

### Year 9 2025

### Subject Handbook

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### **ABOUT YEAR NINE**

You have now almost completed the second year of your secondary school studies. Up to this point you have undertaken your studies in core learning areas. In Year 9 you will continue with your study of the core learning areas — Religious Education, English, Mathematics, History and Science. In addition, you will choose three elective subjects to study until the end of Year 10. When making your choice of subjects you should give some thought to the following issues.

- 1 Your ability to succeed in the subject: During the last year you have come to realise there are some subjects with which you have difficulties and others in which you have been very successful. Success may have been due to your aptitude for the subject, your hard work and your perseverance but remember your ability to handle subjects is generally accurately reflected by your assessment results.
- 2 **Your interest in the subject:** It is important that you choose subjects because you have a genuine interest in the content offered in those subjects – some subjects are practical in orientation, others are theoretical. Know your strengths (and your interests) and choose wisely.
- 3 **Preparation for further study:** Whilst the core subjects will prepare you for study in the majority of Years 11/12 subjects and thus prepare you for tertiary studies, you may have a distinct preference to complete studies in a particular field and these desires must influence your choice of electives for further studies.

As a further aid to your selection of subjects peruse the table on the next page which shows the natural progression of subjects from Year 10 to Years 11 and 12. Please note, however, that only the subjects marked with an \* **must be taken** as prerequisites for further study of these subjects in Years 11 and 12.

# SUBJECT PROGRESSION

SUBJECT	YEARS 11/12
	( <i>Italics</i> indicate applied syllabus or VET)
Religious Education	Study of Religion Religion and Ethics
English	English English Literature <i>Essential English</i>
History	Ancient History Modern History
Mathematics Advanced Mathematics (Year 10 elective)	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics
Science	Chemistry Physics Biology Psychology
Dance	By negotiation
Design & Technologies (Food & Fibre Production)	Food & Nutrition <i>Hospitality Practices</i>
	Fashion
Digital Technologies	Design
Digital recimologies	Digital Solutions Media Arts in Practice
Drama	Drama
Economics & Business	Accounting Economics Legal Studies
Geography	Geography
Health & Physical Education	Physical Education
Italian *	Italian
Japanese *	Japanese
Music	Music
Visual Art	Visual Art Visual Arts in Practice Media Arts in Practice

(\* prerequisites)

**CORE SUBJECTS** (All students will study these subjects)

**Religious Education** 

English

History

Mathematics

Science

Positive Development Education

Health & Physical Education - Movement

<b>ELECTIVES</b> (Three must be chosen for future study)	
Dance	
Design & Technologies (Food & Fibre Production)	
Digital Technologies	
Drama	
Economics & Business	
Geography	
Health and Physical Education	
Advanced Mathematics (Year 10 only)	
Modern Languages (Japanese, Italian)	
Music	
Visual Art	

### **RELIGIOUS EDUCATION**

My hope is that the students of the Archdiocese of Brisbane will understand the Catholic faith more deeply and enter into a profound personal encounter with Christ. You will require imagination, courage, and faith.

(Mark Coleridge, Archbishop of Brisbane, 2013)

The aim of the curriculum is to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition of that they might participate critically and authentically in faith contexts and wider society.

(Pam Betts, Executive Director Catholic Education, Brisbane, 2013)

The Year 9 Religious Education program is academic in its orientation and its focus is on the study of Christianity in the Catholic Tradition. The Religious Education course seeks to:

- assist students to grow in their knowledge and understanding of Jesus and of God
- assist students to understand how the Catholic Church continues the mission of Jesus
- assist students in their understanding of the ways in which Christianity can enrich their lives and the lives of others.

Year 9 students will develop their knowledge and understanding of:

- The significance of foundational beliefs in the lives of believers
- How Biblical criticism helps the reader's understanding of sacred text
- The significance of Sacraments of Healing in the lives of believers
- Causes and effects of events and developments in the history of the Church
- Ways in which believers live their Christian vocation
- The impact of Catholic social teachings on an individual's moral behaviour

Assessment in Religious Education takes place each term. The criteria used for assessment are as follows:

- Knowledge
- Understanding
- Skills (analysis, evaluation, investigation and communication)

Students have opportunities to be involved in individual, class and liturgical prayer. A one-day Reflection Day is part of the Religious Education Program.

