

CHISHOLM CATHOLIC COLLEGE

Year 9 Subject Handbook 2019



204 California Creek Road
Cornubia Qld 4130

Phone: 3209 0700

Fax: 3287 6291

E-mail:

scornubia@bne.catholic.edu.au

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FROM THE PRINCIPAL

Dear Parents & Students

As students move through secondary schooling, greater specialisation is required in relation to subject choices. Students will complete core subjects in Year 9 and will be able to also select 3 elective units.

These electives should be chosen, in consultation with parents, based on areas of interest, achievement levels and to explore future options. I ask that these electives are considered carefully and discussed with parents. Our experience shows that when students follow their passion the outcomes are better.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Ms Martina Millard
Principal



Chisholm Catholic College

MISSION STATEMENT

CHISHOLM CATHOLIC COLLEGE'S MISSION IS: "LIVE CHRIST'S CHALLENGE"

We strive to pursue excellence in education - an education that reflects quality in teaching and quality in learning.

We do this:

- IN FAITH:** We work with families towards being a Christian community where faith and life are integrated.
- IN LOVE:** We seek to show Christ's love in our policies, structures and relationships, tolerating failings and being committed to forgiveness and reconciliation.
- IN HOPE:** We strive to develop the confidence and self-esteem of all to achieve their full potential spiritually, intellectually, morally, physically, emotionally and socially.
- IN JUSTICE:** We try to show compassion for those in need, tolerance for those who are different and actively working for justice for all.
- INTEGRITY:** We aim to develop a desire for truth, an ability to think critically and to act honestly. Self-discipline, responsibility, accountability and openness will guide our actions.

We believe each person in our community has the ability to influence positively the lives of others

YEAR 9 CURRICULUM

The curriculum in Year 9 consists of **CORE** subjects which all students study and **ELECTIVES** which are chosen by students depending upon their interests & abilities.

CORE

All students in Years 9 study a compulsory **core** of subjects. Core subjects ensure that all students achieve a **broad general education** and are exposed to the cognitive verbs used to assess learning in Years 11 and 12. Cognitive verbs refer to the type of mental activity the students are required to perform, e.g. analyse, synthesise, list, identify.

The following subjects are studied by all students in Years 9:

- ◆ English
- ◆ Health and Physical Education
- ◆ History
- ◆ Mathematics
- ◆ Religious Education
- ◆ Science

ELECTIVES

The elective subjects provide students with a range of choices. Students choose **THREE elective subjects and 2 reserves**. These are normally chosen for 2 semesters (ie. studied throughout Years 9).

Various elective subjects are explained in detail in this booklet. Whether a subject is finally offered will depend upon demand. **If insufficient students wish to study a particular subject, then that subject will not be offered.**

Students are required to record their **three** preferred electives in order of preference (1 being their first preference), together with two alternative preferences should they not be able to fit into any of their preferred electives.

THE SUBJECT SELECTION PROCESS

This **HANDBOOK** has been written for those students entering Year 9 in 2019 so that they may select the **THREE elective subjects and two reserves** that best suit their interests and abilities. It is a choice which should involve:

- ◆ reading thoroughly the descriptors of each subject in this handbook
- ◆ considering the nature of the work that has been done in each elective during Year 8 studies, although Year 9 will be a little more demanding
- ◆ identifying those subjects which you did well at or particularly enjoyed in Year 8
- ◆ checking any subjects which you must study at the Junior level in order to continue with them as a Senior subject (e.g. Japanese, HIstory).
- ◆ thinking about your talents and strengths so that you select subjects which enhance and develop such abilities.
- ◆ an understanding that if you want to change subjects at some stage in Year 9 this **may** be possible. The process is outlined in this handbook.

Whilst subject choices in Years 9 are important, they should not be an onerous task nor career related necessarily. The decision-making process at the end of Year 9 is far more involved because the subject choice is more related to career and study options.

THE PROCESS

After students and their families have had an opportunity to read this handbook and perhaps seek the advice of the Pastoral Care teacher or Subject teachers, students will be required to make a selection of the elective subjects they would like to study.

