

PEACE AND UNITY



Year 9

HANDBOOK

Student Subject Choices

2024

In One Spirit... we welcome · we nurture · we excel

HSC – Learning Community

WELCOME TO YEAR 9, 2024 AT HOLY SPIRIT COLLEGE!

Purpose, Trust, and Quality & Adventure in LEARNING

HSC Learning Community has two fundamental goals:

First, as a **SCHOOL**, to provide **quality education** for our Students.

Second, as a **CATHOLIC SCHOOL** to achieve **a sense of positive community** for our Students and between Staff and Parents.

The Year 8 Program was focussed upon supporting students as they continued core subject development and exercised their first subject specialisation. The Year 8 Program was also designed to maximise the learning outcomes for each individual student and to promote positive attitudes to future schooling experiences.

Year 9 represents an important academic year which sees further development of core studies and full year extension in areas of interest and future potential. Students continue the journey to becoming successful Lifelong Learners.

What does a Lifelong Learner look like?

Holy Spirit College embraces the 21st century skills identified by QCAA, which are considered the essential ingredients for post-school success in a rapidly changing and complex world – whether via study, apprenticeships, community service, paid or unpaid work.

In addition to literacy and numeracy, these skills are:

- Critical thinking
- Communication
- Personal and social skills
- Creative thinking
- Collaboration and teamwork
- Information & Communication Technologies (ICT) skills

At Holy Spirit College we are dedicated to establishing a health-promoting school culture characterised by:

- warmth and positive interest
- respectful adult-student interactions
- a safe environment for students.
- strong pastoral structures
- positive active support by Parents with constructive interactions between Staff and Parents

HSC has a strong and proud tradition of academic excellence. The Staff of HSC are committed to encouraging and supporting Students to achieve high academic standards and, also, to develop a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting Students to:

- set clear goals,
- plan strategies to achieve the results they want, and
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about...

Launching Adolescents into Lifelong Learning!

I wish you well with your subject selection.



Alison Wales
Principal



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Subject Selection Guidelines

All Students in Year 9 study six compulsory, core subjects and three full-year elective subjects. All subjects are designed in accordance with guidelines from the relevant education authorities: Australian Curriculum, Assessment and Reporting Authority (ACARA); Queensland Curriculum and Assessment Authority (QCAA); and Rockhampton Catholic Education.

Core Learning Areas ensure that all students experience a broad general learning program. Such an approach ensures that Students experience a meaningful curriculum in Years 9 and 10 and are well-prepared for studying senior subjects (in Years 11 and 12).

Layer I – Core

All Students in Year 9 study:

1. English
2. Health and Physical Education
3. History
4. Mathematics
5. Religious Education
6. Science

Layer II – Electives

Students study elective subjects within the Learning Areas of:

- The Arts
- Humanities and Social Sciences
- Languages
- Technologies

Within the Learning Areas there are a number of subjects from which students can choose, for example, in The Arts Learning Area – Art, Communicating through Art and Technology (CAT), Dance, Drama, Media and Music are offered.

Students will study **three elective subjects** from a wide range of Learning Area subject offerings. (Refer table below.)

Students **nominate six elective subjects in preference order**. Students will be allocated three of their six nominated elective subjects to study for the year. In the list of six elective subject preferences, students are to include **at least one subject from Group A and at least one subject from Group B**.

GROUP A	GROUP B
Art	Business Principles
Communicating through Art and Technology (CAT)	Design Technology
Dance	Enterprise Education
Drama	Food For Living Plus
Geography	Graphics
Japanese	Interactive Multimedia
Media	Metalwork
Music	Woodwork

The timetabling of electives is dependent upon sufficient interest from students. Classes of uneconomical size might not go ahead. Students in the situation where a class does not run will be mentored to finalise their elective choices. In addition, appropriate combinations of subjects may provide an opportunity for subjects with smaller interest to proceed.

Subject Selection Guidelines

The Year 9 Handbook has been written so that students may understand the organisation of the curriculum around the Learning Areas.

Students should make their selection based on their interests and abilities. Choices should involve:

- reading the descriptors of each elective subject in this handbook,
- checking any subject recommended to be studied in Years 9 and 10 in order to continue it as a Senior subject,
- thinking about your talents and strengths so that you select subjects which enhance and develop such abilities,
- talking to your Teacher or Curriculum Dean if you are unsure about what a subject entails, and
- understanding that, during Term 3 of Year 9, you will be given an opportunity to select more elective subjects, for Year 10, that will enable you to begin shaping your pathway into Senior schooling.

Whilst appropriate choice of subjects in Year 9 is important, choosing them should not be an onerous task. Your choices can be based on interest and enjoyment and need not necessarily be related to career and study options, other than the small number of subjects which require Junior study as a pre-requisite for Senior.

The decision-making process that you will undergo in preparation for Year 10 will be the start of your journey towards academic or vocational pathways.

SUBJECT SELECTION GUIDELINES

It will be helpful to consider the following when deciding elective subjects for Year 9.

1. Which subjects am I **particularly good at**?
2. In which subjects do I want to **extend my knowledge**?
3. Which subjects do I **enjoy**?
4. What **types of occupations** might I like to enter after the completion of my education?
5. What were my **results on my last report**?

Subject Changes

Once students have commenced Year 9 they are encouraged to remain in their electives for the whole year. Any requests for subject changes must be discussed with the Director of Learning Pathways and Careers so that the best possible outcome may be achieved for the individual student. Some subject changes may not be possible due to class size restrictions or because of the nature of the subject. There are many facets to be considered before changes can be made.

Change to Senior Studies in Queensland

In 2019, Year 11 students in Queensland commenced the new Queensland Certificate of Education (QCE) Senior System with Year 12 Graduates of 2020 being the first to receive an ATAR (Australian Tertiary Admission Rank) replacing the OP (Overall Position) score. Holy Spirit College has reviewed learning programs for Years 7 – 10, to ensure that students are well prepared for the new styles of teaching, assessment and new content when they reach Year 11. In your Information Pack, a brochure outlining the new Senior System for Queensland students is included. Our Senior Students have transitioned smoothly into the new system following a comprehensive preparation program designed by the College.

Cognitive Verbs

The new QCE System uses Cognitive Verbs. These verbs can be found in tests, assignments and other forms of assessment. They are used to tell the student what type of answer is needed. These are now embedded in Years 7 – 10 teaching and assessment. A full list of Cognitive Verbs and their meanings can be found in Appendix 1 and in the Student Diary.



General Information

Your main work at school is studying. Your main job is being a student. With an honest effort, you can learn habits and develop skills which will:

- make your study more effective,
- make your study more pleasant, and
- reduce the amount of time you need to spend on study – often more can be achieved in one hour of focussed study than a much longer period of homework distracted by other activities. [Working in 20 – 30 minute blocks, and then having a short break, can help.]

