St Eugene College

Dare to grow in faith, hope and love

Year 9

2025

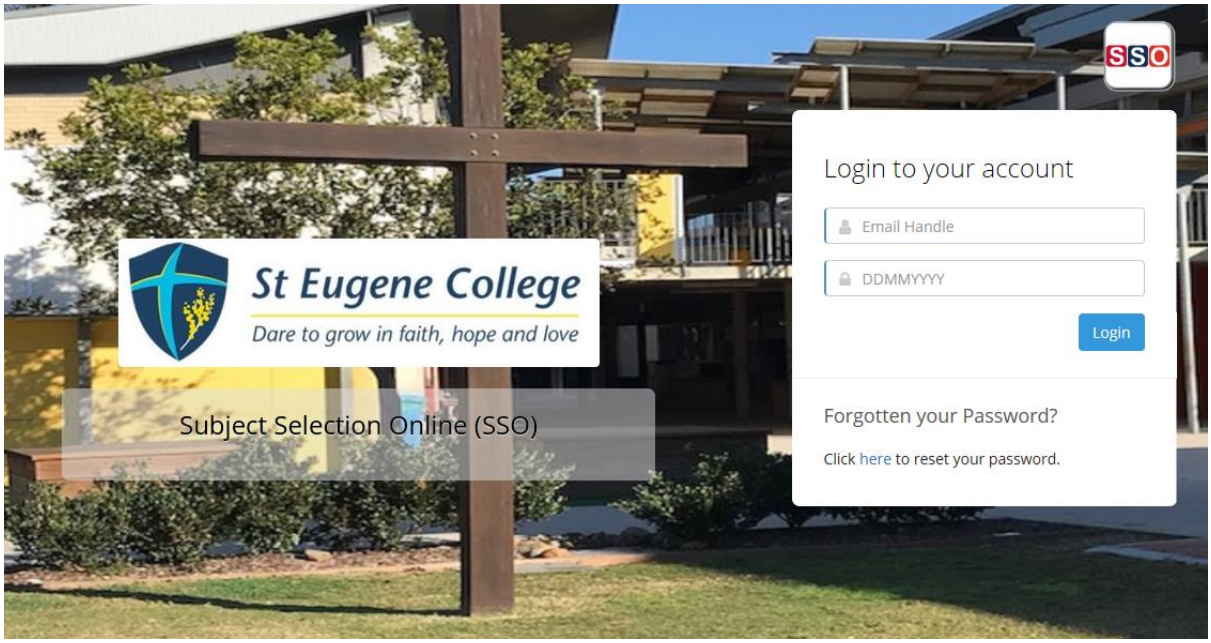
Curriculum Handbook

Where I Belong...

Access to Subject Selection Online:

https://client.subjectselectiononline.com.au/?school=dykqq

This link will be sent to all Year 8 students via email.



Username:	Email Handle, for example, Jsmith12. Do not include the entire email address
Password:	Student Date of Birth (DDMMYYYY), for example, 09092020
Step 1:	Select three (3) Electives and two (2) Reserves
Step 2:	Print out Subject Selection and have parents/carers sign
Step 3:	***RETURN SIGNED COPY TO STUDENT SERVICES BY Friday 23rd AUGUST 2024***

NOTE: *IF YOU DO NOT HAVE INTERNET ACCESS AT HOME, STUDENTS ARE ABLE TO COMPLETE THIS PROCESS AT SCHOOL AND PRINT TO TAKE HOME TO BE SIGNED.*

The online process will OPEN:

DATE: Monday 19th August 2024

TIME: 8:00 PM

The online process will CLOSE:

DATE: Friday 23rdth August 2024

TIME: 9:00 AM

COLLEGE VISION AND MISSON

VISION

Enter to LEARN **Dare to GROW** **Leave to SERVE**

MISSION

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

Values

Dignity; Community; Excellence; Hope; Service

COLLEGE SENIOR LEADERSHIP

PRINCIPAL
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COLLEGE MIDDLE LEADERS