Once the subjects have been chosen and the subject lines (combination of subjects offered at any one time) have been set, students will be given confirmation of their subjects for the following year. ***The subjects offered will depend on the demand for that subject and the staffing available at that time.***

YEAR 9 ELECTIVES

SUBJECT	RELATED CAREER AREAS	PRE-REQUISITE FOR 11/12 SUBJECT
BIG HISTORY	Prepares students for all career paths – BH teaches critical inquiry skills, research and questioning skills, analysis skills and a strong foundation in communication.	NO
DANCE	Dance Teaching (private and in education, Entertainment industry, Musicals, Choreography)	It is highly recommended that the Year 9 and 10 Dance course is completed to a sound standard.
DESIGN AND TECHNOLOGIES (FOOD & MATERIALS)	Nutrition & Dietetics, Design & Fashion Industry, Interior Design, Consumer Affairs, Lifestyle Magazines, Teacher, Journalism	NO
DESIGN AND TECHNOLOGIES (FOOD SPECIALISATION)	Dietician, Nutritionist, Catering & Hospitality, Hotel Management, Events Coordination, Reception, Lifestyle Magazines, Food and Beverage Officer, Flight Attendant, Teaching	NO
DESIGN AND TECHNOLOGIES (MATERIALS & TECHNOLOGIES)	Dietician, Nutritionist, Catering & Hospitality, Hotel Management, Events Coordination, Reception, Lifestyle Magazines, Food and Beverage Officer, Flight Attendant, Teaching	NO
DIGITAL TECHNOLOGIES	Teaching, Information Systems, Engineering, Computer Programming, Web Design, Game Design, 3D Modelling	YES
DRAMA	Acting, Public Relations, Life Skills - Confidence, Television. Theatre Operation, Events Technician, Journalism, Design Industry, Teaching	Yes It is highly recommended that the Year 9 and 10 Drama course is completed to a sound standard.
e-STEAM	Prepares students for all career paths especially in the technology and engineering areas	NO
ECONOMICS AND BUSINESS	Accounting, International Business, Management, Accounting, Legal Studies	NO
GEOGRAPHY	Park Ranger, Meteorologist, Geologist, Environmental Scientist, Environmental Consultant, Town Planner, Cartographer	NO
JAPANESE	Tourism & Hospitality, Interpreting, Travel, Education, Business, Law	YES
MUSIC	Performing, Entertaining, Teaching, Instructing, Conservatorium, University, Industry, Recording	It is highly recommended that Yr 9 & 10 Music course is completed to a sound standard or proficiency in an instrument including voice.
SPANISH	Tourism & Hospitality, Interpreting, Travel, Education, Business, Law	YES
SPORTING EXCELLENCE & DEVELOPMENT ACADEMY (SEDA)	Elite competition opportunities.	N/A
VISUAL ART	Teaching, Artist, Commercial Artist, Interior Design, Architecture, Industrial Design, Advertising, Sign Writing, Television, Fashion, Photographer, Craftsperson, Curator, Illustrator, Visual Merchandiser, Arts Administrator	Yes It is highly recommended that the Year 9 and 10 Art course is completed to a sound standard.

NOTE: Students who have not completed a pre-requisite subject may seek Special Arrangement for entry into the Senior Subject by consulting with the Assistant Principal – Senior Studies.

THE NEW SENIOR SYSTEM

The Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's school-based senior schooling qualification awarded to eligible young people at the completion of the senior phase of learning, usually at the end of Year 12. The QCE records achievement of a significant amount of learning, at a set standard and pattern in contributing studies, while meeting literacy and numeracy requirements.

A wide range of learning can contribute towards the QCE, including:

- ◆ Senior school subjects.
- ◆ Vocational education and training (VET).
- ◆ Workplace learning recognised by the QCAA.
- ◆ University subjects undertaken while at school.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE.

QCAA legislation can be viewed on the QCAA's Legislation webpage: www.qcaa.qld.edu.au/14596.html

The Queensland Government will introduce new senior assessment and tertiary entrance systems with Year 11 students in 2019.