Where you do your homework and study is important. Consider the following:

<i>Noise</i>	Move out of the range of TV and other digital devices.
<i>Light</i>	A strong, even, white light from above and behind will help avoid unnecessary tiredness.
<i>Furniture</i>	A comfortable chair and a table or desktop are a priority. Try to establish a sitting position in which you are not hunched, slumped or cramped, in a chair that gives some support to your back.
<i>Distractions</i> –	Choose a location with minimal distractions but where parents are able to monitor computer usage.
<i>Place</i> –	Make a habit of using the same room, same table and same chair, where possible.

Routine

It is important to have a REGULAR work time and to keep to it as much as possible. Late afternoon and early evening are a particularly useful time.

Variety

Don't spend too long on any one subject or any one type of activity.

Concentration

Keep your mind on what you are doing. Avoid daydreaming. Continually assess yourself while you are studying. Question yourself on what you have just read before going on to the next page. Mobile phones, games, and social media can all be distractions which mean that homework and assessments take much longer to complete.

Activity

You have to be active to learn effectively. Practise the writing of key ideas and facts from memory.

Summaries

These are essential. Set out the summaries in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save having to re-study the topic in detail. Revision of summaries also needs to involve an active process of questioning yourself and writing out what you remember and then rechecking and writing again. Don't put summaries on scraps of paper – write them systematically into a Summary Book.

Organisation

Careful planning of your study timetable is very important. Equally necessary is the need to record carefully, in your Student Diary, the work to be done. This needs to be done at the end of every lesson and in enough detail for you and your parents to understand.

Understanding

Information is only of use so far as it assists understanding. Rote learning is of no use unless what is learnt can be used effectively in coping with other problems. If, after carefully reading and thinking about a section of work, you do not understand it, ask your Teacher for assistance.

Revision

Forgetting occurs fairly quickly after learning. Therefore, it is important to revise a new piece of work within 24 hours. When revising work, check at the beginning of a session that you know what you revised in the previous session. If necessary, re-learn that work before going on. Well-prepared summaries can be of great assistance in revision.

Subjects

Your Teachers will help you to develop skills and processes necessary to master particular subjects. Don't be afraid to ask for assistance.



General Information

Homework

Your homework consists of:

- work set by the Teacher to be completed for a lesson in the next few days,
- preparing assignments,
- revising for tests, and
- your own study, which includes revision of earlier work.

As you progress through the school, and as you become a more efficient student, your own study should occupy more and more of your time. Homework assists learning in the following ways:

- ensures that the work taught in class is understood, learnt and practised,
- provides time for learning and memorising facts,
- gives practise in creative thinking,
- provides time for revision of knowledge already gained,
- provides the opportunity for you to learn to work alone, to help yourself, to think through academic problems, and to learn academic self-discipline, and
- reveals to you the weaknesses in your knowledge and understanding, so that you may ask your Teachers how to overcome such problems.

Year 9 students would be expected to complete nine hours of homework/study per week but this will vary depending on the nature of electives selected, when assignments are due, and prior to tests. Conscientious students often do more than this. It is important that all of this time is spent on active study. Discipline yourself to make up any lost time during the weekend.

Absence from Class

Short Term Absences

If you miss lessons for reasons of illness, sport or cultural activities, instrumental lessons, or for appointments, it is your responsibility to catch up on any notes, tasks or homework that you have missed.

Information and assistance can be accessed in a combination of ways, dependent on the type of learning in each subject.

- Check online platforms which may be available for your class (such as Google Classroom or OneNote). While not all learning experiences can be provided outside the classroom, online resources may assist.
- See your Teacher(s) when you return to school about what was missed or for an appointment for additional assistance. Attend tutoring sessions.
- Check in with another member of your class about what was covered in class and catch up as much as possible.

For situations involving **Long Term Absences**, please discuss with the Dean of Students - Year 9.

Guidelines for Assignments

The development of an assignment should be a learning experience for students, who need to be taught techniques for assignment writing. All students and parents are advised in advance of scheduled written assignments for each semester via the Assessment Calendar. Changes to scheduled assignment dates (where the change of date is greater than a week) will be recorded in the up-to-date copies of Assessment Calendars located in Student Café and Parent Lounge. Changes to scheduled assignment dates (where the change of date is less than a week) should be recorded in the Student Diary. Assignments come in many forms such as projects, design folios, multimedia presentations, performance, research investigations, scientific experiments and visual diaries.

To help manage their time, details of assignments should be recorded by students in the Student Diary. If, because of illness or any other serious reason, a student is unable to meet the conditions of the assignment, they should see their subject Teacher and complete an Assignment Extension Form – Years 7-10 before the due date, where practical. The Curriculum Dean will then make a decision on the request. QCAA advises that assignments should be submitted on or before the due date where the reason for absence is a 'choice' rather than 'illness' or 'unexpected serious event'. Assignment Extension Forms are available from the College Office and online in Student Café and Parent Lounge.

Late Assignments Assignments are expected to be completed. Students will be required to submit a checkpoint (which is a prescribed amount of preparation for the assignment) prior to the due date. For assignments where a long preparation period is involved, a number of checkpoints may be scheduled. In the event of an assignment being incomplete or not submitted by the due date, and no extension granted or exceptional circumstances, the subject teacher will mark the checkpoint and any other evidence of assignment preparation which can be provided by the Student. This procedure is in accordance with QCAA (Queensland Curriculum and Assessment Authority) policy.

Plagiarism

Where plagiarism is identified in a student's work, the sections which are not the student's original work will be deleted and any remaining portion, checkpoint, or other preparation the student may have completed, will be marked. Students may be requested to submit digitally prepared assessment work through the originality-checking software, Turnitin, which assists students to identify any sections of work which may not be sufficiently their original work.





Core
Subjects

Core

Subjects

Aims

The study of English is designed to provide an opportunity for students to develop their ability to:

- be confident communicators, imaginative thinkers and informed citizens,
- analyse, understand and build relationships with others,
- develop the knowledge and skills needed for education, training and the workplace,
- become ethical, thoughtful and active members of society in a linguistically and culturally diverse country,
- engage critically with literature to expand the scope of their experience, and
- participate effectively with our Asian neighbours and with the global community.

The goal of the English program is to develop students' ability to compose and comprehend spoken, written and visual English fluently, appropriately and critically for a wide range of purposes. Students are encouraged to enjoy and appreciate texts while also understanding the power of texts to influence, tell stories of culture and promote shared understandings.

Course Overview

The course focusses on the strands of language, literacy and literature. Students are engaged in the study of literary and non-literary texts of personal, cultural, social and aesthetic value including literature, poetry, media, drama and current social issues.

Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively.

In Year 9, students are involved in responding to and creating subject matter that relates to personal experiences, life stories and interests of young people in Australia and other cultures, today and in the past.

Term 1

Representations of Australia explores representations of our Australian identity, and the ways in which people are living in a culturally diverse society. The focus is on the techniques authors use to create compelling characters.