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Program Leader	Program Area	Email address
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YEAR 7-12 CURRICULUM PATHWAY

Learning Area	Middle Years Year 7 - 8	Middle Years Year 9	Senior Years Year 10	Senior Years Year 11 - 12
Religious Education	Religious Education	Religious Education	Religious Education	General Study of Religion Applied Religion and Ethics
English	English French	English	English	General English Literature Applied Essential English
Mathematics	Mathematics	Mathematics	Mathematics	General General Mathematics Mathematical Methods Specialist Mathematics Applied Essential Mathematics
Health and Physical Education	Health and Physical Education	Health and Physical Education Physical Education	Health and Physical Education Physical Education	General Physical Education Applied Sport and Recreation VET Certificate 2 Health Services Certificate 3 Health (Year 12 optional)

Learning Area	Middle Years Year 7 - 8	Middle Years Year 9	Senior Years Year 10	Senior Years Year 11 - 12
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Economics and Business Geography Civics and Citizenship	History Economics and Business Geography Civics and Citizenship	General Ancient History Legal Studies Modern History (Online through BCE) Business (Online through BCE) Applied Business Studies
The Arts	Dance Drama Media Arts Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Media Arts Music Visual Arts	General Music Music Extension (Year 12 only) Dance Drama Film, Television and New Media Applied Visual Arts in Practice Music in Practice
Science	Science	Science	Science	General Biology Physics Chemistry Applied Science In Practice
Technologies	Digital Technologies Design Technologies – Food Specialisations Design Technologies – Materials (Textiles) Design Technologies – Engineering and Design	Digital Technologies Design Technologies - Food Specialisations Design Technologies - Materials (Textiles) Design Technologies - Engineering Design Technologies - Design and Graphics	Digital Technologies Design Technologies - Food Specialisations Design Technologies - Engineering Design Technologies - Design and Graphics	General Design Digital Solutions (Online through BCE) Applied Information Communication Technologies Furnishings Skills Industrial Technologies Skills Industrial Graphics Skills, Hospitality Practices

INTRODUCTION

Year 9 marks the end of the Middle Phase of Learning. Year 9 is designed to prepare students for a more personalised learning pathway. Students have the opportunity to select electives that wish to further develop on interest, expertise, knowledge or skills.

SELECTING SUBJECTS

DO CHOOSE SUBJECTS:

- that you are good at,
- that may be something you are interested in as a career,
- that you enjoy,
- that will help you develop skills, knowledge and attitudes useful in life, and
- that you are willing to work hard.

DO CHECK OUT SUBJECTS THAT YOU INTEND TO STUDY:

- read each outline carefully,
- talk to the teachers from each subject,
- talk to students who are studying or have recently studied this subject,
- attend and ask questions at the Subject Selection Evening or Student Information sessions.

DON'T CHOOSE SUBJECTS:

- that you have struggled with or disliked in the past,
- because you think they will be easy,
- because your friends are doing them,
- if you have not researched beyond the name of the subject,
    - eg. choosing ICT because you like computers,
- because someone tells you to do it because you're good at it (remember the **DOs**! It is your pathway NOT theirs!),
- based on the teacher you think will teach the subject.

SUBJECTS STUDIED IN YEAR 9 2025

Students will undertake the following core studies:

Religious Education

English

Mathematics

Science

History

Health and Physical Education

Year 9 students will undertake 3 elective subjects. They have the option to study a subject all year or change at the end of Semester 1.

Dance

Drama

Civics & Citizenship

Economics and Business

Geography

Media Arts

Music

Physical Education

Digital Technologies

Design Technologies - Engineering

Design Technologies - Design and Graphics

Design Technologies - Food Specialisations

Design Technologies – Materials (Textiles)

Visual Arts

CORE SUBJECTS

RELIGIOUS EDUCATION

INTRODUCTION

Religious Education is compulsory for students to study throughout their schooling at St Eugene College. Religion plays an important role in the life of local communities and of the Australian nation.

