Subject Selection Guide Year 9 2016

“To touch the hearts of your students is the greatest miracle you can perform.”

*St John Baptist de La Salle*
Please note the following points carefully:

- Information contained in this handbook is subject to change, without notice.
- Subjects listed may not be offered in 2016 due to student demand or College capacity to deliver.
- Some subjects / courses will carry additional levies.
OUR VISION

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God.

OUR MISSION

In light of the Gospel and the educational values of its Founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

- We uphold these guiding principles which are integral to the life of the College.
- The College is committed to continuing and developing the tradition of Catholic Education begun by its founders.
- The College community respects and values the dignity of each person.
- The College affirms the practices of inclusivity and ongoing pastoral support of its members.
- Learning will be conducted in a manner which benefits all members of the school community.
- Social justice in all its expressions is a touchstone in College life.
- We recognise our oneness with the Universe and accept our responsibility for the wellbeing of our environment.
- College life reflects a collaborative partnership between all members working to achieve shared educational goals.
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MESSAGE FROM THE HEAD OF CAMPUS TO STUDENTS

The Subject Selection Guide is designed to help you plan your course of study as you enter the final stage of Middle Years. It is a chance to begin to explore different options with a little more specialisation. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College.

The Year 9 Curriculum is characterised by less traditional offerings in order to encourage students to remain motivated and engaged in their learning. In this respect the Damascus Program is unique to Southern Cross Catholic College and forms a major part of the Year 9 Curriculum.

Students will study seven subjects in each semester. Religious Education, English, Mathematics, Science and History are mandatory for study over both semesters. Students are therefore able to choose any two of the remaining subjects each semester. The only requirement is that students study at least one semester in the areas of Health and Physical Education. We strongly encourage students in Year 9 to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and teaching resources available. Students and parents are encouraged to read this handbook thoroughly and engage in discussion with a variety of people before making a decision. Please note that contact details are provided for Curriculum Leaders, who will be very happy to discuss the key learning areas / subjects with you.

T M O’Connor
Head of De La Salle Campus
Vision for Learning
We seek the light ... and then we shine

Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible

In the presence of God, the Southern Cross Catholic College learning community

• Seeks knowledge
• Seeks wisdom
• Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

• Be curious
• Be creative
• Be confident
• Be persistent
• Be resilient
• Be self-directed
• Be reflective
CONTACTS AT SCCC

The Assistant Principal - Curriculum is responsible for the subject selection process. If you wish to access information or advice please contact administration on (07)3480 3600.

For specific advice about particular subject areas, please contact the Curriculum Leaders directly. The Pastoral Leaders are also available to assist students in making appropriate choices.

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# LEARNING OPTIONS

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COURSE OPTIONS – YEAR 9

Compulsory Courses

All Year:
- English or Emmaus - Literacy
- History
- Mathematics or Emmaus - Numeracy
- Religious Education
- Science

One Semester:
- Health and Physical Education (Core)

Elective Courses

| Business Studies – option A | Business Studies – option B |
| Design Technology – option A | Design Technology – option B |
| Drama – option A | Drama – option B |
| Geography |  |
| Graphics – option A | Graphics – option B |
| Textiles and Design | Food and Nutrition |
| Information Communication Technology – option A | Information Communication Technology – option B |
| Visual Art – option A | Visual Art – option B |
| Health and Physical Education (elective) | Home Economics |
| Japanese (all year) |  |

Students are required to select 3 electives for Year 9 2016. They can be a combination of one semester options, options A and B from a particular subject or yearlong such as Japanese (note that Japanese will be considered as 2 preference options)

| Preference 1 |  |
| Preference 2 |  |
| Preference 3 |  |
| Reserve 1 |  |
| Reserve 2 |  |
Course Overview:
Through this course of study, students should develop positive attitudes, values and feelings towards learning literacy. Students become “literate” as they develop the knowledge, skills and dispositions to understand and use language confidently for learning and communicating in and out of school and for participating effectively within society.