### ENGLISH



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

Students will engage with a variety of texts. These include various types of media texts, including print, film and digital texts, fiction, non-fiction, poetry and multimodal texts.

### **Subject Organisation**

Year 9 English is organised around units where students are exposed to a variety of texts and genres. The units studied include:

- Speculative Fiction
- Persuasion
- Novel Study
- Shakespeare

### **Subject Expectations**

Throughout Year 9 students will be expected to:

- create engaging representations of people, places, events and concepts in coherent and wellstructured written, spoken and multimodal texts for specified purposes.
- use a variety of strategies to participate effectively in conversations, discussion and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints.
- collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations.
- connect and organise ideas and information in logically sequenced texts.
- use a variety of text structures and language features for particular purposes, and effects.
- select relevant subject matter to advance arguments logically and to persuade others.
- make vocabulary choices that contribute effectively to the precision and persuasiveness of texts.
- use a variety of appropriate punctuation to support meaning in complex sentences.
- create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses and transformations of texts.

### **Home Studies Requirement**

- Revision of class work
- Reading of texts
- Completion of language activities
- Completion of homework tasks
- Assignment work

### HISTORY



History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist. The study of history promotes the understanding of societies, events, movements and developments that have shaped humanity. History allows students to develop their capacity to be informed and active citizens. It provides an appreciation of the past and the forces that shape societies. Students develop their capacity to undertake historical inquiry based on evidence derived from the past. Furthermore, History encourages the consideration of varying perspectives and encourages

empathy.

### Why Study History?

- To become informed, willing and active citizens both now and in the future.
- To understand and appreciate the past and present experiences of peoples, identities and cultures.
- To consider and appreciate that history is the imaginative reconstruction of the past from the remaining evidence.
- To participate in and contribute to Australia's diverse society.
- To develop the transferable skills associated with historical inquiry.
- To learn from the lessons of the past and make informed judgements in the future.
- To acknowledge that history is not a single version of the past and understand that there are many different perspectives of what happened and why it happened. Therefore, developing an understanding of this and being able speculate on why people see things differently is encouraged.

### How is it Studied?

The program is arranged in units of work. Each unit is based around the following interrelated strands:

- Historical Knowledge and Understanding
- Historical Skills

### Topics

The History program consists of the following topics throughout Years 9 and 10:

- Making and transforming the Australian Nation
- Industrial Revolution and the Movement of Peoples
- World War I
- Building Modern Australia
- World War II

### Assessment

Two assessment items are completed each semester. These pieces of work will be considered when addressing outcomes achieved by each student.



## CORE SUBJECTS

### MATHEMATICS

### Aims

This subject provides ongoing mathematical experiences which build students' essential skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Its aim is to provide students with challenge and opportunity for intellectual growth consistent with their ability, experience and future life options.



### **Course Overview**

Students in Year 9 will study The Australian Curriculum: Mathematics. This program is organised around the interaction of **three content strands** and **four proficiency strands**.

The **content strands** describe what is to be taught and learnt. They are:

Number and Algebra	<ul> <li>number sense and strategies for computation</li> </ul>
	<ul> <li>patterns and functions; equivalence and equations</li> </ul>
Measurement and Geometry	<ul> <li>length, area, volume, mass, time</li> </ul>
	<ul> <li>size, shape, relative position and movement of two-</li> </ul>
	dimensional figures in the plane and three-dimensional
	objects in space
Statistics and Probability	<ul> <li>collect, represent, summarise and interpret data and undertake purposeful investigations</li> <li>assess likelihoods and assign probabilities using experimental and theoretical approaches</li> </ul>

The **proficiency strands** describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach ensures students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. The strands are:

Understanding	a robust knowledge of adaptable and transferable mathematical
Fluency	skill in choosing appropriate procedures, carrying out procedures
	flexibly, accurately, efficiently and appropriately, and recalling factual
	knowledge and concepts readily
Problem Solving	the ability to make choices, interpret, formulate, model and
	investigate problem situations, and communicate solutions effectively
Reasoning	the capacity for logical thought and actions, such as analysing, proving,
	evaluating, explaining, inferring, justifying and generalising

**Assessment** will involve written tests, extended modelling and problem-solving tasks and reports. Individual study and learning beyond the scope of the semester work program are encouraged and provided by Cambridge Essential Mathematics and Education Perfect, two software applications to support and extend student's mathematical knowledge and understandings.

