



St Eugene College

Dare to grow in faith, hope and love

Year 9

2022

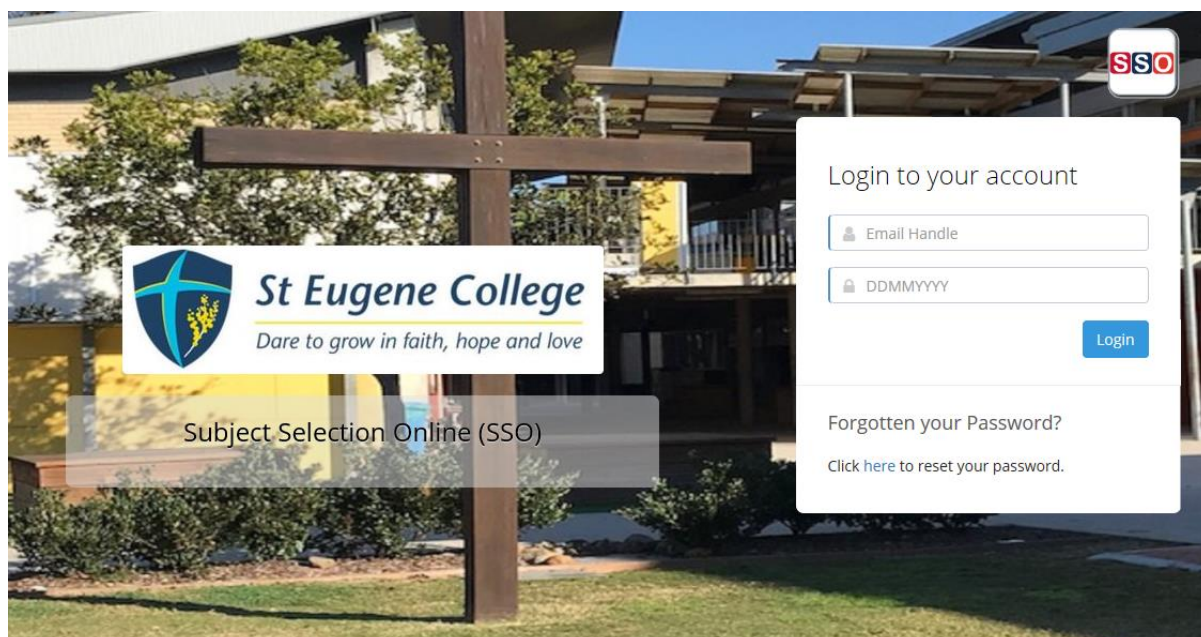
Curriculum Handbook

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 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 27 AUGUST 2021**

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 17 August 2021

TIME: 9:00 PM

The online process will CLOSE:

DATE: Wednesday 25 August 2021

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



COLLEGE VISION AND MISSION

VISION

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

MISSION

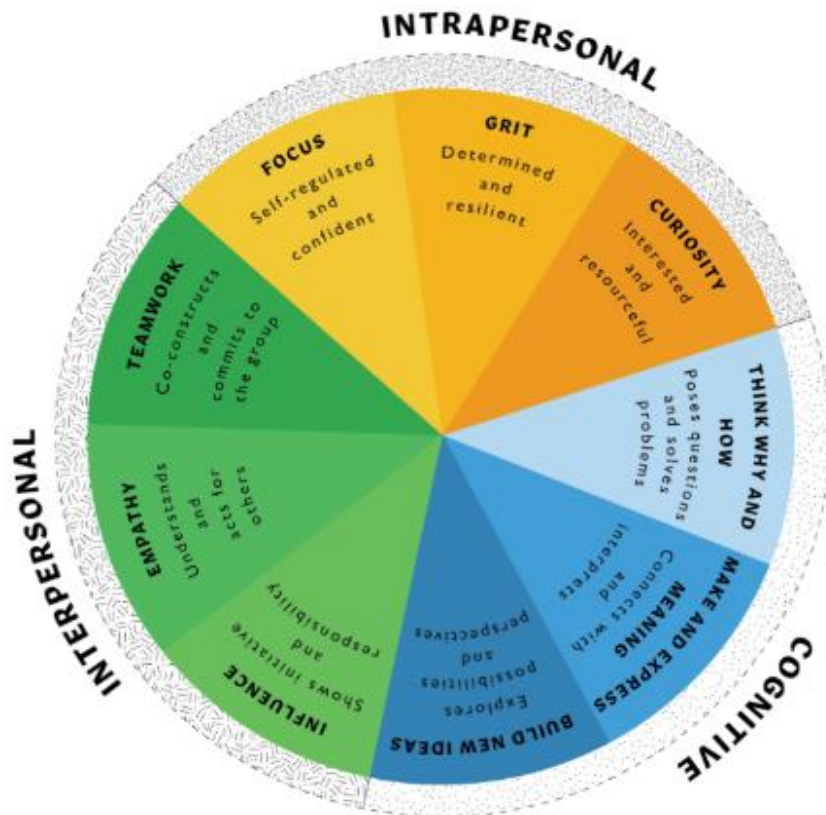
Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

Values

Dignity; Community; Excellence; Hope; Service



LEARNING AND TEACHING AT ST EUGENE COLLEGE



St Eugene College is committed to delivering a faith-filled curriculum that transforms schooling. The Learning Disposition Wheels provides our learners the essential skills, capabilities, and dispositions to be successful young people at school and in the wider community.

A St Eugene learner will be immersed in the worlds of creativity, communication, collaboration, and critical reflection that will provide real-life learning experiences and opportunities for authentic deep learning. A strong focus on student voice and agency is embedded in learning where students and staff are seen as co-creators of learning.