Literacy involves students listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
This subject is most suited for students who have significant difficulties with reading, comprehension and writing skills.

Course Outline:
The Emmaus literacy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences.
Students will be provided with learning experiences and assessment opportunities based on the following six central aspects of communication - personal (expressing identity), cooperative (interacting in groups), procedural (performing tasks), technical (using technology), systems (interacting in organisations) and public (interacting with the wider community).

Assessment:
Information about student learning is collected via a portfolio of work.
EMMAUS – NUMERACY
Subject Code: 09NUM

Course Overview:
Numeracy involves using mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life. Through this course of study, students should become numerate citizens who can make informed decisions about issues involving mathematics, and students will likely develop confidence in using mathematics in everyday life.
This subject is most suited for students who have significant difficulties in learning and understanding number facts and procedures.

Course Outline:
The Emmaus numeracy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences. Subject matter to be studied includes number and calculations, shape and space, data and statistics, measurement, location and direction, and formulas and algebra.

Assessment:
Information about student learning is collected via a portfolio of work.
ENGLISH
Subject Code: 09ENG

Course Overview:
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 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. (The Australian Curriculum: English)

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 9 units of work are designed to complement the Middle Years English program and prepare students for Senior Years study. Units are designed to engage and challenge students in order to develop their creative and critical thinking skills therefore developing appropriate language and communication skills for further studies and everyday effective social interaction.

Course Outline:
All students will undertake the study of four compulsory core units for the year:

**Taming Shakespeare**
Students will focus their studies on the development of the English language through the centuries using Shakespeare’s *Taming of the Shrew*. They will look at the universal themes discussed in Shakespeare’s work and how these are still relevant to us today. Students will develop an understanding of the centuries old struggle for identity and sense of self though Shakespeare’s work and a variety of film adaptations.

**Transitions**
Students will continue to explore a range of texts including novel, film and media and investigate how people and events can be viewed from a range of different perspectives. Students will examine the notions of transitioning from children to adults and what that means. Specifically, this will be investigated through the representations of teens in texts and the choices we all face in growing up. Students develop an appreciation of the complex issues surrounding relationship, tough choices, leadership and setting an example through our actions.

**Fantasy: A Genre Study**
In this unit, students will study the fantasy genre through reference to a novel, its film adaptation and a variety of other media. They discover through creating their own short story the aspects of the fantasy genre and the common themes and issues portrayed. Throughout the unit, students build their planning, creative and writing skills.

**Poetry**
Students will focus on the forms and functions of poetry, both past and present. Through investigating and interpreting poetry from a range of time period and styles, students will continue to evolve their understanding of writing and expression. The language of poetry is fundamental to developing student’s ability to communicate through a variety of mediums.

Assessment:
Assessment tasks will consist of a range of activities from the key areas of listening, speaking, viewing, reading and writing. Six to eight assessment items are given throughout the year including formative Journaling.
HEALTH AND PHYSICAL EDUCATION - CORE  
Subject Code: 09HPEC

Course Overview:
This subject is compulsory for one of the two semesters offered in Year 9. It can be selected as an elective for a second semester of study if desired.

Course Outline:
The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

The HPE Core unit covers key Health and Physical Education elements that are essential to all students to participate and integrate into society.

Content includes:

Unit 1  
**Lifesaving and First Aid**  
Practical Lifesaving skills accompanied by essential first aid skills provide the students with the practical and theoretical knowledge behind handling scenarios of harm or injury. Combining the process of rescue and the application of first aid towards a casualty equips the students with necessary life skills.

Unit 2  
**T-Ball/Softball and Drugs in Society**  
The Drugs in Society unit allows the students to learn about an element of society that is often taboo. Illicit drugs and socially accepted drugs are all discussed on an individual, interpersonal and social level. Implications on health, lifestyle and relationships are all discussed throughout the unit in relation to addiction and use of drugs. T-Ball and Softball are considered a core PE activity due to the basic throwing and catching skills that are needed for participation.