Individual communities, and the nation as a whole, are more likely to build a tolerant society when their members are literate in their own religious traditions and have an understanding of the religious traditions of others. Religious Educations aims to promote the knowledge, skills and values which students need to participate as active lifelong learners within their church and community.

TOPICS FOR STUDY

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated throughout the course and are taught in an integrated way within the context of the Oblate Spiritual Tradition.

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They are introduced to two forms of biblical criticism, form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation. Students learn about the divergent understandings of God (Allah, God, G-d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

HOW STUDENTS ARE ASSESSED

Investigations	Essays based on research and analysis
Projects	Multimodal, Speech, Interview, Creative Practical Projects

ENGLISH

INTRODUCTION

The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

TOPICS FOR STUDY

Persuasion/Narrative – What makes a good writer anyway?	Film Study – *Jojo Rabbit*: Is it really funny? The use of satire in films
Play Study: An Inspector Calls	Novel Study: The Road to Winter

HOW STUDENTS ARE ASSESSED

Students are assessed using a range of techniques including examinations, imaginative, informative and persuasive types of texts in both written and spoken modes, including narratives, expositions, journals, feature articles, speeches and monologues.

Spoken	Persuasive presentations
Written	Creative written piece
Examinations	Analytical Essay based on novel study
Class Work	Anecdotal evidence and class work

MATHEMATICS

INTRODUCTION

Mathematics is an essential life skill as recognised by the Commonwealth and Queensland Government initiatives in the area of Numeracy.

Mathematics assists individuals to make meaning of their world and to apply abstract ideas to interpret new situations in the real world.

Numeracy Mathematics also forms a mandatory requirement of the Queensland Certificate of Education.

The proficiency strands of; Understanding Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

TOPICS FOR STUDY

At this year level:

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

HOW STUDENTS ARE ASSESSED

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

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. Throughout this course of study, students learn to critically analyse and apply health and physical education information to devise and implement personalised plans for maintaining healthy and active habits.

By engaging in a variety of health and movement contexts, students are provided with opportunities to refine and consolidate personal and social skills and demonstrate leadership, teamwork, and collaboration. They also apply specialised movement strategies and concepts in complex movement environments to refine their own and others' performance.

This subject provides a foundation for developing active and informed members of society, capable of initiating and maintaining healthy changes in their personal lives, family, and community. Health and Physical Education encourages students to understand personal development, physical activity and fitness and identify opportunities for health and physical activity interventions locally, regionally, and globally. Students who are active and healthy learn and cope better in life.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)		
Softball/ T Ball	Team Handball/Futsal	Ultimate Disc/Cricket
Integrated Theoretical Elements will include but are not limited to:		
Alcohol and other Drugs	Australia's Sporting Culture	Identity and Change

HOW STUDENTS ARE ASSESSED

Health and Physical Education will be assessed on both practical and theoretical elements of the course. A variety of assessment methods will be used including:

Folio Tasks
Research Reports
Written Examinations
Video Evidence

HISTORY

INTRODUCTION

Students at St Eugenes experience both the Year 9 and Year 10 mandatory History curriculum over the course of one full academic year. This provides students with a foundation of academic research skills and consolidates varied communication skills.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

TOPICS FOR STUDY

Semester 1	Semester 2
Making and transforming the Australian Nation (1750 – 1914)	Australian Involvement in World War II (1939 – 1945)
The First World War (1914 – 1918)	Building Modern Australia – Rights and Freedoms Movements post 1945

HOW STUDENTS ARE ASSESSED

Assessment in Humanities is designed to give students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students’ strengths, learning needs and achievements.