Term 2

Is There One Australian Voice? encourages students to think critically and creatively to consider whether the impact of contemporary media on society is inclusive and represents the cultural diversity of Australia today. Students will explore how persuasive speaking inspires people to take action around important issues.

Term 3

Overcoming Obstacles allows students to develop an understanding of the challenges teenagers experience and allows students to understand how someone's life differs due to time place and environment.

Term 4

An Unreal World looks at the way ideas, texts and meanings are constructed for different purposes: to suit the audience, to reflect the time, to entertain, to challenge and to inspire. Students review various texts including reality television.

Assessment Overview

Students will undertake a variety of assessment tasks, including

- Written assignments
- Written tests
- Spelling tests
- Spoken/Multimodal presentations
- Reading Comprehension tests
- Language Conventions Tests



Health and Physical Education (HPE)

Aims

The Health and Physical Education Learning Area aligns with the College Curriculum Framework and works within the Australian Curriculum.

Health and Physical Education, as a Learning Area, provides essential learning opportunities to enable students to develop the knowledge and capabilities that they need to develop now and draw on in the future, as active, responsible citizens and lifelong learners with Christian values.

Course Overview

Students use their interests in, and experiences of, health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and well-being, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students develop and demonstrate their knowledge and understanding, individually and collaboratively, to make decisions, take action and apply skills to address inequities and promote health and well-being, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Investigating
- Performance and practical application

HPE students will develop their knowledge and understanding through the following dimensions:

- Health – Health is multi-dimensional and dynamic, and influenced by actions and environments.
- Physical Activity – Regular active and purposeful participation in physical activity promotes health and well-being, and supports the achievement of goals. Physical units studied include swimming, athletics and team sports.
- Personal Development – Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

Assessment Overview

Integrated and personalised assessment involves a combination of written and practical tasks throughout each term.

Additional Information

- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.
- It is important to know that participation in practical components of the course contributes to Academic, Application and Responsible Behaviour results. When students are not able to participate in a practical lesson they are provided with theory work to use their lesson time productively and develop their HPE knowledge.
- We appreciate your support in assisting the students to be fully prepared for HPE lessons and to undertake the practical components of the course.

History

Aims

History is a disciplined inquiry into the past that develops students' curiosity and imagination. Historical study is based on the evidence of the remains of the past. The process of historical inquiry includes the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations and communicate effectively.

The aim of the Australian History Curriculum is to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens,
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society,
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability, and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

During Year 9, students will study units from two major topics of History:

- The Making of the Modern World
- The Modern World and Australia

Unit Overview

Semester 1

During Semester 1, students will investigate the changing features of the movements of people from 1750 to 1918. This includes examining the period of industrialisation that prompted global migration and the rapid change that followed, such as the rise of nationalism, imperialism and colonisation. Students conclude their studies examining the significance and impacts of World War I.

Three depth studies will be undertaken:

- Movement of peoples (1750 – 1901)
- Investigation of an Asian society in the period (1750 – 1918)
- World War I (1914 – 1918)

Semester 2

During Semester 2, students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students examine the causes and consequences of World War II and how these consequences have shaped the modern world we live in. In addition, students examine how Australia was affected by significant global events and changes during the 20th century.

Three depth studies will be undertaken:

- World War II (1939 – 1945)
- Rights and Freedoms (1945 to the present)
- Popular Culture (1954 to the present)

Assessment Overview

Each semester students will complete two pieces of assessment:

- One research assignment presented as an extended piece of writing
- One response to stimulus exam (may be short answer or essay) completed under examination conditions (time may vary between one to two lessons)



Mathematics

Aims

Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking.

Mathematics provides opportunities for students to participate more fully in life-long learning and aims to enhance the prospects of students by equipping them with the:

- knowledge and skills of computation, patterns, estimation and measurement
- capacity to model, interpret and analyse information presented in a variety of forms
- ability to use logic, to make judgements based on evidence and reasoning
- capacity to justify and communicate results in a variety of forms.

Mathematics is composed of many concepts and systems which can be applied in other disciplines such as Science (understanding sources of error, mathematical modelling), Geography (interpretation of data), History (timelines and time frames) and English (quantitative and spatial information).

We also aim to ensure students recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

Course Overview

The Mathematics Learning Area is broken into six interrelated strands: - Number, Algebra, Measurement, Space, Statistics and Probability. It is important that students develop the capability to identify and use the many connections that exist within and across the strands of Mathematics.

All students study core aspects of the strands and the topics within each strand, while opportunities exist for extension within organisational constraints.

A variety of strategies are employed to allow a wide range of opportunities for students to learn. Standard textbook exercises, puzzles, practical activities, problem-solving tasks, open-ended tasks and technology applications are some strategies utilised. Homework is set regularly to ensure students practise skills learnt and are able to build on them.

Students should spend time each night completing class work, practising previous work or completing required assessment items.

Assessment Overview

Summative assessment includes both written tests and alternative problem-solving tasks such as assignments, projects and investigations. Formative assessment to diagnose areas requiring further instruction and practice are also included in Year 9.

Additional Information

The College considers the current levels of learning, of individual students, and the different rates at which students develop. In Year 9 Mathematics, the curriculum is designed to suit the diverse needs of students.

In consultation with parents, information regarding a student's progress in Year 8 enables Teachers to plan appropriate learning and assessment processes for Year 9 students. The College caters for the needs of all learners by offering Foundation, Core and Extension Mathematics in Year 9.

In Year 10, the additional level of Accelerated Mathematics provides opportunities for high achieving students to extend their mathematical capacity and interest. Introduction to Specialist Mathematics is also available as an elective subject in Year 10, Semester 2.



Religious Education

Aims

Religious Education in our Catholic schools develops students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

Course Overview

Year 9 Religious Education Curriculum focusses on faith in the lives of believers.

Students will undertake the following four, term-length units of study over the course of the year.

Sacred Texts

Key Concepts:

- Old Testament
- New Testament
- Christian Spiritual Writings and Wisdom

Beliefs

Key Concepts:

- Trinity, God, Jesus the Christ, Spirit
- Human Existence
- World Religions

Church

Key Concepts:

- Liturgy and Sacraments
- Prayer and Spirituality
- People of God
- Church History

Christian Life

Key Concepts:

- Moral Formation
- Mission and Justice

Assessment Overview

Students undertake a variety of deep learning tasks where they demonstrate skills to:

- thoroughly evaluate the significance of sacred texts and Christian spiritual writings in the lives of believers
- discerningly evaluate the significance of foundational beliefs in the lives of believers
- purposefully synthesise ways in which the Catholic Church contributes to contemporary Australian society
- discerningly justify the coexistence of good and evil in the world throughout human history



Aims

The study of Science is an essential part of the secondary curriculum. It encourages students to think for themselves. Students learn about the natural world around them and about technology that we use every day. Science activities also provide an excellent opportunity for students to improve their numeracy and literacy skills in the context of Science.