Further advice and information are also available from your daughter's mathematics teacher as well as the Mathematics Academic Leader.

### SCIENCE

Science is mandatory for years 7 - 10. Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our word through exploring the unknown, investigating universal mysteries, making predictions and solving problems.



In the Australian Curriculum Science provides opportunities for

students to develop an understanding of: Important concepts and processes, practices used to develop scientific knowledge, how science has contributed to our culture and society and its applications in our lives.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are the patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Aims To ensure students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth
  and its place in the cosmos, and of the physical and chemical processes that explain the
  behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the Biological, Chemical, Physical, Earth and Space Sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

## CORE SUBJECTS

### **General Capabilities**

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding

These capabilities span all subjects in the Australian Curriculum.

The science content includes the three strands of *Science Understanding, Science Inquiry Skills* and *Science as a Human Endeavour*. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

### Assessment

Students are given opportunities to demonstrate their knowledge, skills and understanding in a number of ways. Examples of assessment are:

- Supervised examinations
- Student research investigations
- Student experimental reports

### Year 9 Achievement Strand

By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They 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 plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society.

### DANCE

### Why study Dance?

Dance gives you coordination, strength and endurance in a way that exceeds that of most other physical activities. You will be taught movement patterns that promote coordination and kinesthetic memory. Dancing engages the brain and entire body in complex physical activity and is an excellent form of exercise for total body fitness.

The study of dance also improves psychological health and maturity. You will be given the opportunity to express your emotions and become aware of

yourself and others through movement. An appreciation of dance composition and the relationship between music and dance will enhance your understanding of artistry and performance.

Social awareness of others using interaction and cooperation to communicate ideas through the mode of physical movement encourages you to understand yourself in relation to others. Working in groups enhances your problem-solving skills, arming you against the challenges of team work and workplace confrontations.

Dance develops you in areas such as deportment, personal and professional presentation, stagecraft, make-up, costuming, production, and coordination of complimentary services including: physiotherapy, stage management/production, lighting and set design. You will become well versed in choreographic language and technical vocabulary and complimentary to this, will develop an in depth understanding of OHS and WHS procedures and considerations to ensure safety in dance.

### What other subjects compliment Dance?

San Sisto College offers subjects to compliment your Dance studies which could include Economics & Business, Fashion, Physical Education and Drama. These subjects are not compulsory in order for you to study Dance however, they can complement future employment pathways within the dance and creative industries.

### What is required to study Dance?

- Commitment and dedication to your studies and practical classes
- A passion and love for dance, music and dance performance
- Being self-motivated, resourceful and well organised with your time
- A willingness to analyse your work and constantly apply feedback effectively with a positive outlook

### How will I study Dance?

- Weekly travel off campus to practical dance and performance lessons
- Fortnightly school visits from your lecturer for theory component
- Listening and collaborating ideas and concepts
- Viewing DVDs, YouTube clips and live performance
- Undertaking research and individual study
- Composition and performance of dance pieces



### How will I be Assessed?

Students will be assessed through both Making (practical) and Responding (written) tasks throughout each semester. The assessment may include formal and informal dance presentation, written assignment and oral communication.

- Making assessment: exploring the elements of dance, skills, techniques, shaping, imaging and improving through dance choreography, movement, devices and form.
- Responding assessment: reflecting, responding, considering and evaluating own and others practice in contemporary and past histories through written communication.

### **Career Pathways**

ELECTIVE SUBJECTS

Opportunities for dance related employment for your future include: choreographer, lighting or technical designer, stage management and production crew, company or agency management, professional dancer, physical therapist, Yoga/Pilates teacher, athletic coach/personal trainer, costume designer, photographer/videographer or public school teacher.

### **VET Dance Qualifications**

San Sisto Dance subject students may also be able to access VET Dance qualifications based on the existing study load for this subject. Please contact the Dance Studio for more information regarding continuing Senior certification in Dance (Cert 1, Cert III, Cert IV or Diploma).

### How much are the subject levies and what equipment do I need?

Even though teaching a subject like Dance requires a very specific skillset and level of facilities, the college has tried to keep the costs for families to a minimum. While some of the charges for this subject will be met by the college, we have set a per Term levy. This levy is subject to change for 2025. The full amount for the year (\$875.00) will be invoiced during Term 1 and includes two lessons per week. Practical lessons will be located at the College.

