



# curriculum handbook

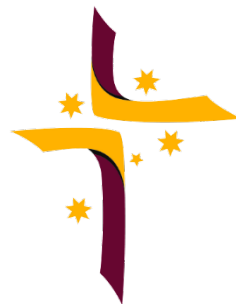
*Year 9*

SOUTHERN CROSS CATHOLIC COLLEGE

“let your light *shine* before  
others, so that they may see your  
good works and give glory to your  
Father in heaven”

-Matthew 5:16

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## FROM THE *Principal*

Dear Parents,

Southern Cross Catholic College is continuing its pursuit of academic excellence through offering a broad subject choice and focusing on preparing each student to meet the challenges of the future through developing their life-long learning skills. Whether it's for further study at a tertiary institution, an apprenticeship or entry into the workforce, the college, through its core and electives approach to curriculum design, aims to prepare our students for whatever field they wish to pursue.

Year 9 represents an important academic year in which students continue the journey to become successful, self-confident learners. This program incorporates subject selection which is an important milestone in each student's academic life and should be done in consultation with parents and the school. The Year 9 Curriculum Handbook is a tool for both student and their parents to find out more about subject selection in 2022. In the first instance, students are encouraged to discuss their options with teachers and parents to facilitate making suitable choices. It is important that students choose wisely so that their learning is relevant, stimulating and supportive of their needs, interests and talents. It is equally important that students focus on a positive approach to learning in which the joy and value of work is appreciated and their hard work and persistence pays off.

The staff at Southern Cross Catholic College is committed to encouraging and supporting students to achieve high academic standards so that each individual develops into an active and informed citizen. We are dedicated to creating a culture that encourages, supports and develops our students through these transition years while building their sense of connectedness and responsibility within the community.

Our learning and pastoral program enables teachers and support staff to work with students to set clear goals and plan and implement strategies that help them reach their potential and understand that striving daily to do their utmost, is essential to success.



Sincerely,

Greg Cameron  
College Principal



## YEAR 9 *Overview*

The academic program for Year 9 students at Southern Cross Catholic College (SCCC) will consist of six compulsory subjects and four electives. To ensure that our students are offered a breadth of experience, each elective will be studied for one semester only, with the exception of the language elective, Japanese.

As students move through the schooling, their interests and attraction to certain subjects will become more evident. The curriculum in Year 9 at SCCC allows students to undertake subjects which they may choose to explore further in preparation for their senior years.

Each student will study two Technology and two Arts subjects unless they select Japanese which counts for two subjects because it is a full year course. Economics and Business and Geography can also be chosen as a Semester elective.

Although there is some scope for choice of subjects for Years 9, there are some compulsory subjects. These units are mandated by the Australian Curriculum and must be studied to ensure the student has a balance in their junior studies.

The table below sets out the offerings for Year 9 students:

CORE SUBJECTS (Compulsory)	TECHNOLOGY ELECTIVES	ARTS ELECTIVES	HUMANITIES ELECTIVES
<ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Science</li><li>• History</li><li>• Health &amp; Physical Education</li><li>• Religion</li></ul>	<ul style="list-style-type: none"><li>• Digital Technologies</li><li>• Design &amp; Technologies (Food Specialisation)</li><li>• Design &amp; Technologies (Industrial Technologies)</li><li>• Design &amp; Technologies (Engineering Principles)</li></ul>	<ul style="list-style-type: none"><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Art</li></ul>	<ul style="list-style-type: none"><li>• Geography</li><li>• Economics and Business</li><li>• Japanese (full year)</li></ul>

The Elective Subjects that students undertake will be allocated through the use of preferences. While every effort is made to ensure that students can study subjects that are their first preference, this may not always be possible. Staffing constraints oblige the College to cancel those elective courses which are not sufficiently supported by student selection. All affected students will be given the opportunity to reselect from the courses that are available.

If students or parents have particular questions in relation to the information contained in this Curriculum Handbook or the subject selection process they should contact the Assistant Principal - Administration, Ms Megan Wuersching, or the relevant Curriculum Leader as listed at the back of this handbook.



# PLANNING AND CHOOSING *Elective Subjects*

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 9 and 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success and attitude towards school.

## Overall Plan

As an overall plan, it is suggested that you choose units:

- you enjoy
- in which you have already had some success
- which will help you develop your interests and goals
- which will develop skills, knowledge and attitudes useful throughout your life
- which spark your curiosity

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

## Guidelines

### Keep your options open

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year 10.