Science in Year 9 will recognise and focus on three integrated dimensions of Science, including science-based inquiry skills, the influence and contributions of historical and modern scientists, and the understanding of science knowledge.

Course Overview

The Year 9 Science program will include both theory and practical learning, with students utilising the specialist laboratories and equipment available at Holy Spirit College. The broad areas being covered throughout Year 9 will be 'Biological Systems – Responding to Change', 'The Carbon Cycle and Climate Change', 'Atoms and Chemical Reactions', and 'Energy – Waves & Particles'.

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. 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 concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Year 9 students will use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They will plan experimental procedures which include the accurate control and measurement of variables. They will identify inconsistencies in results and suggest reasons for uncertainty in data. Using scientific language and representations students will communicate their results and ideas in a variety of ways.

The Science syllabus identifies three strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands are integrated and are delivered throughout the four core topic areas:

- Biological science
- Chemical science
- Physical science
- Earth and Space science

Assessment Overview

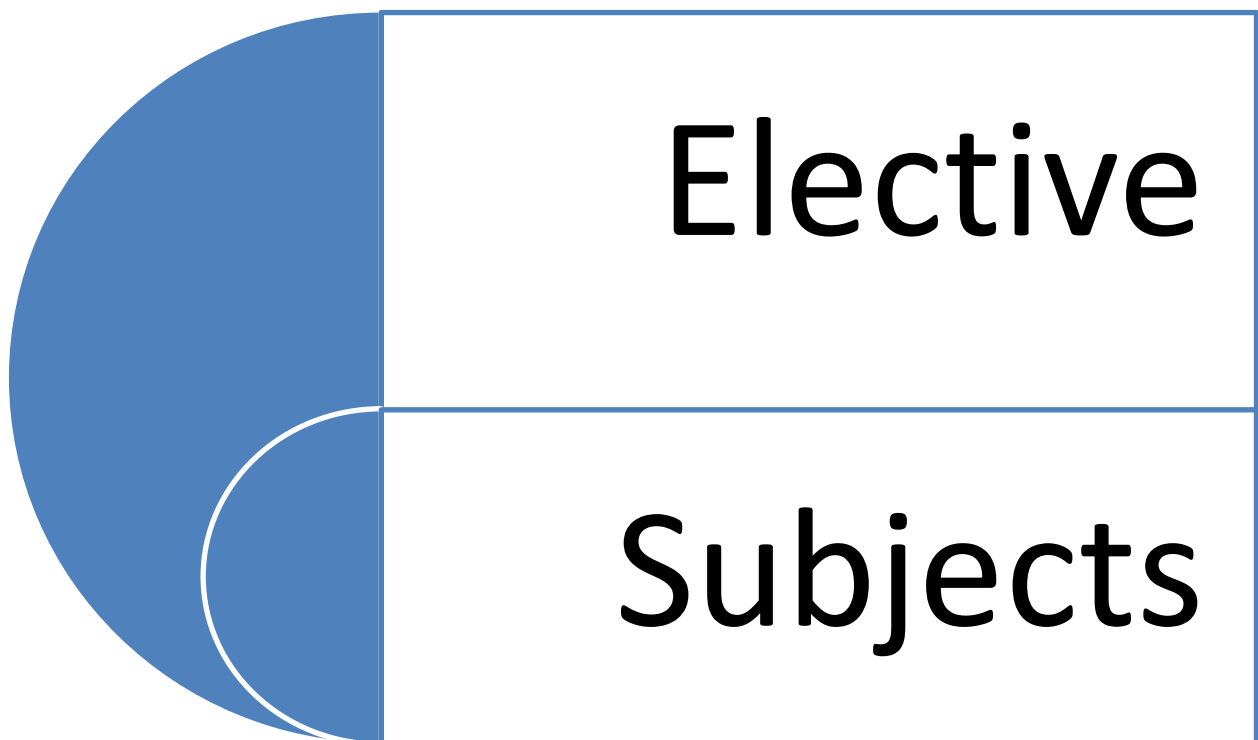
Assessment types may include:

- Research Investigation
- Student Experiment
- End of term exam

Additional Information

All students must wear closed-in shoes in the Science Laboratories. Other personal safety equipment such as laboratory apron, gloves and safety glasses are supplied.





Aims

Art is the development of ideas and feelings through visual language. It is one of the most important means by which people express their innate creativity and communicate concepts visually in their daily lives.

In Art the students make and evaluate a range of 2D and 3D forms.

Course Overview

In Year 9, a strong foundation for the future is provided through a structured course of study. Visual perception is developed through the Elements and Principles of Design giving valuable experience in a range of media areas eg. Drawing, Painting, Printmaking, Sculpture, Construction, Ceramics, Textiles and Design activities. Students also study a range of artworks and artists related to their work.

Unit Overview

Topics of Study

- Painting
- Printmaking – Relief
- Drawing
- Sculpture
- Design

Work involves the use of a wide variety of materials, techniques, ideas and design development so that students will:

- experience the pleasure of exploring, experimenting and creating,
- develop effective and organised work methods,
- become confident with self-expression,
- develop technical skills,
- develop imagination and expression of ideas,
- gain knowledge about theoretical aspects of art,
- develop awareness and appreciation of art as a means of expression,
- develop the ability to communicate ideas through visual language,
- develop the ability to evaluate and express an opinion about their own work and those of others, and
- be exposed to in-class and field experience of the work of professional artists.

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply:

- Experimental Folio (research, developmental exercises leading up to the major artwork) presented in a Visual Diary
- Resolved Artwork (final product 2D or 3D) presented for display
- Test/Assignment – one per semester

Additional Information

Homework varies to a degree and it is the student's responsibility to research and develop his/her own ideas to suit the activity and to complete work commenced in class. This subject leads to Years 9 and 10 Art and Communicating through Art and Technology (CAT), and/or Visual Art in Senior.



Business Principles

Aims

It is important that students have an understanding of the principles on which businesses are organised and on which they operate as all fields of employment involve at least some contact with components of business.

An essential life skill is using awareness of the different services offered by business in order to make informed decisions. Business Principles will give students an introduction to and an awareness of the activities of business within the home, school, local, national and global communities. Students will develop their ability to critically analyse business decisions, learn how to apply strategies in managing personal finances and capitalise on business opportunities, make informed decisions, and participate responsibly in business situations.