For practical lessons, students will be required to have appropriate footwear. The students can either wear a plain black leotard or the San Sisto bike shorts with San Sisto sport shirt.

### The 2024 College Fee Policy states:

VET/Certificate Subject Levies and Dance are an additional charge. Please note that no refund is applicable when a student cancels enrolment part way through the year of a Certificate course or Dance.

### **Design Technologies (Food & Fibre Production)**

### What is DESIGN TECHNOLOGIES? (taken from ACARA v9)

In an increasingly technological and complex world, we need citizens with the knowledge and confidence to analyse and creatively respond to design opportunities and challenges including for a circular economy. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching



and transforming societies and our natural, managed and constructed environments.

Design and Technologies enables students to become **creative and responsive designers**. When students consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become **discerning decision-makers**.

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

**Design and Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation**. It motivates young people and engages them in learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### So what does this look like for Years 9 and 10 at San Sisto College?

### Year 9 course outline:

LECTIVE SUBJECTS

• Fibre Specialisations: Pyjama Party & Dirty Denim

Our young designers explore fibre and fabric production, safety and well-being for Australians, including an introduction to legislation for consumer rights, and the production of boxer shorts with a pyjama top as a skills-based learning unit. With this understanding and skill-set, as well as an introduction to ergonomics, designers then follow the design process independently to design, develop and generate a solution to textiles waste through our 'Dirty Denim' upcycling unit.

### • Food Specialisations: Convenience Foods and Food Truck Trends

The focus in this food context is on food preparation skills and safety, food presentation and nutritional awareness including the specific use analysis of convenience foods (food formulations). Food science, sensory profiling and problem-solving are key to unlocking the joy of food specialisations. Our designers are then set the challenge to 'normalise' native Australian ingredients by developing a product for an international food-truck event.

### Year 10 course outline:

### • Food Specialisations: Food Science and Hospitality (High Tea)

Year 10 Design Technologies students participate in learning that not only meets the requirements of the Design Technologies curriculum for Food Specialisations, but will provides an experience for students in the areas of Food Science and Nutrition (in preparation for consideration of Food & Nutrition in years 11 and 12), and then an opportunity to apply these principles and knowledge on a larger scale in the context of Hospitality Practices for a High Tea (in preparation for consideration of Hospitality in years 11 and 12. Please note: many students elect to study both subjects in senior as they compliment not over-lap the knowledge and skills). Designers enjoy experimenting with many food science principles to develop their own food product, and then apply this knowledge in our stunning commercial kitchens to produce industry-standard food items en-masse.

### • Fibre Specialisations: Fashion for you and Trashion

As part of an introduction to Senior Design and Fashion, and further developing problem solving skills through the design process and manipulation of materials, Year 10 Design Technologies students construct a <u>basic skirt suitable for employment</u> that extends the students repertoire of skills above that which they developed in Year 9. There is a strong focus on the effective use of the elements and principles of design and fashion history that students who study art will be very familiar with! Year 10 Designers are then introduced to Senior Fashion design principles and work on creating an Avantgarde fashion item based on a well-known designer and the concept of recycling/ reusing and repurposing. These tasks are designed to develop an extensive range of practical skills using a variety of fabrics, equipment, numeracy and literacy skills in following a commercial pattern and producing high-quality textiles garments.

Design Technologies is such a valued learning area at San Sisto College that over the past 5 years a minimum of 70% of each cohort of students has elected to study Design Technologies for years 9 and 10. These units have been specifically designed to help your daughters transfer into the Queensland Certificate of Education subjects.

### Links to other subject areas:

Design Technologies links beautifully with

- ✓ Geography,
- ✓ Art and
- ✓ Economics.

We also use methods of scientific testing for our sensory profiling for our Food Science units. We are excited to encourage students to consider these other subjects when looking to select Design Technologies for Years 9 and 10.

### **Expectations**

Students are expected to be **safe**, **hygienic and prepared for all lessons**. This requires organisational skills, support from home, and timely and open communication between students and their parents. All students MUST complete their **online safety training** in the first few weeks of each year. **Homework** is set from time to time an usually includes preparing for the following practical lessons. This may include previewing a cooking demonstration or textiles tutorial, writing a recipe card ready to cook, evaluating a practical lesson or task.

