

# Subject Selection Guide

## Year 9, 2026



**Southern Cross  
Catholic College**  
Co-educational Prep - Year 12  
REDCLIFFE

This Subject Selection Guide is designed to help students and parents plan a well-balanced and appropriate course of study for the final stage of the Middle Years schooling program. Year 9 provides an opportunity for students to begin to explore different options with a degree of specialisation. As a College we seek to make every effort to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College.

The Year 9 Curriculum is characterised by wider offerings in order to encourage students to remain motivated and engaged in their learning.

Students will study Religious Education, English, Mathematics, Science and Health and Physical Education over both semesters. History is studied for one semester (could be either Semester 1 or 2). Students are therefore able to choose any five of the remaining subjects offered. The only requirement is that if students choose Japanese as an elective, it must be chosen in both semesters. We strongly encourage students in Year 9 to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Please be aware that for subjects to run, there must be sufficient numbers of students wanting to study an option. Students and parents are encouraged to read this handbook thoroughly and engage in discussion with a variety of people before making a decision as to the appropriate pathway in Year 9.

For your convenience and access, contact details are provided for Curriculum Leaders. The Curriculum Leaders will be very happy to discuss the key learning areas/subjects with you if further details are required.

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# Vision for Learning

We seek the light ... and then we shine

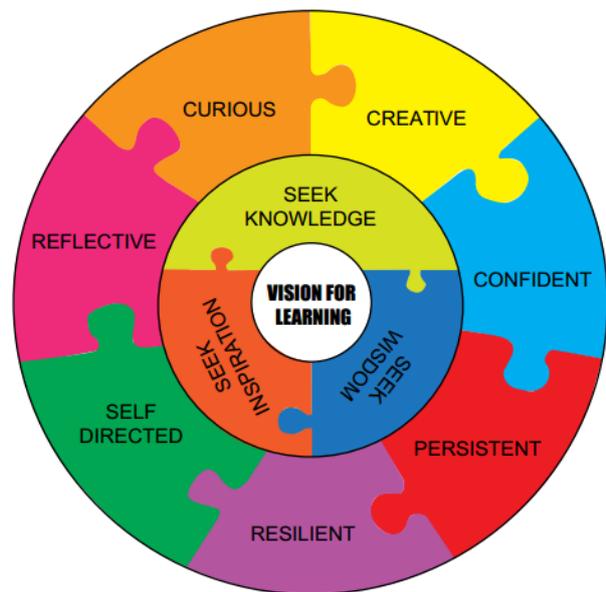
*Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible*

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

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

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

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective





# SCCC SECONDARY BEHAVIOUR MATRIX

|                                | In our learning spaces, we:   | In our social areas, we:  | In our community, we:  |
|--------------------------------|---|---|--|
| <b>STAY SAFE</b>               | <ul style="list-style-type: none"> <li>Treat one another as we would like to be treated.</li> <li>Are self-disciplined.</li> <li>Ensure our behaviour is safe.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Speak up when we see something that is wrong.</li> <li>Are responsible for each other's safety.</li> <li>Are sun smart.</li> </ul> | <ul style="list-style-type: none"> <li>Help peers and community members in need.</li> <li>Are responsible for our own safety.</li> <li>Actively listen to and follow responsible adult's instructions.</li> </ul>                  |
| <b>TAKE RESPONSIBILITY</b>     | <ul style="list-style-type: none"> <li>Take personal responsibility for our learning by doing our best.</li> <li>Follow the SCCC technology policy.</li> </ul>  | <ul style="list-style-type: none"> <li>Are responsible digital citizens.</li> <li>Positively interact with others in appropriate areas.</li> </ul>                        | <ul style="list-style-type: none"> <li>Promote positive online interactions.</li> <li>Wear our uniform with pride.</li> </ul>  |
| <b>ACTIVELY LEARN</b>          | <ul style="list-style-type: none"> <li>Stay focused on our learning by being ready to learn.</li> <li>Achieve more positively working together with staff and peers.</li> <li>Actively listen.</li> </ul> | <ul style="list-style-type: none"> <li>Are accepting and inclusive of everyone.</li> <li>Are positive role models for each other.</li> </ul>                              | <ul style="list-style-type: none"> <li>Take on and embrace all challenges.</li> <li>Do the right thing even when nobody is watching.</li> </ul>  |
| <b>RESPECT SELF AND OTHERS</b> | <ul style="list-style-type: none"> <li>Help others succeed and participate fully.</li> <li>Leave every learning area clean and tidy.</li> </ul>   | <ul style="list-style-type: none"> <li>Respect our environment as our common home.</li> <li>Promote positive language and interactions.</li> </ul>                        | <ul style="list-style-type: none"> <li>Acknowledge others in the community and treat them with respect.</li> <li>Present a positive image of ourselves and the College.</li> <li>Embrace our Lasallian core principles.</li> </ul> |