In History, students are assessed using a range of techniques such as investigations, projects and examinations. These may include:

Spoken	Multimodal presentations, podcasts, debates

Written	Research tasks, Source investigations, Research projects
Examinations	Response to stimulus and short response
Class Work	Portfolio of evidence developed during class work in a variety of forms

SCIENCE

INTRODUCTION

Science provides a practical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proven to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative subject that attempts to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. It aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

KEY IDEAS

In year 9, students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory. They explain how Newton's laws describe motion and apply them to predict motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass.

Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected. Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

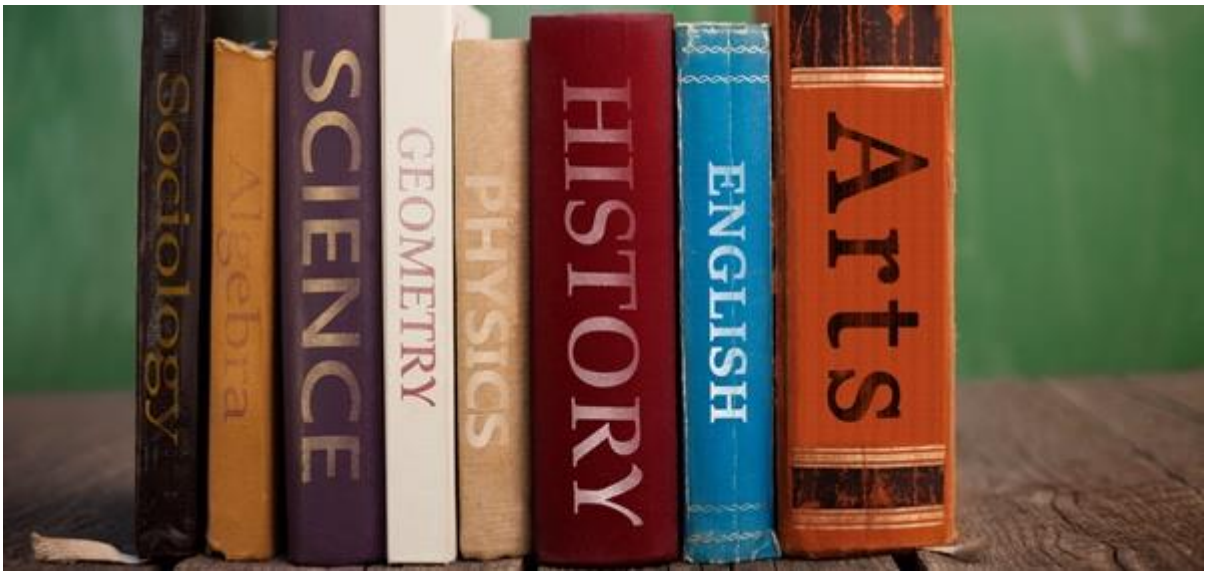
TOPICS FOR STUDY

Physical Science	Biological Sciences	Earth and Space Science	Chemical Science
Energy, Forces and Motion	Genetics and Evolution	Origins of the universe, space.	Conservation of matter/reactions and rates

HOW STUDENTS ARE ASSESSED

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

ELECTIVE SUBJECTS



DANCE

INTRODUCTION

As a strand within The Arts Key Learning Area, **Dance** focuses on students using dance as an aesthetic means of enjoying and celebrating movement. Students focus also on structuring choreography to capture and convey ideas, images and feelings, using the human body as the means of expression and communication. Students who study Dance:

- Increase their co-ordination, discipline and self-confidence
- Increase awareness of alignment and the body
- Develop physical and spoken communication skills
- Promote and realise creative, imaginative and inventive potential
- Develop critical analysis skills, creative thinking and problem solving skills
- Improve team skills and positive relationships with others
- Realise that dance is an intrinsic part of culture and heritage
- Enjoy outings to view live Dance performances
- Improve their overall fitness – cardio/strength/flexibility

Does it matter if students haven't studied dance before? **NO!**

- The variety of forms studied in Dance extend beyond those studied at private dance schools
- The emphasis on choreography is unique to in-school dance training. Most students currently studying Dance privately are learning from a set syllabus rather than learning choreographic skills.
- The classes will cater for a variety of abilities and learning styles.