### **Think about careers**

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 9 and 10.

### **Find out about the subjects being offered**

You have studied a wide range of subjects in Year 8, it is still important to find out as much as possible about the subjects offered in Years 9 and 10. When investigating a subject to see if it is suitable for you, read the subject descriptions (ie. what topics are taught in the subject and how the subject is taught and assessed).

Remember that your choice of units now may affect your subject choice later on in Years 11 and 12.

### **Make a decision about a combination of subjects that suits you**

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because: someone told you that you will like it or dislike it; your friends are or are not taking the subject; or, you like or dislike the teacher.

### **Be prepared to ask for help**

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers, Curriculum Leaders, Pastoral Leader, Careers Adviser (Ms Escriva) or Assistant Principal - Administration, (Ms Wuersching).

# CORE Subjects

In Year 9, all students are required to study six core subjects for the whole year. Information about each of these is listed below.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Religion</li><li>• English</li><li>• Mathematics</li></ul> | <ul style="list-style-type: none"><li>• Science</li><li>• Health &amp; Physical Education</li><li>• History   Civics &amp; Citizenship</li></ul> |
|--|--|

## Religion

### Why Study RELIGION?

Religious Education is a key element of our Catholic secondary schooling experience. Religious Education seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society. Religious Education seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

### Learning Experiences

Religion is organised to complement the two dimensions of learning experiences:

- understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of their person.
- teaching people religion and teaching people to be religious drawing upon the Catholic Christian tradition in ways that are sensitive to local contexts and the ecumenical and multi-faith realities of contemporary culture.
- The activities and experiences for classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity while being faithful to the Catholic Christian identity of the school.

### Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written tasks.



# English

## Why Study ENGLISH?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. Speaking, reading, writing, listening and viewing are skills we all use as part of our daily lives. Effective communication is vital if our students are to become active members of society and be able to operate within the diverse range of environments they will encounter.

### Topics of Study

<b>Transforming Texts</b>	Readers and viewers are constantly bombarded with new and exciting transformations and re-makes of their favourite texts. In this unit, students will have the opportunity to adapt an existing text into an original piece.
<b>Conflict</b>	Conflict occurs in many ways in our lives - within our own minds, families, friendships, communities and in the context of war. Students will explore the theme of conflict in fiction and non-fiction texts.
<b>Representations in teen films</b>	In this unit, students explore and analyse how social groups are represented in teen films through the use of characterisation and film techniques.
<b>Horror and Fantasy</b>	Fantasy and horror texts allow us to escape from our everyday lives into macabre and mysterious worlds. This unit examines the popularity of these genres, from classic to contemporary and how they have evolved over time.

### Learning Experiences

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

## Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the topics they have studied in class. Students will complete a range of spoken and written tasks. Spoken tasks include multimodal presentations and persuasive speeches. Written tasks include creative and analytical writing completed in both exam and assignment modes



# Mathematics

## Why Study MATHEMATICS?

Mathematics is an important part of an education. It allows us to better understand the world in which we live and to be able to successfully contribute to society. It provides important skills for day to day living. Mathematical concepts like number, space, measurement, geometry, chance and data are used by billions of people every day. Mathematical concepts are part of other courses of study including Science, Hospitality, Art, Graphics, Building & Design and Technology.

## Topics of Study

<b>Number and Algebra</b>	Students will study index laws, scientific notation, direct proportion, graphs of rate problems, simple interest, distributive law, distance between two points, midpoint, gradient, graphing of linear and non-linear relationships.
<b>Measurement and Geometry</b>	Students will calculate the area of composite shapes, surface area and volume of prisms, transformations, similarity, Pythagoras' theorem and trigonometry (sine, cosine and tangent ratios).
<b>Statistics and Probability</b>	Students will study stem-and-leaf plots, mean, mode, median, data, estimation and the outcomes of chance experiments.