Some Key changes include:

- ◆ An introduction of common external assessment.
- ◆ Strengthening the quality and comparability of school-based assessment.
- ◆ Replacing the Overall Position (OP) with the Australian Tertiary Admission Rank (ATAR).

The changes will help to:

- ◆ Strengthen the Queensland Certificate of Education (QCE).
- ◆ Equip school leavers with the 21st century skills they need to succeed in work and life.
- ◆ Ensure school leavers are innovators, entrepreneurs, valued employees, life-long learners, and responsible global citizens.

Why the new systems are being introduced?

- ◆ Queensland's current senior assessment system began in the early 1980s. The OP system was introduced in 1992.
- ◆ In a 2014 report, the Australian Council for Educational Research (ACER) said these arrangements were fair and reliable but would not be sustainable in the long term.
- ◆ ACER recommended changes to achieve greater rigor and simplicity.

The first students to receive an ATAR instead of an OP will graduate from Year 12 in 2020.

Implications and How Are We Preparing Students at Chisholm

Despite the changes, it is still important to do the subjects you are good at and those which you enjoy. Not all students go on to further study. Currently across Queensland, 40% of students sit for an OP and 60% undertake VET, traineeships, direct to work and apprenticeships. This will not change and providing different pathways and opportunities is essential at Chisholm Catholic College.

The new Senior System is based around students learning and demonstrating *Cognitive Verbs*. These *Cognitive Verbs* are essential to our teaching and student learning and will be a focus throughout schooling. (Please refer to booklet).

In Year 10 Students will have the opportunity to experience Senior Subjects as they will be undertaken in Year 11 and 12. This will occur for a Semester only so as to provide the opportunity to experience a range of subjects. Therefore, students will select 9 electives and do 6 of them over the course of the year. Assessment conditions and type will mirror those encountered in Years 11 and 12.

CORE SUBJECT DESCRIPTIONS

CORE
Subject
Descriptions
Yr 9
2019

ENGLISH

AIMS

The aim of the course is to assist students to develop their ability to use English effectively, allowing them to:

- ◆ Participate as confident members of family and community
- ◆ Undertake further study
- ◆ Obtain employment
- ◆ Participate in a range of recreational activities involving literature, drama and the mass media

The goal of the English Program is to develop the student's abilities to compose and comprehend spoken, written and visual English - fluently, appropriately and effectively - for a wide range of personal and social purposes. The three strands in the Australian Curriculum, Language, Literacy and Literature, are reflected in Chisholm's English program.

The course provides the basis for English studies in the post compulsory years and the skills for language usage in the work place.

COURSE OVERVIEW

The program helps to develop the student's capacity to use language in its various modes (speaking, listening, reading, writing and viewing) and to gain knowledge about language including its use in literature and the mass media. Students will engage with a wide variety of texts that cover the following genres: persuasive, informative, imaginative, analytical and reflective.

Using written English for different purposes and for a variety of readers, students will examine texts such as letters, essays, responses to media presentations, poems, stories, plays and personal writing (diaries, journals).

Speaking for different purposes and for a variety of audiences includes speeches to inform and persuade, responses to literature and the mass media, debating, interviews, drama presentations, role-plays and improvisations.

Students are encouraged to read widely. This will assist students to develop their vocabulary and reading and writing skills, and at the same time broaden their general knowledge and understanding of world dynamics and issues.

ASSESSMENT

Assessment will be based on reading, writing, speaking, listening and viewing activities and will ask students to create a wide range of texts for real life and life-like contexts.

NB Along with other subjects, subject English contributes to preparation for the NAPLAN tests in May in Language Conventions (grammar, spelling and punctuation), Writing (Persuasive genre has been used most recently) and Reading.

HEALTH AND PHYSICAL EDUCATION

AIMS

The Health and Physical Education course provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. The course aims to:

- ◆ Enhance their own and others' participation and performance in physical activity
- ◆ Enable the students to make decisions, apply skills and take action to promote their own and others' health and safety
- ◆ Develop and refine personal and interpersonal skills and strategies to promote positive relationships
- ◆ Reflect on how physical, social, cultural and environmental factors influence a person's health, physical activity and personal development

COURSE OVERVIEW

The Health and Physical Education 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 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. 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.