Course Overview

Topics of Study

Personal Finance

- Income and budgeting for an investment decision
- Investment and borrowing options
- Spreadsheets and formulas
- Financial institutions
- Consequences of good/poor financial management

Travel Finance

- International currencies
- Planning a holiday to an international destination
- Researching value for money
- Financial planning
- Risk management
- The role of travel agencies

Financial Records

- The accounting equation
- General Journal entries and analysis
- Balance sheets
- Source documents and bank reconciliations

Online Business Transactions

- The nature of e-commerce and shopping online
- Electronic transactions and internet banking
- Risks of internet banking, cyber-crime and online scams
- Online financial services and advertising trends
- How Businesses respond to economic change

Assessment Overview

- Folio of work
- Research Assignment
- End of term exams



Communicating through Art and Technology (CAT)

Aims

Art and Design are used to communicate concepts visually in our everyday lives. The Graphic Design Industry is using technology, especially computers, to produce images and advertising, which is so much a part of today's society. This is an Art subject that has been designed to give students experience in using technology in an artistic way to communicate ideas.

Course Overview

In Year 9, students are introduced to the elements of design, developing their skills in design and composition. Throughout the course students publish a range of Graphic Design tasks which culminate in the production of a printed publication.

Topics of Study

- Advertising and Logo Design
- Art using Technology
- Illustration
- Calligraphy
- Manipulating Images
- Computer Graphics
- Design and Layout
- Desktop Publishing

Students study a range of artists and artworks related to their work and are provided with the following learning experiences:

- experience the pleasure of exploring, experimenting and creating, using technology and media,
- develop imagination and expression of ideas,
- develop technical skills in using a variety of media and software,
- develop the ability to communicate through visual language,
- develop effective and organised work methods,
- gain knowledge of how Art is used in Industry,
- use artistic skills, computers and technology to design advertising that works, and
- create promotional material and publish work designed for a particular purpose.

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply (presented in the form of a Visual Diary):

- Experimental Folio (research, developmental exercises leading to the main piece)
- Resolved Artwork/s (final result of exercises and ideas)
- Test/Assignment – one per semester

Additional Information

- Real life publishing activities require a sense of responsibility to maintain standards.
- This subject is for students with specific interests in Art and Technology. It would be ideal for those students with an artistic leaning who perhaps will pursue a career in the Graphic Design Industry.
- Students interested in this area can continue to Years 9 and 10 Media and Communicating through Art and Technology (CAT), and Visual Art and Film, Television & New Media in Senior.



Dance

Aims

Dance fulfils many functions in society and uses the human body as an instrument of communication. Dance education aims to improve the student's understanding of themselves, others and the world. More specifically, dance education aims to:

- provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy,
- establish the value of dance as a performance art in which the body is the medium of expression,
- explore dance skills and concepts that allow expression of and reflection on life's issues,
- develop awareness of and experience in a wide variety of dance styles,
- cultivate learner's appreciation of their own and other cultures,
- foster social skills such as co-operation, sharing and communication,
- develop personal attitudes such as self-esteem, confidence and individuality,
- encourage students to express their ideas, thoughts and values, and develop informed audiences.

Course Overview

Over the course of two semesters, students will be developing choreographic, performance and responding skills.

Fusion

In Semester 1, students learn specific technique, rhythm and movement that binds two dance styles together - Modern Jazz and Hip Hop. Merging these two styles shows versatility of students and progresses their understanding that movement can be from many areas, not just one style. Students focus on the performance aspect of the assessment. This includes: stage presence, engagement and flow and structure of the piece.

Collaborative Choreography

Students extend their movement skills to developing choreography in groups. Collaboration is vital in Dance as students learn the ability to work with others and share ideas. The focus is around Choreographic Devices and Elements of Dance - a more challenging approach from Year 8. Students explore the use of sound and floor pathways to help create an engaging piece of choreography.

Elements of Dance

Students respond to a Contemporary Dance work using literacy skills to present their ideas. Following on from their choreography, students are able to see their own Element of Dance choices on a professional stage. The focus is analysing, describing and evaluating movement in a clear and succinct way.

Diverse Duets

Students perform a duet piece choreographed by the teacher. The focus is around physical contact, relationships in space and working together. Students then progress to creating their own choreography using the same focus of Relationships - one of the Elements of Dance.

Assessment Overview

Assessment is based solely on group experiences; students are marked individually in group situations. Students are expected to perform regularly in class to improve performance skills and confidence. Students will also evaluate their own performance, analyse dance works as well as cover the creation of choreographic statements. Dance caters for all abilities; no pre-requisites needed.

Additional Information

All units in Year 9 Dance are building blocks and revise important components leading towards Senior Dance. **The aspects and components of dance that are included as part of the Junior and Senior Dance programs studied within the College differ greatly from what is offered by private Dance schools.**



Design Technology

Aims

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations.

Course Overview

Students are given a design brief and are required to decide what they want to design, collect the necessary information and materials and then produce a prototype of their proposal. Students will also be required to evaluate their own proposal. Safe working practices are reinforced in this subject. Students will have the opportunity to develop skills in ideation and 3D modelling.

Assessment Overview

Assessment criteria consists of the following, which have equal weighting:

Design Process

- Design folio projects
- Design related research report
- Design evaluation

Realisation – Design Folio Reports

- Prototypes produced by the student
- Project 1 – Clock
- Project 2 – F1 in Schools
- Project 3 – Child's toy

Additional Information

- Leather shoes must be worn to satisfy Workplace Health and Safety Regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.

Drama

Aims

Drama is a subject that explores the world of communication and storytelling. Students learn how to communicate through the manipulation of the elements and concepts of drama, in particular, the use of voice and movement.

The collaborative nature of drama as an art form provides students with opportunities to learn interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Such skills are essential to give students, in a changing society, a critically active orientation necessary to play a full part in their own culture, the culture of others and the world of work.

Course Overview

Starting My Journey – Playbuilding (Semester 1)

Students extend on their improvisation skills to create their own performance based on various playbuilding techniques. They use chosen stimulus to make and respond to drama by exploring contemporary Australian issues such as immigration. Students also experiment with linear and non-linear narrative structures and available theatre technologies. Students will perform in a group, respond to a play and create a dramatic concept.

Shakespeare

Students will explore the scripts of Shakespeare, re-contextualising one of the monologues from a chosen play. By exploring and discussing the work of Shakespeare, students will understand the ways in which his themes and dramatic meaning are still relevant today. Students will choose a monologue to present to the class and will present a written portfolio analysing the themes and meaning in one of his plays and how this relates to their chosen character.

Calling 'Action'

Students will explore the role of a director through a focussed study on a selected play script. They will understand ways in which dramatic choices assist in communicating meaning to the audience. Students will choose a scene from a scripted play and create a Directorial Vision. This vision will then be brought to life through a performance.

Assessment Overview

Practical work is a key component of Drama. This involves workshops, discussion, research, and individual and group presentations. Students are expected to take time at home to rehearse and memorise work. Assessment for this subject will be in three strands: Making – Forming, Making – Presenting, and Responding.



Enterprise Education

Aims

In their post-secondary school years, students will be consumers of goods and services. They will interact with individuals, groups, organisations, institutions and governments throughout their lives and will become involved in the business community at some level. An essential life skill is using awareness of the different services offered by businesses in order to make informed decisions. Students will assume roles as participants in the commercial environment such as consumers, workers, owners, managers and citizens. This subject endeavours to better equip students for an ever changing business world. Students' studies incorporate the theoretical and practical application of running a business.