## Learning Experiences

Mathematics aims to ensure that students:

- have a knowledge of number facts
- learn skills and algorithms
- apply skills and algorithms to solve problems
- understand mathematics in the world around us and solve real world problems

## Assessment

Assessment consists of quizzes, exams and a PSMT (Problem Solving and Modelling Task)

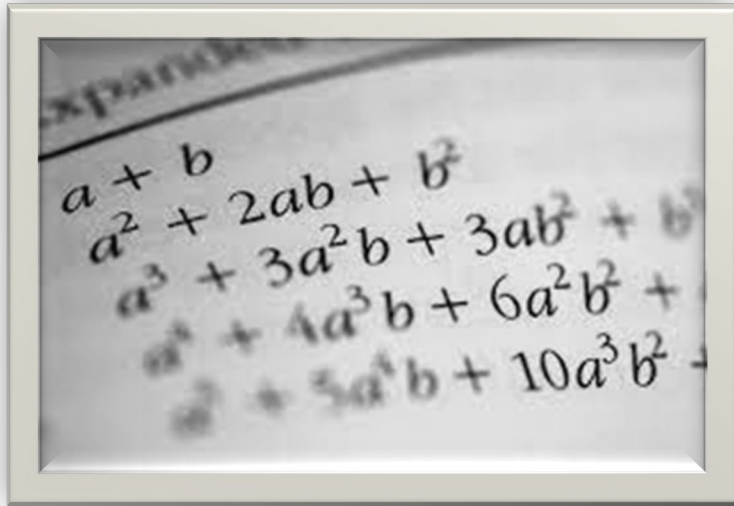
## Why Study OPTIONAL MATHEMATICS?

All students are taught and assessed against the Australian Curriculum. The Year 9 Optional content extends the Year 9 Mathematics curriculum.

The study of the Year 9 Optional Mathematics is highly desirable for the study of the Year 10 Optional Mathematics Course. Year 10 Optional Mathematics is a prerequisite for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12.

## Topics of Study

In Year 9 Optional Mathematics, students build on the foundation of the Year 9 Australian Curriculum with the addition of real numbers.



## Assessment

Assessment consists of exams.



## Why Study **SCIENCE**?

In today's world, knowledge of science is essential. The study of Science can offer ways of understanding many of the social, political and economic issues confronting us. It equips us with skills and strategies used throughout our lives. Some of these include critical thinking, observing, analysing, hypothesizing, communicating, interpreting and researching. Science provides opportunities for and assistance in the development of students' abilities to access, process, communicate and evaluate information, so they can be culturally, socially and scientifically informed about the world around them.

## Topics of Study

<b>Biological Sciences</b>	Students will compare the role of body systems in regulating and coordinating the body's response to stimulus.
<b>Chemical Sciences</b>	Students will study chemical reactions, simple balanced equations and use these to demonstrate the law of conservation of mass.
<b>Physical Sciences</b>	Students will explain energy transfer through different mediums using wave and particle models.
<b>Earth and Space Sciences</b>	Students will study the carbon cycle and its relationship with the Earth's spheres.

## Learning Experiences

Science aims to ensure that students:

- understand the use of science and how science influences society by responding to social and ethical issues of science and scientific research
- pose questions, plan, conduct and critique investigations
- collect, analyse and interpret information
- communicate findings

## Assessment

Assessment will include exams, practical reports and research assignments



# Humanities - History | Civics & Citizenship

Year 9 students study History for one semester and Geography for one semester.

## Why Study HISTORY?

To be well-informed citizens, students need to know how society has developed. The study of History allows learners the opportunity to inquire into the past and develop an understanding of cultural, social and political events, processes and issues that have shaped humanity over time. It develops our thinking and analysis skills and enriches our appreciation of how the world and its people have changed, together with the significant continuities that exist into the present. In this way, the study of History enables students contribute more effectively to creating the future.

## Topics of Study

Under the theme of “The making of the modern world (1750-1918)”, three units are offered:

<b>The Industrial Revolution</b>	This unit focuses on changes in technology, living, and working conditions in the industrial cities, and the link between the beginnings of European settlement in Australia and the Industrial Revolution in England.
<b>Making a nation</b>	This unit focuses on Australia’s dramatic transformation by the presence of Europeans, first through the establishment of penal colonies, and then through migration and the expansion of settlement throughout Australia including Federation.
<b>Australia in World War 1</b>	This unit focuses on Australia’s involvement in the Great War, especially the war on the Western Front as well as the Gallipoli Campaign.

## Learning Experiences

History aims 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
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

## Assessment

Assessment will include in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of historical sources, and presentation of multimodal tasks.

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 environments which make up our world. 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 answers these questions on all scales, from the local to the global, and over time periods that change 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.