## Contacts at SCCC

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

For specific advice about subject areas, please contact the Curriculum Leaders directly. It is also recommended that students and parents attend the Careers Expo on Wednesday 30<sup>th</sup> July 2025.

|   |                                       |
|---|---------------------------------------|
| Head of Scarborough Secondary             | <a href="#"><u>Janelle Doohan</u></a> |
| Deputy Head of Campus                     | <a href="#"><u>Aime Culpeper</u></a>  |
| Assistant Principal – Curriculum          | <a href="#"><u>Greg Cuthbert</u></a>  |
| Assistant Principal – Religious Education | <a href="#"><u>Reuben Pather</u></a>  |
| Assistant Principal – Pastoral            | <a href="#"><u>Matt Rowlands</u></a>  |

|                                  |  |
|----------------------------------|--|
| Pastoral Team Leader – Delany    | <a href="#"><u>Trisha Keenan</u></a>   |
| Pastoral Team Leader – Frawley   | <a href="#"><u>Shaun Godley</u></a>    |
| Pastoral Team Leader – La Salle  | <a href="#"><u>Ellen Faulkner</u></a>  |
| Pastoral Team Leader – MacKillop | <a href="#"><u>Christina Tenni</u></a> |

|  |  |
|--|--|
| Program Leader – Student Engagement<br>and Wellbeing   | <a href="#"><u>Jess Keough</u></a>   |
| Senior Years Program Leader – Student Transition,<br>Agency and Pathways – Years 10 to 12                                | <a href="#"><u>Necia Freeman</u></a>   |
| Middle Years Program Leader – Student Transition,<br>Agency, Engagement & Pedagogy – Years 5 to 9<br>Learning Enrichment | <a href="#"><u>Yvonne Malan</u></a><br><a href="#"><u>Juanita Remphrey</u></a> |

## Subject Contacts

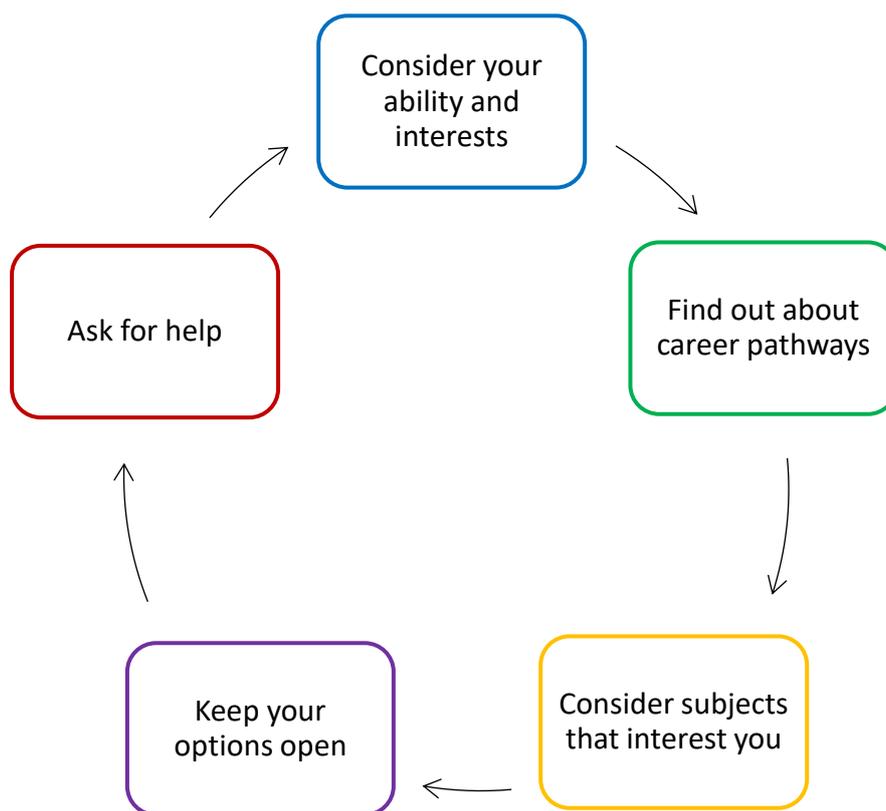
|                                |                                       |
|--------------------------------|---------------------------------------|
| Religious Education            | <a href="#"><u>Reuben Pather</u></a>  |
| English/Languages              | <a href="#"><u>Victoria Snell</u></a> |
| Mathematics                    | <a href="#"><u>Anthony Young</u></a>  |
| Science                        | <a href="#"><u>Dipo Kolade</u></a>    |
| Health & Physical Education    | <a href="#"><u>Deana Leo</u></a>      |
| Humanities and Social Sciences | <a href="#"><u>Kevin O'Dwyer</u></a>  |
| Digital & Design Technologies  | <a href="#"><u>Chris Gaffney</u></a>  |
| Food and Textiles              | <a href="#"><u>Cathy Cooper</u></a>   |
| The Arts                       | <a href="#"><u>Vanessa Hall</u></a>   |