Course Overview

Topics of Study

Agribusiness

- Understanding Agribusinesses
- International Trade and Economic impacts
- Investigating a specific Agribusiness sector
- Sustainability/Innovation

International Trade

- Globalisation
- Australia's International Trader Over Time
- Australian Imports – Manufactured Goods
- Australian Exports – Raw Materials
- Transnational Companies and Trade Partnerships
- Graphing Skills and Use of Excel
- Infographic Design of Data Using Online Programs

Let's Talk Business

- Business/Entrepreneurship
- Types of business ownership
- Social enterprise evaluation
- Product development, costing, pricing and selling
- Planning for Success – product design, pricing and promotion
- Business Location and Demographics
- Competitors and Target Markets
- Key Aspects of running a business

Getting a Product to Market

- Creating a competitive advantage
- 5 Ps of Marketing
- Logos and branding
- Packaging

Assessment Overview

- End of term exams
- Research Assignment
- Folio of work
- Operating a business at school



Food for Living Plus

Aims

Food for Living Plus is a course of study covering practical food preparation and some basic sewing skills. The practical emphasis of the course and the visible results encourage in students a sense of achievement and fulfilment. In the foods area, comprising the majority of the course, students develop skills and knowledge in the practical aspects of food preparation with basic cookery skills with the Six Food Nutrients being the focus. All foods cooked at school will require students to bring the ingredients from home, then the food goes home for the family to enjoy. The knowledge and skills developed in this course are drawn from everyday living.

The minor sewing aspect will include two items:

1. A cutlery roll / tool roll, using a sewing machine, will be made for Year 9 Camp.
2. A handcrafted item, suitable as a gift for a child, will incorporate hand sewing skills that are also useful for basic clothing repairs.

Course Overview

- Hygiene and safety practices
- Everyday food
- Basic nutrition
- Meal planning for the family – incorporates nutrition and practical work
- Practical experiences for special occasions
- Correct use of a range of kitchen equipment
- Preparation and cooking methods
- Simple machine sewing skills
- Basic hand sewing/ craft skills – to make a small gift

Assessment Overview

- Written exam at the conclusion of Terms 1, 2 and 3
- Assignment: Term 4
- Practical exam (under examination conditions: Term 2)
- Continuous assessment of practical work during all practical cooking lessons
- Sewing skills

Additional Information

Students can further their studies in Year 10 Semester 1 with Hospitality, Food and Nutrition and Early Childhood Education. In Semester 2 of Year 10, students may choose to study Hospitality, Introduction to Senior Food and Nutrition and Certificate III in Early Childhood Education and Care, in preparation for the Senior subjects of Certificate II in Hospitality, Food and Nutrition and Certificate III in Early Childhood Education and Care.



Geography

Aims

Geography is the study of the places that make up the world around us. Geographers are interested in how human activities and natural processes change the earth. Geographers ask questions such as:

- What processes formed the earth?
- What types of plants and animals are found in this area?
- Why do humans live in this area?
- How is the environment significant to the local people?
- Is this place hazardous?

Course Overview

Units of Study

Geographies of Interconnectedness

This unit focusses on how people, through their choices and actions, are connected to other places and people throughout the world. The 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 are given the opportunity to study globalisation, the impacts of tourism, and the effects of the production and purchasing of goods, such as those within the chocolate, fashion and fast food industries. Throughout their study students explore the exploitation of the environment and people in developing countries, a result of many multi-national companies wishing to lower production costs to maximise profits. The unit investigates the working conditions of many people in developing countries and reach conclusions about the ethics of these practices.

Biomes and Food Security

This unit focusses on the environment and its importance in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre production. Biomes include soil, rainfall, amounts of sunlight and natural fertilisers. The unit also examines the challenges and constraints placed on food producers and the importance of developing technologies and scientific research to improve quality and yield of food crops. Students throughout this unit study Australia's agricultural industry and the challenges faced in Australian food production. This unit provides the opportunity for some field work.

Assessment Overview

- One research assignment per semester presented as an investigative report
- One exam per semester which may include short answer and response to stimulus items



Graphics

Aims

Year 9 Graphics broadens the student's range of communication skills and develops the student's understanding of 2D, 3D and special concepts. Often speech and writing cannot adequately fulfil our communication needs. Graphical communication – the universal language – is seen as an efficient and effective means of replacing the spoken word. This is especially true in our increasingly complex society where there is so much information to be absorbed and acted upon each day. Much of this information is of a technical nature and our focus is CAD. A basic knowledge of graphics is an important part of preparation for life in today's society.

Course Overview

Students study the main forms of technical drawing used throughout the world together with some underlying principles of these forms. They produce 2D and 3D images mostly relating to commerce and industry. Students are encouraged to apply technical knowledge to a variety of situations, think critically and independently about problems, and form opinions about the quality of work produced by the class group. This work is represented in 2D printed drawings and 3D objects on the respective printing hardware.

Assessment Overview

Students are assessed on two criteria, which have equal weighting: Knowledge and Understanding, and Presentation. Assessment takes the form of exams, assignments, class work and homework.

Additional Information

- This subject is recommended as a pre-requisite for Industrial Graphics Skills in Senior.
- Graphics complements Woodwork, Metalwork and Design where drawing interpretation is important.

Interactive Multimedia

Aims

Multimedia is the use of several media to present information. Combinations include text, graphics, animation, pictures, video and sound. In this subject students will produce a variety of multimedia products.

Multimedia projects encourage students to express their knowledge in multiple ways, solve problems and revise their own work. Students have the opportunity to learn and apply real-world skills.

Students learn:

- the impact and importance of different media, including design issues
- media appropriateness
- challenges of communicating with different audiences
- the importance of research, planning and organisation skills
- how to accept and provide constructive feedback
- multimedia software programs and
- how to integrate a Programming Language into Multimedia Projects

Creating multimedia projects helps to reinforce the student's technology skills and to prepare him/her for the demands of future career options.

Course Overview

Topics of Study

Development of non-linear presentations involving:

- 3D Animation
- Image Manipulation
- Computer Game Design using a Programming Language
- Advanced photo imagery

Students will be introduced to a variety of industry standard and fun software packages throughout the course such as Adobe Photoshop, Clickteam Fusion and MovieStorm.

Assessment Overview

Practical projects will be undertaken for assessment tasks.



Japanese

Aims

The study of Japanese is concerned with the development of communicative proficiency in the language. By the end of Year 9 students are able to communicate on a simple level as a visitor in Japan or with Japanese people in Australia. In addition, students are given the opportunity to appreciate the culture and the way of life of Japanese people.