The focus areas to be addressed include, but are not limited to:

- ◆ Alcohol and other drugs
- ◆ Food and nutrition
- ◆ Health benefits of physical activity
- ◆ Mental health and well being
- ◆ Relationships and sexuality
- ◆ Safety
- ◆ Challenge and adventure activities
- ◆ Games and sports
- ◆ Lifelong physical activities
- ◆ Rhythmic and expressive movement activities

ASSESSMENT

A variety of assessment tasks will be covered throughout the course. Each will include a combination of theory and practical tasks.

REQUIREMENTS - Safety - Students are required to wear full sports uniform to every practical HPE lesson. This includes the school hat, sport shirt, shorts and appropriate sport shoes. Students should have a separate sports bag to store their uniform.

HISTORY

AIMS

History aims to ensure that students develop:

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

COURSE OVERVIEW

History is a disciplined process of inquiry into the past that develops students' 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.

In Year 9 History students will investigate the making of the modern world (1750-1945). Units included in this time period include:

- ◆ Key ideas of the Enlightenment and the Industrial Revolution (1700-1850)
- ◆ Making the Australian Nation – from Colonisation to Federation (1788 – 1901)
- ◆ Australia in the World Wars (1914 – 1945)

ASSESSMENT

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about student achievements. An awareness of what learning is assessed and how it is assessed helps both students and parents/carers to develop an understanding of what is valued and where to focus attention.

Summative Assessment Instruments in History include:

- ◆ Research tasks
- ◆ Response to Stimulus Exams
- ◆ Multimodal Presentations
- ◆ Short Response Exams

MATHEMATICS

AIMS

Mathematics is a unique and powerful way of assisting individuals to make meaning of their world. Mathematics empowers individuals to deal with and explain a myriad of physical and social phenomena. Year 9 Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

COURSE OVERVIEW

The Mathematics Key Learning Area is arranged into eight topics from the Australian Curriculum as shown below:

1. Number and financial mathematics
2. Linear and simultaneous equations
3. Pythagoras' theorem and trigonometry
4. Linear relations
5. Measurement
6. Geometry
7. Algebraic techniques
8. Probability and statistics

ASSESSMENT

The course is delivered as outlined in individual unit plans developed for each term in Year 9. Each unit plan specifies the expectations for individual students in terms of the scope and sequence of the work to be covered and any assessments that must be completed.

Assessment is a powerful and effective way to learn, as well as to gauge the effectiveness of learning and teaching. Formative assessment is used extensively to allow students to develop an understanding of how they are progressing towards satisfying the requirements of the course. Summative assessment is in the form of Problem Solving and Modelling Tasks (PSMT) or common assessment tasks and will address appropriate curriculum standards.

NAPLAN

The NAPLAN test is conducted in early May and class time is used in term one and the early part of term two to ensure that students are prepared for the mathematics components, of the NAPLAN test.

RELIGIOUS EDUCATION

AIMS

The Year 9 subject continues a course of study of key areas from the Religious Education Syllabus. The aims of the course are to assist students to:

- ◆ Understand and appreciate the Catholic religious heritage and the religious heritage of others
- ◆ Understand the role religion plays in human affairs and achievements
- ◆ Grow in their knowledge and understanding of God
- ◆ Communicate about religious matters
- ◆ Develop their spiritual and moral capacity and their sense of responsibility

COURSE OVERVIEW

Students will cover a range of units throughout the year including:

- ◆ Supernatural Themes and Christianity
- ◆ Let There be Light
- ◆ Restoring the Balance
- ◆ Creating a Just Void

The course will focus on the key strands – Sacred Texts, Beliefs, Church and Christian Life. Students will cover all four strands each year.

ASSESSMENT

A variety of assessment tasks will be covered throughout the course including:

- ◆ Short answer tests
- ◆ Written tasks
- ◆ Response to stimulus tasks
- ◆ Multimodal presentation
- ◆ Journals
- ◆ Charts and art work

Each task allows students the opportunity for individual extension work.