## Topics of Study

<b>Biomes and Food Security</b>	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.
<b>Geographies of interconnections</b>	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.

## Learning Experiences

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

## Assessment

Assessment will include in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of sources, and presentation of multimodal tasks.

# Health & Physical Education

## Why Study Health & Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology, which inform what we understand about healthy, safe and active choices.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

## Topics of Study

Theory	Practical
Body Systems	Gaelic Football / Small Games
First Aid	Basketball
Australia's Health	Lacrosse
Active Aussies	Tchoukball

## Learning Experiences

HPE aims to ensure that students:

- Learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- 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.
- Apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Evaluate and refine their own and others' movement skills and performances in various sporting environments
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances.
- Analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

## Assessment

Students will be assessed in both the physical and theoretical aspects of the course in both their understanding of the course content and their demonstration and application of practical skills appropriate for the particular units of work.



# ELECTIVE *Subjects*

In Year 9 students are required to select two subjects each semester. Students must select at least one subject from The Arts and one from Technologies. Humanities electives are also available for selection. This allows students to experience four electives in an academic year.

## *Economics and Business*

### Why Study Economics and Business?

Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels.

### Topics of Study

<b>Managing financial responsibilities, risks and rewards</b>	The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the roles and responsibilities of participants in the changing Australian or global workplace.
<b>Competing as a business in the global economy</b>	The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asian and global economy; analyse why and how participants in the global community are dependent on each other; and explain why and how businesses seek to create and maintain a competitive advantage in the global market.





## Learning Experiences

Economics and Business aims to develop students’:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens

## Assessment

Students will complete research tasks, multimodal presentations and knowledge tests.

# Drama

## Why Study Drama?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## Topics of Study

<b>Comedy</b>	<p>Students will develop their acting skills, techniques and processes of drama through dramatic playing, role-playing, improvising, process drama, playbuilding, interpreting scripts, rehearsing and directing, and responding to drama as an audience.</p> <p>Furthermore, students will explore forms of Drama such as puppetry, clowning, improvisation, scripted performances. They will use production components props, costumes, lighting, sound, settings</p>
<b>Stereotypes</b>	<p>Students will study stereotypes which include teenagers, Australian people and celebrities. They will explore a range of performance techniques such as body movement, voice and facial expressions. They will analyse character attributes to help them develop characterisation skills. Students will manipulate elements of drama to strengthen their performance and the dramatic meaning of their play.</p>

## Learning Experiences

Learning in Drama is focused on four areas:

1. **Exploring and responding** to drama works, performances, practices and contexts from a range of cultures, times and places
2. **Developing practices and skills** by building and extending creative practices for creating and performing drama using the elements of drama
3. **Creating and making** drama in improvised, devised and scripted forms
4. **Presenting and performing** drama in informal and/or formal settings.

## Assessment

1. Group clowning performance
2. Director's pitch
3. Performance



# Digital Technologies

## Why Study Digital Technologies?

Digital Technologies provides students with practical opportunities to design and to be developers of digital solutions and knowledge. The subject will allow students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Digital Technologies provides students with challenges that foster 21st century skills vital for future employment, such as creativity, curiosity, collaboration, persistence, innovation and adaptability/flexibility.

## Topics of Study

<b>Websites</b>	Students will explore how computer networks are developed and utilise a wide range of technologies and protocols to maintain effective communications.
<b>Programming</b>	Students will be introduced to algorithmic thinking as a means to solve problems. They will utilise Python programming language to develop a range of skills allowing the students to create games or applications.

## Learning Experiences

Digital Technologies aims to ensure that student individually and collaboratively:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences

## Assessment

Assessment is designed to create opportunities for students to extend themselves. Students will complete a range of digital projects, investigations and examinations over the course of the semester. This will include using HTML and CSS to develop a website that is user-friendly, effective, and engaging; and creating a number guessing game using a Python.

# Design and Technologies: Engineering Principles

## Why Study Design & Technologies – Engineering Principles?

In Design and Technologies, students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

## Topics of Study

Product Design	Explore and design to create and evaluate the perfect shoe design for a key stakeholder's needs and wants.
Engineering Principles	Investigate how boats float to be challenged to design, create and evaluate a boat design based on constraints.
Graphic Design	Investigate and observe key stakeholders to design, create and evaluate a logo that represents them.