Assessment:  
Students will be assessed through:

**Unit 1**  
*Lifesaving and First Aid* - practical Assessment, exam and scenario assessment

**Unit 2**  
*T-Ball/Softball and Drugs in Society* - practical assessment, multimodal task
HISTORY
Subject Code: 09HIS

Course Overview:
“History is a disciplined process of inquiry into the past that develops student’s curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.” The Australian Curriculum – History

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

Course Outline:
The History units studied are:

Making of the Modern World – the nature and significance of the Industrial Revolution; the nature and extent of the movement of peoples in the period; European imperial expansion and different responses; how Asian societies responded to European imperialism; outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, invention of democratic values, egalitarianism, ideas of equality; contribution of the French Revolution and American independence to the Modern World.

The Industrial Revolution (1750-1914) – the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia; the population movements and changing settlement patterns during this period describing the growth of cities as men, women and children moved to the cities to find employment; the experiences of men, women and children during the Industrial Revolution, and their changing way of life; the short and long term impacts of the Industrial Revolution.

Making a Nation – the extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples; the experiences of non-Europeans in Australia prior to the 1900’s; living and working conditions in Australia around the turn of the twentieth century; key events and ideas in the development of Australian self-government and democracy, including women’s voting rights; Legislation 1901-1914, including the Harvester Judgement, pensions, and the Immigration Restriction Act.

World War I (1914-1918) – an overview of the causes of World War I and the reasons why men enlisted to fight in the war; the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign; the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate); the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Assessment:
A combination of stimulus response tests, research tasks and multimodal presentations.
MATHEMATICS
Subject Code: 09MAT

Course Overview:
Year 9 Mathematics aims to advance numeracy capabilities that all students will need in their personal, work and civic life. The course focuses on assisting students to develop a more sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. Students will gain confidence in responding to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will explore in greater depth some topics covered in Year 8 Mathematics and will be introduced to new concepts and ways of reasoning.

Course Outline:
Students will study three content strands designated by the Australian Curriculum:

**Number and Algebra** - real numbers; money and financial mathematics; patterns and algebra; linear and non-linear relationships.

**Measurement and Geometry** - using units of measurement; geometric reasoning; Pythagoras’ Theorem and trigonometry.

**Statistics and Probability** - chance; data representation and interpretation.

The four proficiency strands are an integral part of Mathematics content across the three content strands. These strands are: Understanding; Fluency, Problem Solving and Reasoning.

All fields of study are revisited in greater depth each semester.

Students can expect homework every night. Students are also encouraged to practise new procedures as part of their homework, so that they have confidence in approaching additional new concepts.

Students will be issued with their graphics calculator at the beginning of the year. They will be instructed on how to care for the calculator and how to use it throughout the year. This is the calculator students will keep and use until Year 12.

Assessment:
Assessment instruments include in-class written tests, investigation reports and practical activities.

There are three criteria, similar to those used in Year 10 Mathematics, for which students can achieve A to E grades: Understanding and Fluency, Problem Solving and Reasoning and Communicating and Verifying.
Course Overview:
Finding our way through life is filled with many challenges. Religious Education serves as an important way of understanding our purpose in living a meaning life. It requires one to be constantly deepening our call to live the gospel of Jesus Christ. In Year 9 this ‘journey’ will involve investigating 4 units.

Course Outline:

How am I being called?
The word vocation comes from the Latin “to call”. In our society adolescents can be attracted towards a variety of ways which in some cases “pull them” in quite opposing directions. This unit investigates the Christian call. Just as the Prophet Micah questions, we too must ask ‘What does the Lord ask of us?’ (Micah 6:8)

Have we the courage to care?
Particularly in a society which promotes busyness as the ‘anthem of life’, it can be easy to overlook those in our local, national and global world who are in need of assistance. In this unit students focus on those who need assistance and identify ways they can be as St Teresa of Avila said, the hands of Christ.