Religious Education is one of the Key Learning Areas in a Catholic school. The subject Religion covers a range of diverse areas from history to morality. Students will acquire knowledge, develop skills, apply information to various situations, offer opinions with supporting evidence and reflect on the material presented. Within the subject students will have opportunities to consider and develop their own faith and beliefs.

SCIENCE

AIMS

"Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous".

Professor Malcolm Longair, University of Cambridge

COURSE OVERVIEW

In Science students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They identify problems and issues, and design and conduct experimental investigations. Because science links direct practical experience with ideas, it engages students at many levels. Students demonstrate evidence of their learning over time in relation to the following strands:

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

UNITS OF WORK

Biology

Students explore the overarching ideas of stability and change through the investigation of body systems and ecosystems.

Earth and Space Sciences

Students explore the development of the theory of plate tectonics. They extend their learning by considering destructive changes in ecosystems.

Physics

Students examine aspects of the chemical and physical sciences through atomic and wave models. Their understanding of these models is developed and reinforced through targeted activities.

Chemistry

Students examine how chemical reactions are used to describe the patterns of change observed in systems in which matter transforms.

ASSESSMENT

Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.

The assessment instruments are:

- ◆ Supervised Assessment
- ◆ Experimental Investigation
- ◆ Research Task

***ELECTIVE
Subject
Descriptions
Yr 9
2019***

BIG HISTORY

AIMS

Big history is an origin story like many others. It is a way of seeing and of explaining who we are and where we came from. It examines our past, explains our present, and imagines our future. But, while most origin stories are rooted in a specific culture or a specific geography, such as the Rocky Mountains or the Great Plains or the Fertile Crescent or China's Yellow River, the big history origin story aims not just to account for everything we know, but to point us toward that which we are unaware of, that which we have yet to discover. It does this by turning the widest possible lens on both ourselves and our surroundings. From subatomic particles to massive stars, from monumental events that happen in a fraction of a second to processes that span billions of years, big history examines scale, connections, and complexity to tell its story. Contributors to big history are philosophers, adventurers, scientists, scholars, and curious learners of all stripes.

COURSE OVERVIEW

Learning Outcomes

- ◆ Define thresholds of increasing complexity, origin stories, and scale
- ◆ Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge
- ◆ Understand how you fit into the Big History narrative, using the concept of “thresholds” to frame your past, present, and future and the history of the Universe
- ◆ Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic
- ◆ Learn to use timelines as a way to compare the scale of personal and historic events

Key Concepts

Big History is a course that tells the story of the Universe from the Big Bang to the present, which means students are going to be looking at billions of years of history.

This course starts with the Big Bang and ends at some undetermined time in the future. The history of the Universe covers a nearly inconceivable span of time – 13.7 billion years – so we divide it into thresholds. Thresholds are times when the right ingredients combine with the “just right” conditions, the Goldilocks Conditions, to produce a new form of complexity and, very often, new fragility. The Big Bang is the first threshold. Other thresholds include the formation of the first stars, the emergence of life on Earth, collective learning, and the Modern Revolution. The future – of indeterminate length – may have more thresholds in store, but we can only imagine what they will be.

ASSESSMENT

Assessment in Big History takes a multifaceted approach to collecting evidence of student learning. Chisholm Catholic College has embedded assessment throughout the course; every activity is developed for students and teachers to gain insight into their understanding. The course gives teachers many opportunities to review student work both formally and informally and find opportunities for improvement and enrichment.

DANCE

AIMS

The Dance course is designed to:

- ◆ Extend students' understanding and use of the elements of dance to expand their choreographic intentions
- ◆ Extend technical skills while increasing students' confidence, accuracy, clarity of movement and projection
- ◆ Perform within students' own body capabilities and collaborate safely in groups
- ◆ Draw on dances from a range of cultures, times and places as they experience dance
- ◆ Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance

Dance holds a unique position within education. Its benefits range from the most intrinsic, such as enjoyment and personal achievement in Dance itself, to related effects like the development of creativity and divergent thinking, personal and social development, and the development of a range of skills and understanding that can be applied in vocational and other life situations. Dance is an exciting new subject on offer to Grade 9 students. Dance includes a wide range of experiences and includes both the choreographic processes and performance of dance.

