, upcycle, and repurpose materials, addressing the challenges of fast fashion. Through these activities, students will learn about sustainable practices and the environmental impact of the textile industry.

Our curriculum emphasises creativity, critical thinking, and sustainability. Students will gain practical skills in sewing, fabric manipulation, and design software, enabling them to bring their innovative ideas to life.

By the end of the course, students will have a solid understanding of textiles, proficient practical skills, and the knowledge to make responsible and sustainable design choices. We are excited to support students on their journey through the dynamic and creative world of textiles!

TOPICS FOR STUDY

Pyjamas
Textile Embellishment techniques
Fashion trends
Fast Fashion

HOW STUDENTS ARE ASSESSED

Design Folios
Logbook
Practical project

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective.

DESIGN TECHNOLOGIES - FOOD SPECIALISATIONS

INTRODUCTION

This Year 9 course on food specialisations and food production.

In this course, students will explore various aspects of food technology, including nutrition, food safety, and innovative cooking techniques. They will engage in hands-on activities that involve planning, preparing, and evaluating a variety of dishes, fostering a deeper understanding of food production processes and culinary skills.

Our curriculum emphasises creativity, sustainability, and critical thinking. Students will learn about the importance of healthy eating, sustainable food practices, and the impact of food choices on health and the environment. They will also develop practical skills in food preparation and presentation, preparing them for real-world culinary challenges.

By the end of the course, students will have a solid foundation in food technologies, enhanced culinary skills, and the knowledge to make informed and sustainable food choices. We are excited to support students on this delicious and educational journey.

TOPICS FOR STUDY

Healthy, Wealthy and Wise
Global Food Issues
From Paddock to Plate
Celebrations Heritage

HOW STUDENTS ARE ASSESSED

Practical
Multimodal
Short response exam

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective. We do highly recommend students purchase and wear safety footwear.

VISUAL ARTS

INTRODUCTION

Visual Arts is a subject that is suited to enthusiastic and creative students. It engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language.

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

The subject is studied through a variety of mediums and styles:

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 learning occurs

Through practical and theory lessons students will develop their skills in three areas- Folio of drawings and research – visual diary, art pieces and responding tasks (evaluation/reviews of art work)

HOW STUDENTS ARE ASSESSED

Students will be assessed in the areas of Exploring and Responding, Presenting, Developing Processes and Skills and Creating and Making.



St Eugene College

Dare to grow in faith, hope and love

138 Station Rd BURPENGARY QLD 4505 P: (07) 3491 4600

E: pburpengary@bne.catholic.edu.au W: www.steugene.qld.edu.au