Course Overview

Topics for study stem from the student's experience and are related to his/her interests, feelings and way of life. Situations are based on everyday happenings linking life and outlook in Australia with those in Japan. Core topics include family and relationships; your neighbourhood and global connections; youth-related issues; and seasonal changes. This is done through participation in a variety of activities including role-plays, playing games, conversing, introducing, and reporting. The use of authentic materials gives students life-like experience of, for example, timetables, weather forecasts, cartoons and comics.

The learning of a second language is achieved through doing rather than knowing. Vocabulary and grammar are set within topics and purposes for use in communicating and understanding Japanese through a variety of activities such as: singing, cooking, competitions, role playing, emails and letters. Pronunciation with acceptable rhythm and intonation is encouraged. The study of the Hiragana and Katakana alphabets is undertaken. Students are also introduced to a range of Kanji (a system of Japanese writing using Chinese characters).

Regular revision, writing and speaking practice are set for homework.

Assessment Overview

Students will be assessed on their Communicating and Understanding skills through a variety of in-class activities which may include role-play, dialogues, emails and a multi-modal test.

Additional Information

The acquisition of the Japanese language and knowledge of the Japanese culture is relevant to students today. Its real value lies in being a useful professional adjunct. Already, the ability to read and to understand spoken Japanese has a high market value for employment in the fields of engineering, tourism and technology, and in professional, governmental and commercial sectors.



Media

Aims

The aim of Media is to equip students to live in a global community that communicates through various technologies that combine still and moving images, words and sounds. Media aims to develop more active and critical media users.

Course Overview

The Media course in Year 9 focusses on students producing and responding to meaning in media texts. Engaging in these processes, students develop an understanding of interrelated key concepts that are common to communicating through all forms of media: media languages, technologies, audiences, institutions, and representations.

Topics of Study

- Explore the role of the media in our life
- Develop a proposal and produce a short film using digital technologies
- Contribute and incorporate your own ideas to develop a marketing plan
- Focus on using technology for practical artistic applications and developing communication skills
- Identify professions that use photography – photographic works and how they are meaningful
- Discuss and reflect on both theoretical and practical aspects of design
- Consider the latest trends in audio technology and devise strategies to develop 'good' media listening habits
- Investigate sound and movement in Media
- Participate in a range of practical projects, for example, photography, short film, animation and marketing

Students engage in practical activities that create, construct and produce media texts using the language of media. They produce work for a variety of audiences and contexts through a variety of forms and genres the media uses to communicate. These forms may include newspapers, picture books, radio, television, film and video, as well as popular cultural forms that they interact with on a daily basis. Students are also required to respond to the media forms they construct and represent, beginning to develop skills in critical appreciation.

Assessment Overview

Assessment will be both practical and theoretical, including Constructing Media, Producing Media and Responding.

Additional Information

This subject leads to Year 10 Semester 1 Art and Communicating through Art and Technology (CAT) and, in Senior, leads to Visual Art or Film, Television and New Media.



Metalwork

Aims

Metalwork provides students with the opportunity of working with various materials and learning basic engineering processes. The course concentrates on hand skills but students have the opportunity to work with a range of engineering equipment.

Course Overview

Students handle a variety of materials, such as **galvabond, zincanneal, mild steel, PVC, brass** and **copper** and study the appropriate working and fastening methods. They learn to operate the spot welder, magna bend machine, metal lathe, bench drill, and some portable power tools. As well as practical work, students also study the underlying principles of tools and equipment and the properties and characteristics of material. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment involves theory tests and class work. Theory work is completed in class and at home. Theory is related to workshop practices and is assessed each semester.

Additional Information

The following items are required in Metalwork classes:

- Leather shoes must be worn to satisfy Workplace Health and Safety regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.
- Long hair must be tied back.
- A theory workbook is provided.

Music

Aims

Music has always been an integral part of our way of life. It is used as a form of communication, a language which is universally understood. In music, communication takes place in three ways: performing on an instrument, composing music, and responding to musical works. For students to be literate in this form of communication, they need to know and develop these skills. Music allows the individuals to develop their self-expression, foster social interaction, develop concentration and memory, creative thinking, physical coordination, self-discipline and self-esteem.

Course Overview

World of Music

Through this unit, students will be developing their understanding of the music elements, focussing on rhythm, timbre, pitch, dynamics and texture. Students will explore a variety of musical styles and genres from different cultures including the music from Africa, Asia, Ireland and our First Nations Indigenous traditions, exploring the purpose and meaning of music within different cultures.

Feelin' Blue

Students study the history and musical characteristics of Jazz and Blues Music. They will explore the early jazz traditions of ragtime and trace the development of jazz through the early 20th Century. Students will perform and analyse music by manipulating the elements and stylistic characteristics of their chosen Jazz repertoire.

Movie Magic

Students will explore the manipulation of music elements within film and TV scores. They will look at how the composer manipulates the elements to convey mood and atmosphere, time and place, characters and their inner thoughts and emotions. Students will perform a piece of film music on their chosen instrument, create a film score and analyse various film repertoire.

Assessment Overview

Assessment includes solo practical performances, composition and arranging of music with and without technology, analysis and responding skills.

Additional Information

Students wishing to study Music at Senior level should have completed Music at the Junior level, unless they have a background in playing a musical instrument. Students seeking to study Senior Music who have not completed Junior Music or studied an instrument will find they need to devote extra time to their Music studies. It must be stressed that classroom Music is not the same as private music tuition. Classroom Music offers more variety. The study of Music at school does not duplicate the AMEB (Australian Music Examinations Board) course and students studying AMEB theory do not generally enjoy any specific advantage in school Music.



Woodwork

Aims

Woodwork will provide students with an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, students focus, at this early stage, on hand skills which are linked closely with planning, designing and production procedures.

Course Overview

Students use **timber products** (such as **plywood** and **hoop pine**), **acrylic sheet** and other **plastic materials**, along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the wood lathe, bench drill and a number of portable power tools. Students learn about the safe use and storage of paints, varnishes, polishes and other finishing materials. This practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment involves theory tests and class work, all of which have equal weighting. Theory work is completed in class and at home. Theory is related to workshop practices and is assessed each semester.

Additional Information

The following items are required in Woodwork classes:

- Leather shoes must be worn to satisfy Workplace Health and Safety regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.
- Long hair must be tied back.
- A theory workbook is provided.
- HB pencils and an eraser are required.



Appendix 1 – Cognitive Verbs

Term	Explanation
A	
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on



Term	Explanation
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different

Term	Explanation
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
E	
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
execute	apply a procedure to familiar task; perform a procedure without significant error, but not necessarily understanding how and why the procedure works; produce in accordance with a plan or design; put into effect, e.g. a plan, order or course of action
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
G	
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
modify	change the form or qualities of; make partial or minor changes to something
O	
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
P	
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
reflect on	think about deeply and carefully
resolve	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
S	
select	choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
T	
test	take measures to check the quality, performance or reliability of something
U	
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
use	operate or put into effect; apply knowledge or rules to put theory into practice

Appendix 2 – Academic Integrity

Queensland Curriculum and Assessment Authority Policy (QCAA)

What is Integrity?