## Choosing your Subjects

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires students to make a number of key decisions that will be important for their future. In making choices, you should consider subjects which:

- you enjoy
- you are good at
- reflect your interest, abilities, skill level and academic application
- provide an appropriate degree of challenge
- meet the needs or demands of your intended pathway
- keep your options open, and
- develop your skills, knowledge and attitudes which will be useful throughout your life.



## Subject Selection Process

A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints). Subject selection will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the aforementioned line structure.

## Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- ❖ your friends are, or are not, studying the subject (they may not be allocated to the same class)
- ❖ you supposedly like or dislike a teacher (teachers for all subjects are not decided until the start of next year)
- ❖ you think it is only for boys or only for girls (all subjects have equal value for males and females)



## Learning Options

### Please note the following points carefully:

- Information contained in this subject selection guide is subject to change, without notice
- Subjects listed may not be offered due to student demand or College capacity to deliver
- Elective courses, with the exception of Japanese, are not mandatory prerequisites for any Senior subjects.

| Learning Area                           | Years 7 – 8<br>(2 different elective units studied each term)  | Year 9<br>(3 different elective units are studied each Semester)                                    | Year 10<br>(3 different elective units studied each Semester)  |
|---|--|---|--|
| <b>Religious Education</b>              | Religious Education  | Religious Education   | Religious Education  |
| <b>English</b>                          | English  | English<br>English – Extension  | English<br>English Extension   |
| <b>Mathematics</b>                      | Mathematics  | Mathematics<br>Mathematics Extension  | Mathematics Core<br>Mathematics Advanced<br>Short Course in Numeracy (Semester 2)  |
| <b>Science</b>                          | Science<br>STEM (Year 7)   | Science   | Science  |
| <b>Health &amp; Physical Education</b>  | Health & Physical Education<br>Life Skills (Year 8)  | Health & Physical Education   | Health & Physical Education A<br>Health & Physical Education B   |
| <b>Humanities &amp; Social Sciences</b> | Humanities & Social Sciences<br>Economics & Business   | Economics & Business<br>Geography<br>History  | Economics & Business<br>Geography<br>History   |
| <b>Languages</b>                        | Japanese   | Japanese  | Japanese   |
| <b>The Arts</b>                         | Drama<br>Media<br>Music<br>Visual Art  | Drama<br>Media<br>Music<br>Visual Art   | Drama A and/or B<br>Media A and/or B<br>Music<br>Visual Art A and/or B   |
| <b>Technologies</b>                     | Digital Technologies<br>DT Engineering<br>DT Food & Fibre (Yr8)<br>DT Food Studies (Yr7)<br>DT Materials | Digital Technologies<br>DT Engineering<br>DT Food & Fibre<br>DT Food Specialisation<br>DT Materials | Digital Technologies<br>DT Engineering A (Construction)<br>DT Engineering B (Metal)<br>DT Food & Fibre<br>DT Food Specialisation<br>DT Materials |
| <b>VET</b>                              |  |   | Certificate II Workplace Skills and any other approved VET certificates – fee for service  |

Extension and Advanced subjects require approval from Curriculum Leaders and the Assistant Principal Curriculum.