### Equipment and resources:

Fibre Specialisations: Students should provide their own sewing kit, with new pins required each year, and fabric as directed at the beginning of each semester. Advice around fabric purchases is usually given at the end of Year 8 to allow families an opportunity to purchase on sale. Food Specialisations: Students should provide ingredients as directed at the start of each unit. The College provides many but not all ingredients for practical experiments and testing (including group work similar to years 7 and 8). Most allergies and dietary concerns are provided for. Booklist: students complete their work using onenote and communicate via TEAMS. They will only require printed HARD COPIES of their recipes each week for cooking, and colouring stationary as per the basic booklist for sketching and annotating ideas.

**Assessment:** (a mixture of individual and group tasks across the two-year course) Prototypes (either food products or textiles items – approximately 1 per term) Accompanying project folios (1 per semester, 8 pages A3)













### **DIGITAL TECHNOLOGIES**

### **GENERAL INFORMATION**

Learning in Digital Technologies focuses on students developing both an understanding of the digital world, and how to create digital solutions to problems.

Both the ability to acquire knowledge and understanding, as well as the ability to design and create digital and physical solutions to data-based problems, will form the core of the course of study, during which time students may be asked to:



- investigate the role of *hardware and software* in managing, controlling, and securing the movement of data (and access to that data) in *networked digital systems*;
- develop *techniques* for acquiring, storing, and validating quantitative and qualitative *data* from a range of sources, while considering privacy and security requirements;
- design the *user experience* of a digital system by evaluating alternative designs against criteria, including *functionality, accessibility, usability,* and *aesthetics*;
- implement modular programs, applying selected algorithms and data structures, including using an object-oriented *programming* language;
- plan and manage *projects* using an iterative and collaborative approach, identifying risks and considering safety and sustainability; and
- create interactive solutions for sharing ideas and information online, taking into account safety, social contexts, and legal responsibilities

### **'DIGITECH' AT SAN SISTO COLLEGE**

Given the changing nature of technology, it is expected that the units of coursework, and hardware/software used, are likely to change on an ongoing basis. As the human resource skills and expectations also regularly change in this field of study and employment, our teachers will also adapt the work students will do, in order to provide them with the opportunity to be exposed to, and try, new things. It is likely that the girls may be asked to work with any of the following:

- digital systems e.g. computer networks; devices and software; 3D design & printing
- coding and programming e.g. using drones;
- data collection and transmission e.g. databases and data security;
- user interface design e.g. animation, working with devices ; and
- algorithms and computational thinking e.g. designing and writing apps.

Currently, the Year 9 and 10 Digital Technologies program runs on a 'Year A – Year B' cycle, meaning that the students will commence their studies in either of the two years of the cycle, and by the end of the 2-year course they will have covered all of the set work.

Digital Technologies does *not* focus on acquisition of general ICT capabilities, such as using technology to create digital or paper-based presentations, multimedia, digital publishing, or as a communication

tool. These capabilities are embedded within the curricula of all areas, and will be covered within all learning environments as they are needed/expected by each subject studied.

### Assessment

Assessment focuses on students' demonstrations of learning outcomes. Students are made aware of what is being assessed, the assessment techniques being used, and the anticipated evidence that will be gathered in order to make judgments about their demonstrations of learning outcomes.

Assessment may take the form of writing tasks, written and practical tasks, tests, practical projects and oral presentations. Students work may be graded based on their level of knowledge, their demonstration and application of practical skills, and their ability to communicate in a task-relevant way.

### After Digital Technologies

Upon completion of Digital Technologies in the junior school, students may choose to continue with further technology-based or media arts-based studies, either in Years 11 and 12, at TAFE, with other learning providers, or alternatively enter the workforce.

# **ELECTIVE SUBJECTS**

### DRAMA

Drama is an art form highly accessible to young people. It develops students' communication skills, and their artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related contexts.

### Through an education in drama students can develop:

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

### **Program Structure**

Units of study over the 2-year course involve:

### Year 9

- Sem 1 It's About the Elements
  - exploring the elements of drama through improvisation and scripted drama.
- Sem 2 It's About the Purpose
  - Exploring real life events and social issues through the style of Documentary Drama.