POSSIBLE TOPICS FOR STUDY

Project Unit A	Dance and the Elements of Production Real world construction of a Dance production
Project Unit B	The Evolution of Dance In-depth study and application of various eras of Dance

HOW STUDENTS ARE ASSESSED

Dance assessment is divided into three interrelated and complementary categories:

Choreography	creating and sequencing dance (devised individually and in pairs or groups) which may be a combination of improvised and prepared material
Performance	presenting dance to an audience in sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, or a teacher and/or student choreographed sequence
Appreciation	critiquing and analysing live or video dance performances in written and oral presentations

DRAMA

INTRODUCTION

Drama is crucial in developing the highly desirable and employable skills of creativity, critical thinking, collaboration and communication. It is acknowledged that education in the 21st century needs to have creativity as a core skill. Drama is the perfect academic discipline which allows students to explore and develop their creative energy. Students will also develop skills that will help them in other subject areas by developing the ability to communicate their ideas to individuals and groups, oral presentations, job interview skills, debating, leadership roles and working as part of a team.

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

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

TOPICS FOR STUDY

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

Full Class Production: Performance of a scripted play – The students will take on a couple of roles both on stage and behind the scenes to produce a full class production of a scripted play. Collaboratively the class will be responsible for all aspects of the production which will be performed in front of a live audience.

HOW STUDENTS ARE ASSESSED

Making artworks - Presenting - performance of student-devised or scripted drama AND Forming - improvisation, playbuilding, script writing, writing in role.
Responding to artworks - analysis and evaluation of recorded or live theatre, reflection journal entries, oral and/or written.

CIVICS & CITIZENSHIP

INTRODUCTION

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

Using local and contemporary contexts student learning is shaped by the following inquiry questions:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

TOPICS FOR STUDY

Government & Democracy	Laws & Citizens	Citizenship, Diversity & Identity

Civics & Citizenship will prepare students for further studies in Legal Studies or similar Certificate or VET courses.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Argumentative Essay
Inquiry Report
Persuasive Speech
Debate
Examinations

ECONOMICS AND BUSINESS

INTRODUCTION

The focus of learning in Year 9 is the topic **"international trade and interdependence**" within a global context, including trade with the countries of Asia.

Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.

Economics and Business aims to ensure students develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities
- a broader understanding of how society works and their role as a consumer, worker and producer
- an ability to work collaboratively
- self-motivation, initiative and effective time management
- critical thinking, problem solving and decision-making skills
- communication, presentation and report writing skills
- financial and business literacy.

Economics and Business will prepare students for further studies in either General Business OR Applied Business in Years 11 and 12 or similar Certificate or VET courses.

TOPICS FOR STUDY

Changing Nature of Work	Financial Risks and Rewards	Australian and the Global Economy	Entrepreneurship: Market Day Stall

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

Investigative Reports
Spoken Presentations
Examinations
Practical Business Venture and Business Report

GEOGRAPHY

INTRODUCTION

The study of Geography allows for the development of essential 21st century skills. The program is designed to help students understand the interconnected world we live in, addressing issues from climate change to global trade. Geography equips students with knowledge about different cultures and environments, preparing them to make informed decisions and solve real-world problems.

In Year 9, students study two sub-strands of Geography:

Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine
the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

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

MEDIA ARTS

INTRODUCTION

The study of media Arts immerses students within their cultural world. The ability to explore, question, play with and analyse all forms of media, provides students with the tools to make discerning and informed decisions about how they interact with media.

POSSIBLE TOPICS FOR STUDY

High School film (Exploring and Responding. Creating and Making). Explore the world of high school as represented on screen.
Music Video (Creating and Making). The world of building an image for your music through music video
Genre! (Exploring and Responding). Learn to analyse the codes of conventions of genre films and TV shows.
This is Me! Introduction to social media and creating your own profile (Creating and Making, Exploring and Responding). Explore historical, social and audience context of social media – the world of celebrity, influencers and all that can go wrong.