COURSE OVERVIEW

In 2019 Year 9 Dance will feature exciting and engaging new units which will introduce students to a broad range of trending dance styles with the aim of increasing student capabilities and skills. Throughout the unit students will learn and apply the elements of dance and choreographic devices to create, evaluate and reflect on the development of traditional and contemporary styles of dance, and how choreographers can be identified through the style of their choreography.

Units of work in year 9 include: Musical Theatre, Afro-Jazz, Fusion Dance and Technology in Dance. There is an emphasis placed on both practical and theory tasks. This course is designed to strengthen students' dance skills and challenge them to be critical and creative thinkers.

ASSESSMENT

Students will be assessed individually across the two modes: Making and Responding. They will be required to work in groups and individually.

EXCURSIONS

Where available, students will attend suitable public performances leading to assessment tasks.

REQUIREMENTS

Students will need the Chisholm Dance uniform available for purchase from the School Locker.

DESIGN AND TECHNOLOGIES (FOOD & MATERIALS)

AIMS

This course of study is designed to develop in students:

- ◆ Competencies which optimise the well-being of individuals and significant others in their near environment;
- ◆ Manipulative skills in food and fashion production.

COURSE OVERVIEW

The multifaceted nature of everyday living design dictates a broad basis for Food and Materials Technology. Generally Food and Materials Technology includes topics which focus on families and individuals.

The content areas are:-

- ◆ Food and Nutrition
- ◆ Textiles and Clothing
- ◆ Design for Fashion
- ◆ Management Skills
- ◆ Food Production Skills
- ◆ Decision-making Skills

These units involve a significant theoretical and practical component. Students rotate content areas each term. More specifically the food units look at food habits, food for entertaining, healthy eating with the development of cookery skills. Fashion involves designing and sewing a number of textile items designed for a specific purpose or using recycled products to enhance creativity.

Food and Materials Technology provides a wide range of learning opportunities for students. It encourages students to develop appropriate research skills, the ability to analyse and synthesise knowledge, the ability to apply theoretical principles and skills in critical thinking and to operate within a safe environment. In addition, studies in Food and Materials Design Technology foster the development of decision making, hands-on skills, creativity and self-expression. Students enjoy using real materials in real situations, such as preparing and presenting nutritious food, making textile articles and items of clothing.

As a significant area of study in secondary education, Food and Materials Design Technology provides for development of the whole person. Through a study of Food and Materials Textiles Technology, students learn how to live effectively, now and in the future.

ASSESSMENT

A range of assessment tasks will be incorporated using essential learnings. These will include in depth research folios into topic areas with accompanied practical work for example preparing and selling healthy lunches to the school community or constructing a sun safe textile item.

REQUIREMENTS - Safety - Students are required to wear closed in **leather school shoes** in all practical cooking classes. Joggers or leather shoes are permitted in textile classes.

DESIGN AND TECHNOLOGIES (FOOD SPECIALISATION)

AIMS

This course of study is to develop students' knowledge, understanding and practical skills and attitudes necessary for making informed decisions. It further aims to develop problem solving skills, responsible attitudes and safe working habits.

COURSE OVERVIEW

Students will cover a range of topics over the course, including

- ◆ Food hygiene
- ◆ Kitchen safety
- ◆ Nutrition and healthy eating
- ◆ Food habits
- ◆ Methods of cooking
- ◆ Cookery techniques
- ◆ Food products
- ◆ Food presentation
- ◆ Aspects of catering functions
- ◆ Design food production

These units involve a theoretical and practical component with the development of cookery skills.

Design Technology Food Specialisation provides a wide range of learning opportunities for students. It encourages students to develop appropriate research skills, the ability to analyse and synthesise knowledge, the ability to apply theoretical principles and skills in critical thinking and to operate within a safe environment. In addition, studies in Food and Nutrition foster the development of decision making, hands-on skills, creativity and self-expression. Students enjoy using real products in real situations, such as preparing and presenting nutritious food.