### Year 10

- Sem 1 It's About Having Fun
  - the study of comedy through dramatic traditions such as clowning and the Comedy of Manners. (This semester includes a performance to primary school students).

Sem 2 It's About our Stories

 an exploration of storytelling through various dramatic forms & styles e.g. verbatim theatre, epic theatre etc. to inform and challenge audiences about the human experience. (This semester includes a public performance to family & friends).

### **Home Study Requirements**

There are a variety of tasks that are regularly set to be completed at home. These include exercises to develop the voice and body, memorising lines, preparatory steps for performance assessment, revision of class work, reading and note-taking.

### Assessment

The assessment in this subject comprises the following dimensions:

- Making scriptwriting, directing, performance
- Responding written work (e.g. analytical essays)

### Workshops

Students will undertake physical comedy workshops in Year 10.

### Performances

Students will view two live theatre productions, staged at the college.



### **ECONOMICS & BUSINESS**

Economics and business provide students with opportunities to develop enterprising behaviours and capabilities. A thorough understanding of contemporary personal finance concepts and challenges are

investigated with skills and strategies developed through authentic learning opportunities. The economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.



### **Contribution of Economics & Business to lifelong learning**

- Learners understand the basic concepts of personal finance including credit/debit cards, money, loans, insurance, interest, investing and superannuation.
- Learners investigate and apply the marketing mix to market goods and services using creativity and imagination combined with marketing theories and concepts.
- Learners understand the nature of business, information procedures, enterprise and ventures, and work environments. They understand how to participate in business environments as citizens, consumers, workers or entrepreneurs.
- Learners interpret, analyse and evaluate information to make business decisions. They evaluate the effectiveness of business enterprise and ventures, and use information and communication technologies when problem solving.
- Learners use a variety of genres, relevant business terminology, and information and communication technologies to communicate with a range of audiences including consumers and businesses. They demonstrate these in real-life and lifelike business environments.
- Learners work independently and collaboratively on business activities. They understand that responsible business practices are essential to the successful operation of business.

### Life Skills

Personal development - Students enhance these skills in their roles as consumers, citizens, workers or entrepreneurs.

Social skills – are developed when they work as team members, contribute to group decisions and communicate effectively with others.

Self-management skills – used to make decisions that affect themselves as consumers, citizens, workers or entrepreneurs. They develop the ability to make informed decisions related to the use and management of their personal financial resources.

Citizenship skills – the ability to participate in community activities, enhance employment prospects and understand and advocate for responsible business practices.

### **Topics include:**

- Work and workplace skills
- Financial risk and reward
- Australia as a trading nation
- Entrepreneurship and competitive advantage
- Government management of the economy
- Business productivity and workforce management
- Major consumer financial decision making

### GEOGRAPHY

### There has never been a better or more important time to study Geography.

With the growing importance of issues such as climate change, migration, environmental degradation and spatial inequalities, geography is one of the most relevant courses you could choose to study. Whatever your passion for the world – fascination with landscapes or concerns about sustainability – geography will provide you with knowledge and transferable skills that will reward you personally.

The skills and knowledge acquired through studying Geography develops a holistic understanding, promoting a socially just and sustainable world.

Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes, and environments across the world, and the links between them. Geography also provides an ideal framework for bringing together other fields of knowledge; an ability to work responsibly and ethically and a flexible and creative approach to problem solving.

Key to this understanding is geographic inquiry and possibly field work, through which students explore how to improve their place in the world. Students will develop their skills and understanding of map work, interpretation of data and spatial distributions, and the use of spatial technologies, which are all skills needed in the 21st century.

Geography is, in the broadest sense, an education for life and for living. Why study Geography in Year 9 and 10:

- You are interested in pressing global issues and enjoy learning about people and their societies, economies, cultures and the environment
- You are keen to develop a wide range of skills and apply these to solve real-world problems
- You are seeking a broad-based education with options to specialise, offering good and varied employment prospects

Learning through geography helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

### **Topics:**

The program consists of the following two units, each studied over a semester throughout years 9 and 10:

- Biomes and food security
- Geographies of interconnections
- Environmental change and management
- Geographies of human wellbeing

### Assessment:

Two summative assessment items are completed each semester. Reflecting authentic geographic reports, assessment in this subject will require extended studies of geographic challenges, the evaluation of potential solutions and the drawing of conclusions.