Learning and wellbeing are connected as one and supported by the practices of a positive climate for learning underpinned by restorative practices of collaboration and harmony.

COLLEGE SENIOR LEADERSHIP

PRINCIPAL

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P-12 HEAD OF CAMPUS

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ASSISTANT PRINCIPAL – RELIGIOUS EDUCATION

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COLLEGE MIDDLE LEADERS

Curriculum Leaders	Curriculum Area	Email address
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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	English	English	General English Literature Applied Essential English
Mathematics	Mathematics	Mathematics	Mathematics	General General Mathematics Mathematical Methods Specialist Mathematics Applied Essential Mathematics
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	General Physical Education VET Certificate 3 Fitness (Embedded Certificate 2 Sport and Recreation) 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 (embedded Civics and Citizenship) Geography (embedded Civics and Citizenship) Economics and Business	History Economics and Business Geography	History Economics and Business	General Ancient History Modern History (Online through BCE) Business (Online through BCE) Applied Business Studies
The Arts	Dance Drama Media Arts Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Media Arts Music Visual Arts	General Music Dance Drama Film, Television and New Media Applied Dance in Practice Visual Arts in Practice Music in Practice Drama in Practice
Science	Science	Science	Science	General Biology Physics Chemistry
Technologies	Digital Technologies Design Technologies Technologies Design Technologies (Material and Food)	Digital Technologies Design Technologies Design Technologies (Material and Food)	Digital Technologies Design Technologies Design Technologies (Food Specialisation)	General Design Digital Solutions (Online through BCE) Applied Information Communication Technologies Furnishings Skills Engineering Skills VET Certificate 2 Hospitality (Kitchen Operations) Certificate 3 Hospitality (Year 12 option)

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 2022

Students will undertake the following core studies:

Religious Education

English

Mathematics

Science

History

Health and Physical Education

Year 9 students will undertake 2 elective subjects. They have the option to study a subject all year or change at the end of Semester 1.

Dance

Drama

Economics and Business

Geography

Music

Technologies - Design and Technologies

Technologies - Digital Technologies

Technologies - Design and Technologies (Food & Materials Specialisation)

Visual Arts

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, Speech, Interview, Creative Practical Projects
Examinations	Short Response

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
Play study: An Inspector Calls	Novel Study	Poetry Study

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.

Spoken	Persuasive presentations
Written	Creative written piece, Extended written piece
Examinations	Short response based on Novel study
Class Work	Anecdotal evidence and class work

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

At this year level:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

HOW STUDENTS ARE ASSESSED

Class Work	Anecdotal evidence gained through individual oral and observed demonstration of student development
Assignments	Problem solving and modelling Tasks
Examinations	Unit and semester – based examinations

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. 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 prepares students for careers in a variety of areas including Physiotherapy, Medicine, Exercise Science, Personal Training, and many other Health Science fields. 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)			
Futsal	Golf	AFL	Softball
Integrated Theoretical Elements will include but are not limited to:			
Exercise Physiology	Biomechanics	Ethics in Sport	Alcohol and other Drugs

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:

Research Assignments
Multimodal Presentations
Video Evidence
Teacher Observation
Written Examinations

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 of the Modern World	Movement of People	Making a Nation
World War One	Rise of Hitler	World War Two

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:

Spoken	Multimodal presentations
Written	Research tasks, Independent Source Analysis task
Examinations	Short response – response to stimulus
Class Work	Anecdotal evidence and class work

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 for Year 9 are:			
Biological Sciences	Chemical Sciences	Earth and Space Science	Physical Sciences
Ecology and Body Systems	Atomic Structure, Periodic Table and Reactions	Geological Time Scale, Fossils and Natural Disasters	Energy Transfer using Heat and Light, Electricity

HOW STUDENTS ARE ASSESSED

Class Work	Anecdotal evidence gained through individual oral and observed demonstration of student development
Assignments	Research Investigations
Reports	Experiment Reports
Examinations	Unit and semester – based examinations

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
- 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.

POSSIBLE 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.

Drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

TOPICS FOR STUDY

Self-devised scripted drama: Devising and performing a scripted drama – The students will have the flexibility to develop their own style of scripted drama. They will choose from a variety of theatre styles; they will write a script and then produce and perform the script to an audience of their peers.

Full Class Production: 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

Making artworks - Presenting - performance of student-devised or scripted drama AND
Forming - improvisation, playbuilding, script writing, writing in role.

Responding to artworks - analysis and evaluation of recorded or live theatre, reflection
journal entries, oral and/or written.

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	Australian and the Global Economy	Entrepreneurship: Market Day Stall
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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

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:

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

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 cultural and historical 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.

POSSIBLE TOPICS FOR STUDY

Video Game Music: Midi and Motifs
Performance Craft: Rock and Riffs
Call My Agent: Sound Production and Song Writing

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods including:

Original Compositions
Arrangements and Remixes
Individual Performance
Group Performance
Responding to live performance

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 Technologies 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 technologies. 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.

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

HOW STUDENTS ARE ASSESSED

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

Design Folios
Freehand Sketches
Computer Generated Drawings
Practical Workshop Projects

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, 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.

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 individually designed pyjamas 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 travelling and simple practical skills in textiles will be practised. This then culminates in enabling students to investigate, design, produce and evaluate a travel product for themselves or others such as a make up bag, bucket hat or phone case for example.

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

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
Disciplined working	Visual and kinaesthetic communication
The ability to work independently or in a team where required	The ability to see things through completion, resolving ideas
Self-motivation, self-direction	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 (evaluation/reviews of art work)

HOW STUDENTS ARE ASSESSED

Students will be assessed in the areas of Making and Responding.



St Eugene College

Dare to grow in faith, hope and love

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