Subjects listed may not be offered due to student demand or College capacity to deliver.

# Course Options – Year 9

## Compulsory Courses

### All Year:

Religious Education  
English  
Mathematics  
Science  
Health and Physical Education

### One Semester:

History

## Elective Courses

***Students are required to select 5 electives and 2 reserve options for Year 9. If choosing Japanese, it will need to be selected twice, as it is considered a full year subject. Extension and Advanced subjects require approval from Curriculum Leaders and the Assistant Principal Curriculum.***

- ❖ Drama
- ❖ Design Technologies – Engineering
- ❖ Design Technologies – Food and Fibre
- ❖ Design Technologies – Food Specialisation
- ❖ Design Technologies – Materials
- ❖ Digital Technology
- ❖ Economics & Business
- ❖ English Extension
- ❖ Geography
- ❖ Japanese (must be studied for both semesters)
- ❖ Mathematics Extension
- ❖ Media
- ❖ Music
- ❖ Visual Art

# Religious Education

## Course Overview

Year 9 students will explore how core beliefs and practices of religions reveal understandings of God. They will investigate how Jesus as the Incarnation of God, is a role model for people and his example helps us to develop to our fullest potential. Students will evaluate how the Church is in the World through responses to world events and how various religious and lay leaders have provided a way forward.

## Course Outline

### ***How do believers make sense of the world around us?***

The monotheistic religions (Christianity, Judaism and Islam) have divergent understandings of God. Three foundational beliefs of Christianity; the Incarnation, Resurrection and Ascension of Jesus are significant in the lives of believers. Lay people witness to Jesus Christ in his priestly, prophetic and kingly roles, including prayer, worship and the celebration of the Eucharist.

### ***How do believers understand sacred story?***

Over time Christians have evolved an understanding of how biblical texts can be interpreted and used. Biblical criticism helps the reader interpret and use Old Testament and New Testament texts. Four sources combined to form the Pentateuch, and key themes of the Pentateuch include creation, sin, covenant, law and promise, worship, and Chosen People. The miracle stories and parables have historical and cultural settings, as well as defined structures. The intention of the human author is important in determining the nature of the truth revealed in the text.

### ***How do believers challenge the world?***

Good and evil have co-existed throughout human history and the experience of sin points to the presence of good and evil in an imperfect world. Catholic social teaching reflects the concept of respect for each person, as created in the image of God and as a reflection of God. Events and developments within the Church from 1750 to 1918 reflected times of great challenge and change in the world, and the Church responded to internal and external threats. Various religious and lay leaders responded to emerging moral questions within the Christian Church.

### ***How can believers bring healing and forgiveness to the world?***

The Sacraments of Healing, Penance and Anointing of the Sick, are significant in the lives of believers past and present. Through the Sacraments of Healing, the Christian community continues Jesus' healing, care and compassion. Celebration of the Sacrament of Penance has changed over the centuries but has retained the same basic elements. Believers pray for forgiveness and healing, including the Penitential Act. Meditative prayer uses silence and stillness to assist believers to listen and talk to God.

## Assessment

Throughout each unit, students will be required to show evidence of their learning progress such as a research journal compiling of activities they have completed throughout the term. At the conclusion of each unit, they will complete a formal piece of assessment that is built on these activities. This will take the form of multimodals, research assignments and short response exams.

# English

## Course Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. (*The Australian Curriculum: English*)

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

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

## Course Outline

*Responding to Visual and Written Texts* - In this unit, students will prepare for NAPLAN writing by exploring a variety of visual and written texts. They will analyse how language and visual elements are used to persuade and inspire, examining the ways persuasive and narrative techniques shape meaning and influence audiences. The unit will culminate in students delivering a persuasive speech in response to issues explored in the studied text portfolio.

*Romeo and Juliet – Film Study* - This unit focuses on analysing key concepts in Baz Luhrmann's film adaptation of *Romeo and Juliet*. Students will explore the filmmaker's purpose, examine how film techniques shape meaning, and analyse how core concepts such as fate, conflict, and love are represented. Through deconstructing model essays, identifying key visual and textual evidence, and participating in guided analysis, students will develop their analytical writing skills. This unit then prepares students for studying Shakespeare's original play later in the year. The final assessment is an extended analytical response under exam conditions.