To err is human, to forgive is divine.
There are times in our lives when we ‘miss the target’, we fail to live up to our expectations. In this area of study, students are invited to explore the ways individuals, society, and beyond have not been ‘people of the kingdom’, where the light is replaced with darkness. While these times can cause suffering, it is important that students see these moments as opportunities to experience God’s love and mercy.

Go and preach the Gospel and if all else fails, use words.
These words of Saint Francis remind us that spirituality is guided by our prayer life, which directs the way we act. In the Gospels we do not just focus on what Jesus said but also what he did. Their two dimensions are not separate. Each ‘feeds’ the other. Our actions sustain our faith, our faith motivates our actions. This final unit explores the interrelationship of these two important ways we show what it means to be a Christian.

Assessment:
Throughout each unit, students will be required to show a research journal compiling of activities they have completed throughout the term. At the conclusion of each unit they will complete a formal piece of assessment that is built on these activities. This will take the form of multimodals, research assignments and short response exams.
Subject Code: 09SCI

Course Overview:
“Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.” *Australian Curriculum: Science ACARA 2011*

Course Outline:
Students will study the three content strands of the Australian Curriculum in all units although the learning experiences and emphasis given to the different science disciplines will vary from unit to unit. The three content areas of study are:

**Science Understanding:** biological; chemical; earth and space; physical sciences

**Science as a Human Endeavour:** nature and development; use and influence

**Science Inquiry Skills:** questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; communicating.

Students will study all units covering the three content strands listed above. They will be exposed to diverse teaching strategies that would provide opportunities to demonstrate the Australian Curriculum Year 9 Achievement Standard.

Assessment:
Assessment instruments include topic tests, practical reports, investigations, research assignments, laboratory skills and journal note-taking. Students are awarded A to E grades for each semester unit.
ELECTIVE COURSES
BUSINESS STUDIES
Subject Codes: 09BUS/09BUSC2

Course Overview:
Every day we face many consumer, financial, legal, business and employment choices. Business Studies helps us to make informed and responsible decisions.

Business Studies is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units are designed to introduce students to fundamental business concepts, including managing money and what it means to be an entrepreneur. The course will enable students to organise, manage, market and be productive in Business, as well as emphasise the importance of communicating effectively in a business environment using a range of business technologies.

Course Outline:
The units of work studied in Year 9 are:

Business Studies Option A – Subject Code: 09BUS
Surviving Business
Students are equipped with the tools and knowledge that will ensure they are informed consumers, who are capable of making smart choices. Students will learn about consumer rights, scams, as well as the various organisations that address and protect consumers.

Business Studies Option B – Subject Code: 09BUSC2
Money Matters
Students learn how to create a personal budget, the importance of personal savings, evaluating needs versus wants, making decisions that affect their lives’ – commercial, personal, employment, financial, business, legal and environmental.

Assessment:
Students will be assessed on:

Business Studies Option A
Surviving Business – activities booklet (written/practical/teacher observations); research assignment (written/practical); record keeping tasks (written/practical); practical/theory exam (written/practical)

Business Studies Option B
Money Matters – research assignment (written/practical); practical exam (written); record keeping tasks (written/practical)
DESIGN TECHNOLOGY
Subject Codes: 09ITD/09ITDC2

Course Overview:
Design Technology is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to make practical projects. These projects will help develop the skills they need to prepare themselves for future employment, including skills that could enable them to carry out basic repairs, improvements and renovations.

This subject will endeavour to engage and motivate our students by providing them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community and the world of work. Students will learn how to select and use appropriate materials, marking out and cutting tools, processes and machines that will enable students to complete the desired projects. The course ensures that students are provided with the opportunity to work and learn at an industry standard and caters for the full spectrum of abilities and talents.