As a significant area of study in secondary education, Design Technology Food Specialisation provides for development of the whole person. Through a study of Design Technology Food Specialisation, students learn how to live effectively, now and in the future.

It is a recommendation that students undertake Year 9 Design Technology Food Specialisation if they wish to study Hospitality or Food and Nutrition in Years 11 and 12, but this is not a pre-requisite.

ASSESSMENT

A range of assessment tasks will be incorporated using outcomes. These will include in depth research folios into topic areas with accompanied practical work, for example, preparing and selling fete food for local feeder schools, food selling ventures, community lunches, food production and design of new food products.

REQUIREMENTS - Safety - Students are required to wear closed in **black leather school shoes** in all practical cooking classes

DESIGN AND TECHNOLOGIES (MATERIALS & TECHNOLOGIES)

AIMS

The aim of this subject is to develop in students' knowledge, understanding and practical skills, developed around planning and design. It further aims to develop problem solving skills, responsible attitudes, safe working habits and to encourage self-reliance and a sense of personal worth.

COURSE OVERVIEW

The areas of study embraced by this subject are:

- ◆ Woodworking
- ◆ Wood Turning
- ◆ Plastics
- ◆ Related Materials

These areas of study form the basis of an introductory stage of the course.

Integrated where appropriate with the areas listed above are:

- ◆ Safety
- ◆ Project Planning & Design
- ◆ Workshop Graphics
- ◆ Surface Finishing

Generally, the content of the course is structured around practical workshop activities, technology, graphical communication and guided research.

Because of the interrelationship that exists between the areas, it is logical and desirable that where possible they will be integrated and developed concurrently. It is not intended that each area of study necessarily be treated as a unit of study or that the given listing be interpreted as an order of study.

ASSESSMENT

An approximate mix of 80% practical including class work and design projects for assignments and 20% related technology.

DIGITAL TECHNOLOGY

AIMS

Digital Technology is an elective subject in Year 9. This course continues to develop the skills that the students have learnt in Year 8. This course is a practical subject in which students will learn to use application software to solve problems and communicate their solutions in appropriate formats. We cover a range of software applications that are all available on the student laptops.

COURSE OVERVIEW

This program is organised to include an assortment of computer applications and understandings which may include:

- ◆ Robotics
- ◆ 3D Game Design
- ◆ Internet of Things
- ◆ Wearable Technology
- ◆ Electronics

Digital Technology provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships. Digital Technology helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

ASSESSMENT

Students will be assessed on an ongoing basis throughout the course. All students will be required to keep a folio of work, which will include all of the work they have completed. All practical work can be completed using the software available on the student laptops. Due to the practical nature of the course, homework is given on a regular basis and is an important aspect for success in Digital Technology. Assessment items may include projects, exams, practical tests and reports.

DRAMA

AIMS

The Drama course is designed to:

- ◆ Develop confidence and self-discipline through an exploration of the elements of drama
- ◆ Develop an understanding and appreciation of the art form of drama
- ◆ Develop a greater understanding of human relationships and situations and to be able to express this understanding in a creative way through drama
- ◆ Develop skills in interpersonal relationships and teamwork

Drama is an art form highly accessible to young people. In education, it is a mode of learning that challenges students to make meaning of their world. Drama includes a wide range of experiences, such as dramatic play, improvisation, theatrical performance, film and television drama, and includes both the processes and presentation of drama.

COURSE OVERVIEW

When forming drama, students will be involved in activities such as: improvisation, character development, stage and technology design, role play and script writing. When performing drama, students will be involved in activities such as: polished improvisation, scripted plays, student devised drama, monologues and collage drama. When responding to drama, students will be involved in activities such as: reading scripts, identifying the elements of dramatic action, appreciating styles of drama, using technology to create performance, viewing and analysing drama.

Units of work in Year 9 include: the elements of drama, collage drama, tension and monologues.

There is an emphasis placed on practical design and theoretical tasks. This course is designed to strengthen students' theatre skills and challenge them to be critical and creative thinkers.