*Poetry Study – Multimodal Narrative*. In this unit, students will explore a range of poems to examine how poets express complex ideas through language, structure, and stylistic devices. Through close analysis, students will investigate key themes such as identity, resilience, social justice, and the human experience from a range of diverse perspectives. The study of poetry encourages students to think critically and creatively, considering both personal and societal perspectives. Students will be guided to transform their understanding of poetic themes into a multimodal narrative, blending visual and written modes of communication. This creative response will reflect their interpretation of a selected poem or thematic concept.

*Romeo and Juliet – Play Study – Spoken Multimodal Analysis*. This unit focuses on analysing key characters in Shakespeare's play, *Romeo and Juliet*. Students will explore the playwright's purpose and examine how Shakespeare uses dramatic devices and language techniques to shape audiences' understanding of key characters. By deconstructing model analyses, identifying key textual evidence, and engaging in guided discussion and interpretation, students will develop their spoken analytical skills. The final assessment is a multimodal analytical seminar where students showcase their analytical and spoken skills.

## Assessment

Assessment tasks will consist of a range of activities from the key areas of listening, speaking, viewing, reading and writing. Tasks include narrative, persuasive texts, oral presentations and text transformations.

## English Extension

### Course Condition

Entry into this elective will be at the discretion of the school. Prospective candidates should choose the subject as one of their first six choices and the merits of all applicants will be assessed prior to entry. This criterion ensures that participants possess the foundational skills necessary to thrive in an advanced academic setting.

### Course Overview

The Year 9 English Extension provides high achieving students with the academic rigor and enrichment opportunities they deserve. By building upon the success of the extension program at earlier levels, this course will foster a culture of excellence in English studies and empower students to reach their full potential as literate and articulate individuals.

English Extension aims to provide a platform for further academic growth, catering specifically to students who have demonstrated exceptional proficiency in English. By offering an enriched curriculum, targeted instruction, and rigorous assessments, this elective will empower students to excel in their literary endeavours and prepare them for future academic pursuits and provide opportunities for differentiated intellectual growth.

### Course Outline

The Year 9 English Extension course has been designed as an introduction to literature studies. Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis, students consider how texts endorse, challenge or question cultural assumptions. In engaging with literary texts, students reflect upon their own backgrounds and experiences and how these affect their interpretations. Students analyse textual representations to explore the cultural assumptions that underpin points of view and perspectives in texts.

In analytical responses, students demonstrate an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity in particular contexts. Student responses are evidence-based and draw on a range of interpretations of literary texts.

In creative responses, students challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts that exploit style and structure.

### Assessment

Students will undertake an analytical and imaginative response.



# Mathematics

## Course Overview

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

## Course Outline

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

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

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

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

The four proficiency strands are an integral part of Mathematics content across the three content strands. These strands are: Understanding; Fluency, Problem Solving and Reasoning. All fields of study are revisited in greater depth each semester.

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

## Assessment

Assessment instruments include examinations, a structured problem solving and modelling task, and other assessment modes. These instruments are designed to assess students according to the standards of the Australian Curriculum, whilst also preparing them for the style of senior assessment requirements. There are two criteria for which students can achieve A to E grades: Understanding and Fluency and Problem Solving and Reasoning.

## Mathematical Extension

Mathematics Extension will be offered to Year 9 students as an Elective subject. Students can choose this subject, in addition to their normal maths class, to be extended in their mathematical abilities and appreciation. Topics for study are influenced by the interests of students. All students may indicate their desire to study the subject, however the final decision regarding acceptance will be at the discretion of the College.



# Science

## Course Overview

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

## Course Outline

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

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

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

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

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

## Assessment

Emphasis is on Science Inquiry Skills. There are four assessments per semester.

- Exam in Terms 1 and 3
- Block Examination in Terms 2 and 4
- One assignment, Student Experiment or Research Investigation, per Term

Students are awarded A to E grades for each semester unit.



# Health and Physical Education

## Course Overview

Health and Physical Education will be studied for four lessons per academic cycle over the course of the year. Throughout the semester, two theoretical units and four practical units will be covered.

## Course Outline

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

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### *Semester One*

- Unit 1 – Netball
- Unit 2 – Fitness Theory
- Unit 3 – Fitness Practical

### *Semester Two*

- Unit 1 – Rhythmic Moves
- Unit 2 – Relationships
- Unit 3 - Basketball

## Assessment

Theoretical work will be assessed through a variety of modes including examinations and assignments.