## Learning Experiences

Design and Technologies (Engineering Principles) aims to ensure that students:

- Study of the Design Process to prepare students for the study in the STEM.
- Are able to communicate effectively through collaboration with peers and key stakeholders
- Communication skills verbally and written.

## Assessment

Assessments are continuous throughout the Semester. Students will develop folios of work in relation to four different tasks. Each portfolio will allow students to design a product, service and/or environment using the design process to achieve a purposeful solution based on stakeholders wants and needs.



# Design and Technologies:

## Food Specialisation

### Why Study Design & Technologies – Food Specialisation?

The study of Design and Technologies (Food Specialisation) provides students with a broad knowledge and understanding of food properties, processing, preparation, hygiene and safe work practices, nutritional consideration and consumption patterns. It has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. There is a specific focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

### Topics of Study

Term 1	Cultural influences on the Australian Cuisine
Term 2	Gourmet Traveler: Food trucks.

### Learning Experiences

- Develop knowledge, understanding and skills related to food hygiene and safety
- Understand the functional properties of food
- Develop knowledge of sustainable practices
- Research and demonstrate knowledge of current food trends
- Develop confidence and proficiency in practical interactions with food
- Explain concepts and ideas
- Plan, implement, justify and evaluate designed products

### Assessment

Each term students will be assessed on knowledge and understanding, along with processes and production skills. Students will complete an exam and design folio.

# Design and Technologies:

## Industrial Technologies

### Why Study Design & Technologies – Industrial Technologies?

Design and Technologies (Industrial Technologies) will introduce students to processes and procedures associated with the many trades on offer in today's society. It will allow the students to improve their hand skills and understanding of woodwork whilst giving them an insight into the requirements of becoming a tradesperson. Whilst dealing with specific hand tools associated with industry, students will become familiar with the correct use of and safe handling of many tools. Industry expectations and safety requirements are some of our main expectations whilst completing the Design and Technologies (Industrial Technologies) course of study.

### Topics of Study

Practical Exercises	Skills
Treasure Chest (timber construction)	Reading plans Marking out techniques Using hand tools to construct Joints Fitting hinges and latches Finishing techniques
Cutting Board (laminating timber)	Design board Plan procedure Dowel timber Clamping and gluing Finishing techniques

### Learning Experiences

Design and Technologies (Industrial Technologies) aims to ensure that students:

- are able to work in a safe and secure environment
- can communicate their intentions and follow instructions
- understand and display the safe and correct use of hand tools
- develop an appreciation for the production of quality products

### Assessment

Assessment is ongoing throughout the semester. Students will complete two projects and will be assessed on the safe use of hand tools, correct use of workshop equipment, following a plan in detail, handling of materials, quality of workmanship and final product presentation.

# Design and Technologies:

## Textiles

### Why Study Design & Technologies – Textiles?

Design and Technologies (Textiles) will introduce students to processes and procedures associated with the textiles industry. It will allow the students to improve their sewing skills and understanding of the design thinking process whilst teaching them about different types of fibres and their uses. Industry expectations and safety requirements are some of our main expectations whilst completing the Design and Technologies (Textiles) course of study.

### Topics of Study

Practical Exercises	Skills
Ethical Dyeing	Students will learn about different types of fibres and fabrics, and their use in this textiles industry. They will have the opportunity to test a number of ethical and natural dyes to create a chemical free product.
Costume Design	Students will investigate costume design and the process and skills required to design and create costumes for a theatre production. They will have the opportunity to work with clients (actor and director) to produce a costume suitable for stage.

### Learning Experiences

Design and Technologies (Textiles) aims to ensure that students:

- are able to work in a safe and secure environment
- can communicate their intentions and follow instructions
- understand and display the safe and correct use of sewing machines and various other textiles equipment
- develop an appreciation for the production of quality products

### Assessment

Assessment is ongoing throughout the semester. Students will complete two projects and will be assessed on their design and production process, this will include creating a chemical free product and a theatre costume.

# Geography

## Why Study GEOGRAPHY?

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 environments which make up our world. 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 answers these questions on all scales, from the local to the global, and over time periods that change 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.

## Topics of Study

<b>Biomes and Food Security</b>	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.
<b>Geographies of interconnections</b>	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.

## Learning Experiences

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

## Assessment

Assessment will include in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of sources, and presentation of multimodal tasks.