Course Outline:
Students can choose either Option A or B or both options as they will be similar in practise but have different project tasks. Both options will build upon the knowledge and skills relating to materials, tools, processes (design and industrial) and technology they have gained while completing Years 7 and 8 Design Technology.

Students will be given the opportunity to produce design solutions using technology processes in a practical manner. Students will spend a substantial amount of time engaged in developing process and production skills. Through the practical application of technologies, students develop manual dexterity, fine motor skills and coordination through hands-on activities.

The students will continue to use specialised equipment with hand tools to manipulate materials to complete set tasks. In doing so they will learn to read and interpret plans, to follow specific details to produce projects and further develop their knowledge, understanding and skills in relation to industry practises, processes and design principles.

Course Options:

**Design Technology Option A - Subject Code: 09ITD – Suggested Tasks**
Materials (Wood) – key rack, cutting board (wood lathe), tea tray
Design Project – CO2 Dragster (CNC Miller)

**Design Technology Option B - Subject Code: 09ITDC2 – Suggested Tasks**
Materials (Wood) – camp chair, coffee mug tree (wood lathe)
Metal – candle/pot/flower stand
Design Project – solar boat

Assessment:
Students will be assessed on: class tests, class practical work and assignments.
DRAMA
Subject Codes: 09DRA/09DRAC2

Course Overview:
An education rich in the Arts maximises opportunities for learners to engage with innovative thinkers and leaders and to experience the Arts both as audience members and as artists. Such an education is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender. (National Education and the Arts Statement, 2007)

Drama is a dynamic art form that has been used to entertain, challenge, educate, understand, record and celebrate events all over the world for thousands of years. Studying Drama provides students with opportunities to create drama, to communicate ideas to an audience and to reflect on and evaluate drama.

Learning orally, kinaesthetically, visually and aurally through aesthetic, cognitive, creative and technical processes, students are provided with opportunities to imagine and explore beliefs, feelings, behaviours and relationships across diverse situations and contexts. This encourages and promotes: collaboration; problem-solving; empathy; critical thinking; communication; imagination and cultural engagement.

Students can apply their learning in Drama to a variety of further study and careers. The knowledge and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives and to communicate imaginatively, confidently and articulately.

Course Outline:
The Australian Curriculum: The Arts includes five Art subjects; one of which is Drama. Learning in Drama involves making and responding. Students learn as artists, by making dramatic works that communicate to audiences. They learn as audiences, by responding critically to their own dramatic works and the works of their peers and professional artists. These actions are taught together as each depends on the other. For this to occur students practically and theoretically examine and workshop play texts, directors, theorists, actors and playwrights from traditional to contemporary theatrical forms and styles from Australia and around the world.

To influence the shaping of their own dramatic work and to develop the ability to critically analyse drama, students will view live theatre. All excursions are covered by the subject levy. Guest artists and artist-in-residence programs are also a feature of the course, providing students with the opportunity to work alongside internationally acclaimed professional artists.

The units of work studied in Year 9 are:

Drama Option A - Subject Code: 09DRA
Children’s Theatre; Puppetry; Stage Fighting
Forming – scriptwriting in Children’s theatre style; group written
Presenting - performance of student devised text to live audience; group/practical
Responding - analytical response to live performance, individual/written

Drama Option B - Subject Code: 09DRAC2
Musical Theatre
Forming – directing a scene from a musical script
Presenting – scripted performance; group/practical
Responding – analytical response to live performance; individual/written

Assessment:
Assessment is completed individually or in groups however, students are always marked individually.
Subject Code: 09GEO

Course Overview:
Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of the many different “places”, or environments, which make up our world and is described as “the why of where”. Places are specific areas of the Earth’s surface, and can range from a locality to a country to a major world region. Geography answers our questions about why places have their particular environmental and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing. Geography examines these questions on all scales, from the local to the global, and over time periods that range from a few years to thousands of years. It also looks forward to explore ways of influencing and managing the future of places including their environmental, economic and social sustainability.