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods including:

Analytical responses (oral and written)
Screen plays, storyboards and shot lists
Short films, advertisements
Group projects (production and presentation)
Reflecting on own and others work

MUSIC

INTRODUCTION

The subject Music focuses on students making music and the ability to think and express themselves in sound. Through immersion in repertoire from a variety of contexts, students learn to create, present and respond to music.

Music builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program uses a hands-on approach and explores technology and how to use a DAW (digital audio work station). Students **do not** need to already be able to play an instrument or read music to be successful in this course.

POSSIBLE TOPICS FOR STUDY

Video Game Music: Midi and Motifs
Performance Craft: Rock and Riffs
Film Music: Narratives and Underscoring
Call My Agent: Sound Production and Song Writing
All the World's a Stage: Musicals and Music Videos
Semester 2: student guided topic based upon interests of the class

HOW STUDENTS ARE ASSESSED

Students are assessed in a variety of methods including:

Original Compositions
Arrangements and Remixes
Individual Performance
Group Performance
Responding to live performance (QPAC Musical Theatre visits)

PHYSICAL EDUCATION

INTRODUCTION

Physical Education is a subject which combines both physical and academic skills. It involves students understanding how the human body works and how social factors affect participation in sport. It also involves involvement in a variety of physical activities and evaluating personal performance. Integral to learning in Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently, competently and creatively. Students will be involved in the practical performance of these activities as well as in studying related theoretical concepts. The physical educated student will learn in, about and through physical activity and demonstrate an interest and willingness to participate in a variety of authentic learning environments.

TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)		
Golf	Netball	AFL
Integrated Theoretical Elements will include but are not limited to:		
Biomechanics	Fitness Programming	Ethics in Sport

HOW STUDENTS ARE ASSESSED

Physical Education will be assessed on both practical and theoretical elements of the course. A variety of assessment methods will be used including:

Folio Tasks
Research Reports
Written Examinations
Video Evidence

DIGITAL TECHNOLOGIES

INTRODUCTION

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are utilised ethically. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies develops the knowledge, understanding and skills to ensure students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

TOPIC FOR STUDY

- **GAME DEVELOPMENT**
- **PROGRAMMING**
- **ROBOTICS**

HOW STUDENTS ARE ASSESSED

Assessment is undertaken through a variety of tasks, including written and digital projects, examinations and portfolio work. At the end of each semester, students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies.

DESIGN TECHNOLOGIES – ENGINEERING

INTRODUCTION

This Year 9 course focuses on practical skills in workshop settings, emphasising safety and creativity.

Students will engage in hands-on projects to design and create solutions using various tools and machines. They will learn the fundamentals of engineering principles, material properties, and safe operation practices. Through these activities, students will develop problem-solving skills, technical proficiency, and innovative thinking.

Our curriculum prioritises safety, encouraging students to use tools and machines responsibly while fostering a collaborative and supportive learning environment. By working on real-world engineering challenges, students will gain valuable insights into the design process and the importance of sustainable practices.

By the end of the course, students will have a solid foundation in engineering concepts, practical skills, and the confidence to create innovative solutions. We are excited to guide students through this engaging and dynamic exploration of industrial skills in the workshop.

TOPICS FOR STUDY

Design and manufacture practical projects using different materials
Use hand tools and basic workshop machines

HOW STUDENTS ARE ASSESSED

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

Project Journals
Practical Workshop Projects

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective. We do highly recommend students purchase and wear safety footwear.

DESIGN TECHNOLOGIES - DESIGN & GRAPHICS

INTRODUCTION

This Year 9 course focuses on developing skills in designing solutions using real-world design programs.

In this course, students will explore the fundamentals of design and graphics, utilising industry-standard software to create innovative solutions to real-world challenges. They will learn key principles of design, including visual communication, technical drawing, and digital modelling.