### HEALTH AND PHYSICAL EDUCATION

### Rationale

Health and Physical Education (HPE) at San Sisto College reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups within contemporary Australian society. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong



physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practice, and refine personal, interpersonal, behavioral, social and cognitive skills.

As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

### Aims

- Access, synthesize and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### **Content Structure**

- Health and Physical Education offers students a range of opportunities to develop knowledge, understanding and skills through a range of practical and theory based units, including:
  - Recreational Physical Activity
  - Athletics
  - AFL
  - Touch Football
  - Swimming
  - Golf
  - First Aid
  - Benefits of Physical Activity
  - Biomechanics
  - Performance Enhancing Drugs
  - Energy Systems
  - Functional Anatomy

### **Home Study Requirements**

Regular completion of homework and assessment tasks.

### **Choose HPE:**

- if you are passionate about health and physical activity.
- if you are interested in taking PE &/or Health in your senior studies.
- if you are thinking of a possible career in the health and physical education field.

### **MODERN LANGUAGES (Italian & Japanese)**

### **Course Description**

The languages syllabus accepts and encourages the notion of **functional** language. Thus, the approach to the four skills of **listening**, **speaking**, **reading** and **writing** a language is to have **purposeful** activity – **communication**.

The students will continue the aural-oral approach of Year 8, with emphasis on a number of topics and situations – holidays, celebrations, fashion, hobbies and interests, the environment, school life, eating and drinking, shopping.

Grammar and vocabulary are taught in a communicative manner, through listening and speaking exercises and reinforced by games, role plays, reading a range of texts and writing letters - all in the target language.

Students will learn to appreciate the thought, manners and customs of people and by extension will develop positive attitudes towards people and cultures of other countries.

### **Home Study Requirement**

- revision of class work; every night
- specific tasks to practise the four basic skills
- practising a conversation, reading a magazine article
- writing a letter or postcard
- learning appropriate grammar or vocabulary

### **Types of Skills Required**

- ability to listen carefully and desire to communicate freely in the target language
- retention of skills over a period of time, as a language is a subject requiring cumulative skills

### **Prerequisite Subjects**

Target language to Year 8 level

### **Types of Assessment Instruments**

Formative assessment will take place throughout the year.

Examples of tasks:

speaking - role play, interview, conversation, presentation

- listening comprehension of dialogues, live and recorded speech, songs and short films
- reading comprehension of brochures, magazine articles, advertisements, websites, authentic and customised texts
- writing letter to a penfriend, presentation, job application, emails, blogs, role plays and regular diary entries



Music is a part of our everyday lives; from the journey from home to school listening to the radio, using online platforms to access music to listen to for study or leisure, watching films/TV shows, and much more – we encounter music in more places than we realise. Our experience with music is individual through each person's engagement with listening to, performing, and composing/creating music. Students will explore the music and influencers of Aboriginal and Torres Strait Islander peoples, learning about their oral traditions and modern music practices. When studying music, we learn to appreciate the foundations of sound and the musical heritage of a range of times and cultures, right through to how musical choices are made and how music engages audiences.



### Aims

- Build 21<sup>st</sup> century skills such as innovation, creative thinking, communication, initiative, collaboration, ICT skills, adaptability, leadership, and cultural awareness.
- Develop knowledge of the elements of music and defining characteristics form different musical styles, cultures, times and places, which shape their interpretations, performances and compositions.
- Interpret, rehearse, and perform solo and ensemble repertoire in a range of forms and styles, demonstrating technical control, expression and stylistic understanding, to build confidence, organisational skills, teamwork, and self-discipline.
- Use knowledge of the elements of music, style and notation to compose, document and share their music.

### **Employment Fields and Skills**

The skills learned in music are highly transferable and can be applied across many careers. Some of the music specific fields include musician, conductor, composer, arranger, DJ, sound engineer, instrument repairer, and stage work. Areas such as allied heath, aged care, film and television, radio presenting, journalism, advertising, language studies, business, childcare and education, and many more, highly favour the skills gained from the study of Music.