Course Outline:
The units of work studied in Year 9 are:

**Biomes and Food Security** 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** 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.

Key inquiry questions are:

What are the causes and consequences of change in places and environments and how can this change be managed?

What are the future implications of changes to places and environments?

Why are interconnections and interdependencies important for the future of places and environments?

**Assessment:**
Assessment will take the form of knowledge tests, stimulus response tests, research inquiries and field reports.
GRAPHICS

Subject Codes: 09GRA/09GRAC2

Course Overview:
Graphic communication uses drawing, pictures and animations to clarify and transmit information. It is most closely related to the language faculty in a school in that it aims to translate often confusing verbal or written information into a clear, universal, visual language. Graphics language is increasingly used in our technological society because of the need for quick, clear, international communication.

“Graphic communication develops skills in drawing, researching, understanding, organising and selecting information, developing and refining ideas, and, above all, thinking.” Active Graphics by Agi Korvin 2003

Course Outline:
The following units of work will be studied:

 Graphics Option A - Subject Code: 09GRA
 Fundamental Graphics
 This unit further develops a student’s understanding of the elements and fundamental principles of graphical communication, CAD and graphic design. Students use the elements and principles of design across a variety of software packages (Illustrator, AutoCAD, Inventor and Revit) to produce graphical representations of symbols, toys and houses and solutions to design challenges.

 Graphics Option B - Subject Code: 9GRAC2
 Fundamental Graphics II - This unit extends a student’s understanding of the elements and fundamental principles of graphical communication, CAD and graphic design developed in the semester one unit. Students will use a variety of materials, equipment and software packages to produce graphical representations of logos, products and buildings for design challenges across a range of areas.

Assessment:
Students will be assessed using a folio of classwork drawings and responses to design challenges.
Health and Physical Education - Elective

Subject Code: 09HPEC2

Course Overview:
The Health and Physical Education curriculum Year 9 focuses on the role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum supports students to investigate techniques to assess the quality of movement performances using a range of tools to appraise, analyse and enhance performances. In addition, students develop the skills and confidence to be creative in how they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.

Course Outline:
The HPE Elective unit is specifically designed for PE students that want to learn more about individual sports, social factors that affect sport and the changes on the human body under performance conditions.

Content includes:

Unit 1

Touch Football/Oz Tag and Sport Science
The Sports Science unit is directed at students who wish to learn a higher level of Physical Education where the theory components are implemented in both practical and theory classes. Content activities - Heart rate measurement of students under performance conditions/Game analysis and parts/functions of the human heart. Touch football is directly related to the theory where correlations between individual heart rates and game movements are discussed and evaluated.

Unit 2

Badminton and Sociology
Sociology is a topic where sport is discussed in regards to its role and impact on a social level. Topics could include - role models in sport/factors affecting athletes in today’s modern world such as money, media, expectation, and performance. Badminton is a very technical based sport. Few racquet sports are taught in Physical Education, however it is good at developing hand-eye coordination, special awareness, reaction time and agility.

Assessment:
Students will be assessed through:

Unit 1

Touch Football/Oz Tag and Sport Science – Practical Assessment, Case Study Report.

Unit 2

Badminton and Sociology – Practical Assessment, Essay – Extended Response
HOME ECONOMICS
Subject Codes: 09FTE/09TEX/09HEC

Course Overview:
The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Home Economics provides students with the opportunity to: become an empowered, active and informed member of society; design social futures; contribute to the wellbeing of themselves and others; examine and take action on matters of personal and societal significance.

NOTE: Students who wish to study Home Economics all year will choose both the semester units Food and Nutrition and Textiles and Design. Students who wish to study Home Economics for only a semester will choose from any of the three Semester units offered and listed below.