Practical work will be assessed via ongoing observations of participation, progress and skill/ tactical development in simple and complex environments.



# History

## Course Overview

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

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'War to end all Wars'.

## Course Outline

The History units will include aspects of the following:

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

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

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

*World War I (1914-1918)* – an overview of the causes of World War I and the reasons why men enlisted to fight in the war; the places where Australians fought and the nature of warfare during World War 1, including the Gallipoli campaign; the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate); the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

## Assessment

A combination of stimulus response exams, research tasks and multimodal presentations.



# Design & Technologies – Engineering

## Course Overview

Engineering is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to gain an understanding of Engineering in its broadest sense. Through practical application of technologies, they will explore how motion, force and energy are used to manipulate and control systems when engineering simple solutions and will develop manual dexterity and coordination through hands-on activities.

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

## Course Outline

Engineering will build upon the knowledge and skills relating to materials, tools, processes (engineering and industrial) and technology gained while completing Years 7 and 8 Design and Technology.

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

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

Suggested Tasks:

- Sandwich Tray
- Baking Tray
- Wall Pot Hanger

## Assessment

Students may be assessed on class tests, practical work and assignments.



## Design & Technologies – Materials

### Course Overview

Designers use 'design thinking' to solve problems. Students studying design will solve real-world problems using the design thinking process and then communicate their ideas and solutions to clients. Design thinking allows you to first understand the problem in question, examine and define client's needs, before generating, testing and prototyping ideas. Critical and creative thinking is used to continually evaluate ideas and ensure they meet success criteria. This human-centred approach is iterative and uses higher order thinking to create solutions.

Equally important as generating ideas, is learning how to communicate them to an audience. Students create two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. Emerging technologies (laser cutting, 3D printing and computer aided drawing) are explored to assist the representation phase. Spatial cognition, mathematical concepts, fine motor skills and knowledge of industry standards are built upon when representing ideas.

### Course Outline

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions. Students specifically focus on preferred futures, considering ethics; legal issues; social values; economic, environmental and social sustainability factors and use strategies such as life cycle thinking.

### Assessment

Design folios are used to record the design thinking process and final solution. Design folios are a mix of written and visual communication, including graphical representations of your ideas and solutions completed by hand and digitally.

#### Products and Services

- *Products Design Folio*
- Example: project packaging

### Software Programmes

Graphical software programmes such as Autodesk Inventor, Google SketchUp, Autodesk AutoCAD, Autodesk Revit, Adobe Photoshop and Adobe InDesign are used to communicate solutions. In addition, you may use 2D laser cutters and 3D printers for prototyping and testing designs.



# Digital Technologies

## Course Overview

Digital Technologies in Year 9 focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for learning in the senior secondary years.

By the end of Year 9, students will have had opportunities to analyse problems and design, develop and evaluate a range of digital solutions.

Learning within the Design and Technologies area students build on concepts, skills and processes developed in earlier years. In Year 9 students use design and technologies knowledge and apply understanding, processes and production skills and design thinking to produce effective solutions to identified problems. When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Skills in understanding sensing systems and control and programming skills are key aspects of the Year 9 units.

## Course Outline

|                  |   |  |
|------------------|---|--|
| Unit 1 Focus     | Introduction to Graphic Design  |  |
| Assessment       | Folio of Work – Software options: Photoshop/Illustrator/Flash/Dreamweaver |  |
| Context/s        | Graphic Design and Data Compression                                       |  |
| Unit 2 & 3 Focus | Game Design Level 3   | Robotic Control Systems Extension                |
| Assessment       | Game Design – 2D programming software                                     | Folio of Tasks<br>Design Solution<br>Project EV3 |
| Context/s        | Game Design   | Robotics   |



## Assessment

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and Understanding
- Processes and Production Skills

Assessment tasks include folios of work and project-based tasks.



# Drama

## Course Overview

Drama is a dynamic practice that introduces students to the world around them. It encourages participants to continue questioning, exploring, and bring to life new ideas and ways of living and thinking. It is not about being the best performer or the next Hollywood star, it is about *creating and making, exploring, and responding* in the search of meaningful connections with others and the world around us.

Drama assists students to question who we are, why we are here, and challenge preconceived and existing ideas and structures. Drama helps students to reflect on their values and beliefs, at the same time helping them to shape their own identities.