### **Course Outline**

Year A: (i.e. 2025, 2027) Semester 1: Rock Stars Semester 2: Pop into the Jazz era Year B: (i.e. 2024, 2026) Semester 1: Music for the Stage and Screen Semester 2: Music Technology



### Assessment

### **Making: Performing**

Students perform covers or original works to demonstrate their technical skill and musicality on their chosen instrument and/or voice. Students are given class time to work on practical skills, to understand how to practice effectively, learn to improvise, and will perform in front of a small audience of their peers.

### **Making: Composing**

Students create original music using notation (handwritten and computer software), live composing (using chosen instrument/voice and recording ideas in the moment), writing songs with lyrics, and arranging (sampling sounds from other songs/pieces/genres/styles and remaking into their own).

### **Responding: Analysis**

Students respond to music repertoire through writing analytical essays, presentations, or extended response examinations. Students also respond to their own performances and compositions, as well as those of their peers.

### **Course requirements**

- It is recommended that Students have a sound level of skill on an instrument and/or their singing voice, but this is not a requirement.
- Students do **not** need to be undertaking music lessons to study Music as a subject; however, taking music lessons will help students to build their performance skills.
- Have a passion and love for music and willingness to express your creativity and individuality.
- Have self-discipline and self-motivation to work in the practical elements of the course.



### **VISUAL ART**



An understanding of art and design helps us to understand ourselves better as well as people in our lives and the world in which we live. Our everyday lives are very much influenced by the visual world in which we live. Art has existed since the beginning of civilisation and predates language in the written form recording the identities of all cultures throughout the ages.

### **Employment Fields**

Art and design play an important role in our lives and in the shaping of our physical environment. It is true to say that the fields of allied health, psychology, social work, art therapy, counselling, computer graphics, web design, advertising, architecture, town planning, industrial design, graphic design, interior design, fashion design and film and television have a profound effect on our everyday lives and provide a vast array of employment opportunities.

### Aims

- Students are encouraged to express and develop their creativity and individuality using a variety of art media. They develop resourcefulness and self-motivation and problem-solving.
- Students experiment with each art medium and produce finished pieces which make up their *Major Folio*. They maintain their art diary throughout the year recording all artwork, including photographs of 3-D work.
- Students will develop their knowledge of relevant art related media, computer graphic design skills, equipment, processes and written appraising skills of visual art.

### Year 9 Course Outline – "My World"

Unit 1	Connection to self – Sculpture – The natural via Pop art	
Unit 2	Lens Culture – Photography and Digital Imaging – Photographic folio Visual Diary responding tasks	
Unit 3	Field of Vision – Painting Folio – Landscape (abstract to realism) Responding task	
Unit 4	Repetition – Printmaking Folio – Formal Elements Respond to Stimulus Exam	
Year 10 Program – "Our World"		
Unit 1	Identity - Text as Design (Painting, photography, digital Imaging) Art Essay – 'Identity and the Artist'	
Unit 2	Intrapersonal – Self and others (Artist Books, etching, mixed media, drawing)	
Unit 3	Memory – Layers (sculpture, installation, digital imaging, photography, film) Multimodal Analysis – Contemporary Sculpture and Installation	

### How are students assessed?

Students are assessed according to their demonstration of Researching, Developing, Resolving and Reflecting on the art tasks set, using two criteria in total: *Making and Responding*.

- Practical work is assessed via the *Making* Criteria (approximately 80% of all tasks).
- Written and theory tasks are assessed via the *Responding* Criteria (approximately 20% of all tasks).

### Making components:

- **Visual Literacy** expressing individuality, understanding visual composition based on the elements and principles of composition (practical work).
- **Application** understanding, selecting and manipulating media and techniques. Resolving work suitably and with care (practical work).

### **Responding components:**

• **Appraising** – describing, analysing, interpreting and evaluating visual information (visual diary, assignment and exams).

### What is required to study Art?

- The units are approximately 5 weeks in duration and require much more persistence than in Year 8.
- Commitment and organisation.
- Having a passion and love of the arts and willingness to express your creativity.
- Being self-motivated, resourceful and well organised with all materials, equipment and set tasks.
- Having self-discipline and a maturity to work in an informal class environment.
- Being aware of the environment in which you live, and willing to give visual responses.
- A willingness to analyse your own work and that of others.
- A willingness to express your individuality, creativity and problem solving.
- A willingness to present all of your work with care and application in your art diary.
- Being a problem solver.



San Sisto College Year 9 Subject Handbook