Course Outline:
The topics covered in the Semester units offered to Year 9 students are:

**Food and Nutrition - Subject Code: 09FTE**
Australian Guidelines to Healthy Eating; 5 food groups – breads and cereals; vegetables; fruit; milk, yoghurt and cheese; meat, eggs, nuts and legumes; Australian Dietary Guidelines; 6 nutrients – carbohydrates, fats, proteins, vitamins, minerals, water.

**Textiles and Design - Subject Code: 09TEX**
Fibre classification; natural fibres – cotton, linen, silk, wool; man-made fibres – acetate, rayon, nylon, polyester, acrylic; textiles production – woven, knitted and non-woven; tie dying; transprinting; hand sewing techniques.

**Home Economics - Subject Code: 09HEC**
Food and Nutrition: The Paddock to Plate Journey.
Textiles: Creating a Hooded Jumper from a commercial pattern
Design: Fibre classification; natural fibres – cotton, linen, silk, wool; man-made fibres – acetate, rayon, nylon, polyester, acrylic; textiles production. The dying process.

Assessment:
In the semester units students will be assessed on:

**Food and Nutrition**
Students select and justify their own recipe related to Australian Guide to Healthy Eating (individual/written and practical cooking task); objective and short answer test (individual/written theory examination); students investigate a vitamin or mineral and select their own suitable recipe (individual/written and practical cooking task)

**Textiles and Design**
Objective and short answer test (individual/written theory examination); students produce a bathrobe (individual/written and practical sewing task); students design and embellish a pillowcase or t-shirt (individual/written and practical sewing task)

**Home Economics**
Students complete weekly set cooking tasks based on the Paddock to Plate journey objective and short answer test (individual/written theory examination)
Students produce a Hooded jumper (individual/written and practical sewing task);
Students produce one off textile items using dying and embellishment techniques (individual/written and practical design task)
INFORMATION COMMUNICATION TECHNOLOGY
Subject Codes: 09ICT/09ICTC2

Course Overview:
The world of computers is the most dynamic, evolutionary field that has an increasing level of impact on everyday lives. The current estimate of the number of jobs that require computer skills is above 90%. What is more alarming are that many experts propose that at least 60% of jobs that will be common in 10 years’ time have not been invented yet.

Information & Communication Technology courses are designed to accommodate this rapid change by exposing students to a range of programs and problems. This is an interactive program designed to provide students with not only the foundation skills they will use in Years 10-12, but the innovative, creative and problem-solving skills they will require to continually adapt to the changing world we live in.

Course Outline:

Information Communication Technology Option A – Subject Code 09ICT
This unit is designed around an introduction to Adobe Suite programs. Students are introduced to the Adobe Suite of applications including Flash, Fireworks and Photoshop to create animations, graphics and develop early photographic imaging techniques.

Information Communication Technology Option B – Subject Code: 09ICTC2
This unit is designed around extending the Adobe Suite of programs. Students use Dreamweaver to create a web site and Premiere Pro to manipulate video, images, music and text to create simple modified videos. Investigating new technologies also forms part of this unit. The use of electronic kits and interface technologies allows students to develop an understanding of how computers operate.

Assessment:
Assessment items are ended projects designed to showcase students skills with the functionality of the programs being studied. They draw on creativity, innovation and technical skills. Students are also assessed with portfolio-style work of basic skills from a variety of programs.
**Course Overview:**
The Japanese program aims to assist students in gaining communicative proficiency and an understanding of other cultures and people. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the program and receive equal weighting in assessment. The study of Japanese at all levels makes it possible to view culture within its own terms of reference and to approach life’s tasks with an insight gained from another language and culture.

**Course Outline:**
The Year 9 course aims to expand students’ knowledge of vocabulary and more advanced grammatical patterns. The topics studied include School, Time and Talking about Appearance. By the end of the year, students will have mastered the hiragana and katakana scripts and will be gradually introduced to some simple kanji. Authentic materials, for example, films, advertisements, comics and magazines, will be used to enhance reading practice. Cultural information will be integrated into language lessons. Students will use Obento Supreme as the set text and each student will require their own copy of the Obento Supreme Workbook to complete class activities. Students’ learning is also enhanced through the use of technology such as individual iPads with Japanese applications and an online learning environment allowing students unprecedented freedom and flexibility to learn at their own pace both in class and at home.