“A joint study by the University of Sydney’s Faculty of Education and Social Work and the Australian Council for the Arts has found that engagement in the arts benefits students not just in the classroom, but also in life. Students who are involved in the arts have higher school motivation, engagement in class, self-esteem, and life satisfaction, researchers discovered.” (Australia Council for the Arts, 2013)

## Course Outline

During the semester students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

The units of work studied in Year 9 are:

- Making – Forming- Improvisation, group/practical and written
- Presenting – Children’s Theatre performance, group practical
- Responding – analytical response to performance; individual/written

## Assessment

Assessment is completed individually or in groups however, students are always marked individually.



## Economics and Business (Civics and Citizenship)

### Course Overview

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

The Economics and Business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

Civics and Citizenship, the second of the two strands in this subject, builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

### Course Outline

The Economics and Business units will include aspects of the following:

#### *The Australian Economy*

Students examine the Australian economy and learn about consumer choice, needs versus wants and relative scarcity. They investigate the participants in the Australian economy and what it aims to achieve. They explore Australia's place within the global economy and examine trade with other countries, including what Australia imports and exports.

#### *The Global Economy*

Students will investigate Australia's trading relationships with countries all over the world, particularly with those in the Asia region.

#### *Civics and Citizenship*

Students will study the role of political parties and independent representatives in Australia's system of government, including the formation of governments. They will examine the process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet. Students will learn about how ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

### Assessment

A combination of stimulus response exams and research tasks



# Food & Fibre, Food Specialisation

## Course Overview

The central focus of Food and Fibre is the wellbeing of people within their personal, family, community and work roles. These subjects encourage personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

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

**NOTE:** Students who wish to study in this area all year will choose both the semester units *Food and Fibre Production* and *Food Specialisations*. Students who wish to study this area for only a semester will choose from any of the two Semester units offered and listed below.

Students are required to bring sewing materials and food ingredients from home for practical lessons and assessments throughout the semester. Once completed, they will be able to take their cooking and sewing home.

## Course Outline

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

### *Food Specialisation:*

- Unit 1 - Australian Guidelines to Healthy Eating - 5 Food Groups and their function in the body with a focus on: breads and cereals; vegetables; fruit; milk, yoghurt and cheese; meat, eggs, nuts and legumes.
- Unit 2 – Food Waste – students explore the issue of food waste and investigate practical strategies to reduce it in everyday life. E.g., Food selection, preparation, storage, menu planning, using leftovers, recycling and composting.



### *Food and Fibre Production:*

- Unit 1 - Food Specialisation: The Paddock to Plate Journey - Sustainable Foods, Seasonal Foods, Food Waste, Food Miles, The Environment. A particular focus may be on the following industries: Beef, Eggs, Milk, Fish, Honey, Vegetables, Fruit, Wheat, Almonds, or Ginger.
- Unit 2 - Fibre Specialisation: The Cradle to Grave Journey - Fibre classification: natural vs synthetic fibres. The production of textiles and their physical properties, including sewing skills, using textiles equipment and sewing machines.



## Assessment

In the semester, students will be assessed on the following units:

- Weekly observations of students' products will be completed throughout the semester.
- Formal assessment items may be completed in any order.

### *Food Specialisation:*

- *Task 1* - Students prepare a range of recipes using ingredients across the food groups and reflect upon their success. (Individual/written and practical cooking task).
- *Task 2* – Students design a meal plan suitable for a teenager and produce a healthy stir-fry. (Individual written and practical cooking task)
- *Task 3* - Students investigate ways to minimise food wastage and cook a dish using ingredients found at home that can be used up. (Individual written and practical cooking task).

### *Food and Fibre Production – (may be completed in any order):*

- *Task 1* - Students produce (sew) a pair of pyjama pants (individual/written and practical sewing design task)
- *Task 2* - Students complete an unseen recipe task based on the Paddock to Plate journey with an objective written response (individual/written and practical cooking task)

# Geography

## Course Overview

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

## Course Outline

The Geography units will include aspects of the following:

*Biomes and Food Security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*Geographies of Interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places, through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Key inquiry questions are:

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

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

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

## Assessment

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



# Japanese

## Course Overview

Languages are designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners. (*The Australian Curriculum: Language*)

The Japanese program aims to assist students in gaining communicative proficiency and an understanding of other cultures and peoples. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the program. The study of Japanese at all levels makes it possible to view culture within its own terms of reference and to approach life's tasks with an insight gained from another language and culture.