# Japanese

## Why Study Japanese?

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

A key aspect of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

## Topics of Study

<b>Recommendations</b>	Meeting others and making recommendations about food, justifying with reasons. Formal and informal language
<b>Okinawa trip</b>	Making travel plans and suggesting destinations to others. Weather, seasons, postcards, holidays
<b>Shopping</b>	Special events and celebrations. Shopping for appropriate gifts and souvenirs online and locally. Advertising a product.
<b>History and Sustainability</b>	Places of historical significance in Japan and Australia. The sustainable use of resources.

## Learning Experiences

Japanese aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the Japanese language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, and persuade.
- Understand cultural contexts, nuances and customs associated with communicating with Japanese people.

## Assessment

Assessment is continuous and is designed to challenge students and reinforce concepts. Students will complete a range of listening, speaking, reading and writing tasks. Assessment tasks will include in-class tests and assignments. Tasks will provide authentic opportunities for students to demonstrate their communicative abilities in Japanese.



# Media Arts

## Why Study Media Arts?

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

## Topics of Study

<b>Stories Through Song</b>	<p>Students will:</p> <ul style="list-style-type: none"><li>- learn how to analyse and create Music Videos</li><li>- build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media codes and conventions in their media artworks.</li><li>- build upon their understanding and use of time, space, sound, movement, lighting and technologies.</li><li>- examine the ways in which audiences make meaning and how different audiences engage with media artworks.</li><li>- develop how to introduce characters and the use of stereotypes</li><li>- develop the use of Image and Text to engage audiences</li></ul>
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## Learning Experiences

Learning Media is based on four areas:

1. **Exploring and responding** to ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning, and the relationships the works create between makers, audiences and/or institutions; for example, through analysis
2. **Developing practices and skills:**
  - building and extending creative practices for producing media arts.
  - building and extending critical practices by taking opportunities to reflect, evaluate or respond to media works.
3. **Presenting/screening/distributing** media arts works they have produced to audiences, in informal and/or formal settings
4. **Creating (producing)** media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms.

## Assessment

1. Written Response
2. Music Video



## Why Study Music?

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. It is through music and the arts that we can make meaning of the world while utilising it to express our own feelings.

Skill and techniques developed through participation in music learning allow students to manipulate, express and share music as listeners, composers and performers.

## Topics of Study

Where did it come from?	<p>Did you know rap music evolved from African blues music? In year 9 music, we delve into the different genres of contemporary music and discover their origins. We come to an understanding of how the music elements and concepts have been manipulated and readjusted to create new styles.</p> <p>These discoveries are made through activities in performance, composition and listening to music.</p> <p>Students will perform on their instrument of choice or vocally throughout the semester.</p>
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## Learning Experiences

Learning in Music is focused on four areas:

1. **Exploring and responding** to music and music practices and contexts from a range of cultures, times and places.
2. **Developing practices and skills**, through creative practices and skills for listening, vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music.
3. **Creating and making** by composing in various forms and genres using aural skills and/or available digital tools as appropriate
4. **Presenting and performing** performances of music to audiences.

## Assessment

Assessment takes place in the second term of learning.

1. Research a music genre of one's choice and create a slide-show presentation
2. Compose a piece of music in the style of chosen genre
3. Rehearse and refine a small group or individual performance in the style of the chosen genre

# Visual Arts

## Why Study Visual Arts?

Visual Arts includes the fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries and come to recognize the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks.

## Topics of Study

<b>Fauvist Landscape Painting</b>	Students investigate, experiment with, create and reflect the style, colour and expression of artists from the Fauvist Art Movement, including Henri Matisse, Andre Derain and Maurice de Vlaminck.
<b>Grown and Gathered</b>	This unit features an exploration of natural and found objects using mixed media, drawing and printmaking techniques. They will experience the works of mixed media artists including Sophie Munns, Tara Axford and Tansy Hargan.

## Learning Experiences

Learning in Visual Arts is focused on four areas:

1. **Exploring and responding** to artworks and visual arts practices from across cultures, times, places and/or other contexts
2. **Developing practices and skills by**
  - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
  - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others
3. **Creating artworks** to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms
4. **Presenting artworks and practices** to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively.

## Assessment

1. Landscape painting
2. Folio of mixed-media artworks
3. Written response

# Contact Details

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