Our curriculum emphasises creativity, precision, and critical thinking. Students will engage in projects that require them to apply their knowledge to design, test, and refine their ideas using advanced design tools. This hands-on approach ensures they gain practical experience and develop their technical skills.

By the end of the course, students will have a strong foundation in design and graphics, proficient in using design software, and prepared to tackle complex design problems. We are excited to support students on this journey of creativity and innovation in the world of design technologies.

TOPICS FOR STUDY

Communication Design and Graphics
Architectural Design and Drafting
Sustainable Design

HOW STUDENTS ARE ASSESSED

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

Design Folios
Freehand Sketches
Prototype modelling

DESIGN TECHNOLOGIES – MATERIALS (TEXTILES)

INTRODUCTION

This Year 9 course focuses on designing innovative textile solutions while learning practical skills.

Students will delve into the world of textiles, exploring the principles of design and construction. They will engage in hands-on projects that develop their abilities to create, upcycle, and repurpose materials, addressing the challenges of fast fashion. Through these activities, students will learn about sustainable practices and the environmental impact of the textile industry.

Our curriculum emphasises creativity, critical thinking, and sustainability. Students will gain practical skills in sewing, fabric manipulation, and design software, enabling them to bring their innovative ideas to life.

By the end of the course, students will have a solid understanding of textiles, proficient practical skills, and the knowledge to make responsible and sustainable design choices. We are excited to support students on their journey through the dynamic and creative world of textiles!

TOPICS FOR STUDY

Pyjamas
Textile Embellishment techniques
Fashion trends
Fast Fashion

HOW STUDENTS ARE ASSESSED

Design Folios
Logbook
Practical project

DESIGN TECHNOLOGIES - FOOD SPECIALISATIONS

INTRODUCTION

This Year 9 course on food specialisations and food production.

In this course, students will explore various aspects of food technology, including nutrition, food safety, and innovative cooking techniques. They will engage in hands-on activities that involve planning, preparing, and evaluating a variety of dishes, fostering a deeper understanding of food production processes and culinary skills.

Our curriculum emphasises creativity, sustainability, and critical thinking. Students will learn about the importance of healthy eating, sustainable food practices, and the impact of food choices on health and the environment. They will also develop practical skills in food preparation and presentation, preparing them for real-world culinary challenges.

By the end of the course, students will have a solid foundation in food technologies, enhanced culinary skills, and the knowledge to make informed and sustainable food choices. We are excited to support students on this delicious and educational journey.

TOPICS FOR STUDY

Healthy, Wealthy and Wise
Tastes Around the World
Food Hygiene and Safety
Food Production

HOW STUDENTS ARE ASSESSED

Journal
Practical
Team Work

VISUAL ARTS

INTRODUCTION `

Visual Arts is a subject that is suited to enthusiastic and creative students. It engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language.

Creative, critical, imaginative and inventive thinking The ability to work independently or in a team where required Self-motivation, self-direction	Pushing boundaries and exploring new expressions Visual and kinaesthetic communication The ability to see things through completion, resolving ideas The exploration of ideas and concepts

The subject is studied through a variety of mediums and styles:

Drawing	Painting	Assemblage	Computer Graphics
Stylisation	Animation	Ceramics	Sculpture
Lino Printing	Cartooning	Screen-printing	Photography

TOPICS FOR STUDY

Students will learn about the role art has played through history and how artists' work expresses their feelings about the world they live in.

It is to be noted that our Art program is flexible, and activities may vary year to year due to students' interests and community events.

How learning occurs

Through practical and theory lessons students will develop their skills in three areas- Folio of drawings and research – visual diary, art pieces and responding tasks (evaluation/reviews of art work)

HOW STUDENTS ARE ASSESSED

Students will be assessed in the areas of Exploring and Responding, Presenting and Performing, Developing Processes and Skills and Creating and Making.

St Eugene College
Dare to grow in faith, hope and love

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