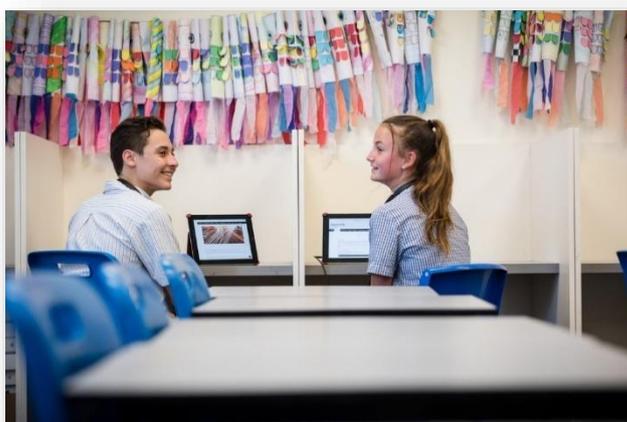
## Course Outline

The Year 9 course aims to expand students' knowledge of vocabulary and more advanced grammatical patterns. The topics studied include Neighbourhood, Routines, School, Seasons, Shopping and Describing People. By the end of the year, students will have mastered the hiragana and katakana scripts and will be gradually introduced to some basic kanji. Authentic materials such as, films, advertisements, comics and magazines, will be used to enhance reading practice. Cultural information will be integrated into language lessons. Students will use a variety of resources, including curated booklets, throughout each unit with no set texts required to be purchased. Students' learning is also enhanced through the use of technology such as individual laptops with Japanese applications and an online learning environment allowing students freedom and flexibility to learn at their own pace both in class and at home.

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

## Assessment

During each semester, students are assessed on all four of the macro skills; Listening, Speaking, Reading and Writing. Tasks include; short responses to dialogue and speech; exchange information and ideas with an oral role-play and presentation.



# Media

## Course Overview

Media Arts enables students to build on their understanding of structure, intent, character, settings, points of view and genre conventions in media artworks. They do this by exploring the conventions used by media artists and examining the way different audiences engage with and share media artworks. This exploration asks students to consider social, cultural and historical influences and representations in media arts and evaluate how established behaviours or conventions influence the media artworks they engage with and make. As Media Arts is a technology driven subject, students must learn to maintain safety in the use of technologies and when interacting with others. They must develop ethical practices and consider regulatory issues when using technology including the use of images and works of others.

During the semester of study, students experiment with the organisation of ideas to structure stories through media conventions and genres. They learn to create points of view in images, sounds and text. This is done through developing and refining student media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning. In this learning process, students are taught to analyse, plan, structure and design media artworks that engage audiences.

## Course Outline

Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

The units of work studied in Year 9 are:

- Making- Written synopsis, script and storyboard,
- Filming and editing
- Responding – Film analysis on techniques and conventions

## Assessment

Assessment is completed individually or in groups however, students are always marked individually. They are assessed according to *Making* and *Responding* criteria.



# Music

## Course Overview

Music exists in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures, and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through the study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind, and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

## Course Outline

During the semester analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times, and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse, and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression, and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style, and notation to compose, document and share their music.

Unit: Film music

- Making – Developing skills in chosen instrument and perform music
- Compose a theme for a new film
- Responding – Explore functions of film music and the techniques used by composers

## Assessment

Students will be assessed via a range of assessment types such as performances, compositions, integrated projects and short response exams.



# Visual Arts

## Course Overview

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly, with the other art forms, the visual arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Learning in Visual Arts involves students *making* and *responding* to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

## Course Outline

*Responding* in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks. Students will evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

*Making* in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn, apply and manipulate techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms. Students develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Depending upon the cohort and cohort skills, units of study could focus on:

- *Making* – folio work exploring various materials, processes and techniques related to drawing, sculpture and/or Photoshop. Exploring differing representations of still life.
- *Responding* – analytical response to an artwork that explores themes related to practical work.

## Assessment

Students will be assessed individually via a range of assessment types such as investigation (written task), project (practical task) and examination (written task). They are assessed according to *Making* and *Responding* criteria.







**Southern Cross Catholic College** *A Prep-Year 12 learning community, which aspires to growth in knowledge, love and service in the presence of God.*

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