Acting with integrity means choosing to do the right thing, even when the choice isn't easy.

It means making the right choice no matter what – even when you think no-one is paying attention.

Those who act with integrity approach their decisions in an honest, moral and ethical way.

Choosing to do the right thing is an important behaviour, and one that applies to all aspects of your life, both now and into the future.

Acting with integrity is about making honest choices.

(QCAA Academic Integrity Course for Students)

What is Academic Integrity?

Academic Integrity is always acting with integrity in your learning and assessment work.

To not act with Academic Integrity is call **Academic Misconduct**.

What is the honest choice?

Should a student try to sneak answers into an exam or get another student to tell them answers during the exam, even if they think they might get away with it?

This is an example of **Cheating while under supervised conditions**.

Other examples are:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any writing on the body, clothing or any object brought into an assessment room
- communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

It is not honest to try to cheat on an exam, to get an unfair advantage over other students. This might result in a student passing exams and getting qualifications when they don't have the knowledge. Consider a nurse, truck driver or electrician who passed their course by cheating and the harm they could do to themselves and others.

Is it ok to copy work from a book or the internet or use a graph or drawing that you didn't create and pretend that it is your own work?

This is an example of **Plagiarism or lack of referencing**.

- a student completely or partially copies or alters another person's work without referencing (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).

Students at Holy Spirit College are required to submit assessment to the online integrity checking software, Turnitin, which will check against other students' work and other sources available on the internet and provide the teacher and student with a report. This assists students to know if they have not written in their own words or not added references so they can edit their work before submitting the assignment.

If you realise you didn't do enough research and decide to make up 'facts' or make up the name of a book so it sounds like you did the research, is that ok?

This is an example of **Fabricating**

- invents or exaggerates data
- lists incorrect or fictitious references.



Is it ok if you are running short of time to finish an assignment, or having difficulty understanding what to do, to have a tutor, family member or friend write some parts of your assignment for you, or tell you what to write?

This is an example of **significant contribution of help**

- *a student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.*

It is ok to have someone outside of school help you to understand new work or what the assignment wants you to do, but if you submit work that isn't your words and you don't understand what you hand in, then this is not honest and you will not receive marks for the part of the work that wasn't your own. Any checkpoints that you did write yourself and other assessment preparation may be used to determine a result.

If last year you had an assignment that had some parts that are similar to another assignment this year in another subject – can you hand it in again without change?

This is an example of **Self-plagiarism**

- *a student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.*

You should rework the material so that it answers the new question and shows you have developed your knowledge.

If a group of friends all worked on their assignment together, or one student worked out the answers for everyone, would it be ok to hand in the work as your own if it isn't a group assignment?

This is an example of **Collusion**

- *more than one student works to produce a response and that response is submitted as individual work by one or multiple students*
- *a student assists another student to commit an act of academic misconduct*
- *a student gives or receives a response to an assessment.*

If the work is meant to be 'individual', and is not a group assignment, then it is academic misconduct to hand in work that was not done by you. Even if you have worked together, the final response needs to be written only by you with your own ideas in your own words. In individual work you should not be helping each other so much that the work is all going to sound the same. It is also academic misconduct if you are the student who gives the answers to other students.

Is it right to pay someone to write an assignment for you or swap them your assignment in one subject if they give you their assignment in another?

This is an example of **Contract cheating**

- *pays for a person or a service to complete a response to an assessment*
- *sells or trades a response to an assessment.*

Cheating, whether it is paid for or not, is not acting with integrity.

Is it ok for someone to move their test paper so you can copy from it during an exam or try to see another person's book?

This is an example of **Copying work**

- *deliberately or knowingly makes it possible for another student to copy responses*
- *looks at another student's work during an exam*
- *copies another student's work during an exam.*

Copying another person's work is cheating. It is dishonest to pretend that the work you completed was your own. If another student arranged for their work to be visible for other students to copy, this student also would have acted dishonestly.

If you think the answers to a test are on a teacher's desk should you try to get this information and then plan to pass it on to another student?

This is an example of **Disclosing or receiving information about an assessment**

- *gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment*
- *makes any attempt to give or receive access to secure assessment materials.*

Gaining access to unauthorised information, to be used yourself or for giving to other students to hand in as their work, is cheating and dishonest.

Would it be ok to send someone else in to sit an exam for you even if the person supervising the exam didn't know what you looked like?

This is an example of **Impersonation**

- *arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.*
- *completes a response to an assessment in place of another student.*

If I'm finished early, am bored, and try to make noise to get other students' attention while I wait to be let out – is this ok?

Misconduct during an examination

- *a student distracts and/or disrupts others in an assessment room.*

It is not ok to make it harder for other students to do their best in an exam, even if you and other students are finished. You should be checking your work and respecting everyone's right to concentrate on their exam.

QCAA Procedures for managing Academic Misconduct

For authorship issues

- *When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. This may involve marking checkpoints and other evidence of work completed by the student and questioning by the teacher to determine if the student could explain the work that was submitted.*

For all instances of academic misconduct

- *Results will be awarded using any evidence from the preparation of the response that is available and is verifiably the student's own work, on or before the due date.*

For instances of academic misconduct during exams

- *Students may not be awarded a result for the exam. Where appropriate, the school's behaviour management policy will be implemented.*

How do schools help students practise Academic Integrity?

- *help students understand what academic integrity is and why it is important*
- *help students identify acts of academic misconduct and understand how to avoid them*
- *understand how to make sure the work submitted is their own – use of Turnitin software.*
- *understand how to improve their work and ensure it is in their own words by:*
 - ♦ **time management** – *creating a plan to complete the assessment in the time allowed so there is no need to take short cuts which may include academic misconduct. Always ensure there is a backup of digital assessment in case of technical problems.*
 - ♦ **note-taking and summarising** – *synthesising research or gathering information into a new idea or summary*
 - ♦ **referencing** – *appropriately acknowledging the ideas, work or interpretation of others*
 - ♦ **choosing appropriate examples** – *selecting appropriate quotes or examples to support an argument or communicate meaning*
 - ♦ **editing** – *refining their own work as another step to ensuring it is in their own words.*
 - ♦ **checking** – *using the online plagiarism checking software, Turnitin, to identify any areas that may not have been in the student's own words so they can be edited.*

This document uses references from the [QCE and QCIA Policy and Procedures Handbook 2019 v.1.2](https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/print/13-administrative-processes)

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/print/13-administrative-processes>;

QCAA Academic Integrity Course for Students <https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html>; QCAA Website

<https://www.qcaa.qld.edu.au/>



Mission Statement

Holy Spirit College is a Catholic co-educational college which nurtures learners through quality curriculum and supportive pastoral care based on the life and values of Jesus. Students are empowered and encouraged to recognise and develop their gifts so that they become involved as responsible community members.