**Students considering the study of Japanese at Senior level are encouraged to complete all four units of study in Years 9 and 10.**

**Assessment:**
Students are assessed on all 4 macro skills of Listening, Speaking, Reading and Writing during each semester.
VISUAL ART
Subject Codes: 09VAR/09VARC2

Course Overview:
An education rich in the Arts ... is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender (National Education and the Arts Statement, 2007).

Visual Art is not just about creating any old thing, it’s about self-expression and learning something new about yourself, others and the world around you. In Visual Art you get to create and explore your own ideas and work both collaboratively and individually.

Current Art students say that Visual Art is:
- Fun and creative  
- Expressing yourself  
- Bouncing ideas off each other and creating the unexpected  
- Interesting workshops  
- Able to work in a creative space  
- Opportunity for extension  
- Freedom  
- Hands on  
- Gained confidence in my writing skills

Course Outline:
The foundation of the program is the Elements and Principles of Design. This gives you the language and the tools to help you develop your style and aesthetic in the Senior Years and beyond.

The artworks you will create are inspired by a variety of themes, allowing you to explore your own thoughts and feelings. Some examples of themes are everyday life and experience, natural and geometric forms.

You get the opportunity to use lots of different materials and learn different skills. Some of these include:
- Photoshop  
- Shellac  
- Soft pastel and conté  
- Charcoal  
- Oil pastel  
- Clay and glazing  
- Watercolour  
- Acrylic paint and mixed media  
- Spray painting and graffiti art

Appraising tasks form the written component. They focus on the development of your ability to write and talk about your own and other’s artwork. You will be encouraged to form and express opinions, discuss and display your own artwork and appreciate the work of other artists and cultures.

Your learning experiences are enhanced through:
- Visits to art galleries and cultural centres  
- Workshops with artists and creative professionals

All materials required in this course are covered by the subject levy. Students are responsible for their art and once assessed it is regarded as the property of the student.

Units of work studied in Year 9 are:

**Visual Art Option A –**  
Subject Code: 09VAR  
*Drawing; Painting*  
Making – Visual Diary; folio of works  
Appraising – Analytical response

**Visual Art Option B –**  
Subject Code: 9VARC2  
*Ceramics; Digital and Video Art*  
Making – Visual Diary; folio of works  
Appraising – Analytical response

Assessment:
Students are assessed on Making and Appraising (responding to and reflecting on artworks). Students are assessed individually and objectively according to the task and criteria.
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SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step-by-step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Links to Website.

Click the following icon to enter SSO:

When you access this page you will see a rectangle with the words 'Click here to obtain your PIN and password'. **This will be emailed to your student mybce address.** DO NOT SHARE THIS INFORMATION WITH ANYONE.

Step One – Logging into SSO

You should now log into SSO using your PIN and Password.

Step Two – Selecting Preferences

Please list your elective in order of preference. This is important as subjects are assigned according to this order.

To select your preferences press the ‘Add’ button located to the left of the subject. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the arrow next to Step 2.

**NOTE:** You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject.

Step Three – Checking

The ‘Checking’ page allows you to click on the ‘step’ you want to check. Make sure you go to Step Four – the print report button AFTER you have checked that your selections are OK.

Step Four – Print your Report, have it signed by a parent and bring it to Student Services.

You can print your report AFTER ticking the box that says ‘I have printed my report’. You can print the report; email it to yourself (your mybce address is automatically the assigned email) or your parent/caregiver.

You **MUST** print out this report and have your Parent/Caregiver sign it, and return it to the Student Services by 4pm on Friday 4 September 2015.