ASSESSMENT

Students will be assessed individually across the three modes: Making, Presenting and Responding. They will be required to work in groups and individually. Group rehearsal outside class time will be necessary and extension work will be offered.

EXCURSIONS

Where available, students will attend suitable public performances and incursions leading to assessment tasks.

REQUIREMENTS

Students will need 'Drama Blacks' or similar clothing for performances.

E-STEAM

Only students who have been invited to join the E-Steam Academy can select this subject

Enterprise, Science, Technology, Engineering, Arts, Mathematics

Places in the e-STEAM Academy are limited and are suitable to gifted and talented students who are independent learners. They are profiled through a selective identification process, quantitative recommendations and / or in-class observation. Each year, qualifying students are invited through the Learning Enhancement Department.

AIMS

- ◆ The e-STEAM Academy - a selective academic talent development program – is designed as an individually paced and enriched inter-disciplinary program for extending gifted and talented students in Middle School. General capabilities are at the core of its curriculum and teachers and students work in partnership with the community for 21st century learning

COURSE OVERVIEW

The course for the Academy will be divided into three core components

- ◆ Innovative Entrepreneurial Project (IEP) Innovation for Social Good
Students use creativity and technology to innovate through entrepreneurial projects that align with one or more of the Three Zeroes (Zero Poverty, Zero Unemployment, Zero Net Carbon Emissions), the UNESCO Global Action and Priorities and link to the school's Catholic identity.
- ◆ Critically Reflective Journal - Students compose a minimum 2000-word writing journal about their IEP. This component develops research and writing skills, critical reflection on acquired knowledge and/or experience and prepares students for university writing.
- ◆ Engagement Service Learning (ESL) - Students participate actively within the school and/or local community to experience real-life lessons through service. This develops students as responsible and caring citizens of the society.

For more details or to download an application form go to
<http://www.chisholm.qld.edu.au> (e-STEAM)

ECONOMICS AND BUSINESS

AIMS

At the completion of Year 9, students should have developed:

- ◆ An understanding of the different types of business organisations and how to establish and operate a small business venture
- ◆ An appreciation of the role of consumers in society and their rights and responsibilities
- ◆ An awareness of the impact of technological developments in the business world
- ◆ An understanding of our legal system and the role of government in Australia
- ◆ An ability to express themselves in both written and non-written formats

COURSE OVERVIEW

The learning outcomes for Business Education are organised into 4 strands:

- ◆ Business and Economic systems
- ◆ Information Procedures
- ◆ Enterprise and Ventures
- ◆ Work Environments

Within these strands students may undertake study in a variety of topic areas:

- ◆ Types of Business Organisations
- ◆ Needs and Wants
- ◆ Consumer Rights and Responsibilities
- ◆ Budgeting and Finance
- ◆ Marketing
- ◆ Introduction to the Law
- ◆ Record Keeping – Source Documents
- ◆ Introduction to Accounting
- ◆ Business Management
- ◆ Establishing & Operating a Business Venture
- ◆ Role of Government
- ◆ Role of Trade Unions
- ◆ Stock Market – Share Market Game
- ◆ Business Ethics – Keeping the Edge
- ◆ International Business

ASSESSMENT

A range of assessment will be used during this course, examining both theoretical and practical aspects of the course. Project work, in a number of areas, will also be undertaken by the students. Students will be assessed on knowledge, communication, research and presentation skills.

EXCURSIONS

To make the course as practical as possible and to give students real life experiences in the area of business, a range of guest speakers and excursions will be utilised.

GEOGRAPHY

AIMS

The Australian Curriculum: Geography aims to ensure that students develop:

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

COURSE OVERVIEW

In Year 9, students will study Biomes and Food Security in Semester 1 and in Semester 2, Geographies of Interconnection.

‘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 of 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.

ASSESSMENT

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about students’ achievements. An awareness of what learning is assessed and how it is assessed helps both students and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment:

1. Climate Change Report
2. Food Security Exam
3. Investigating Production Patterns Data Report
4. Exam

JAPANESE

AIMS

The study of Languages is regarded as an important part of student development because it broadens horizons, develops communication skills and better equips the student to changing patterns of life in Australia and the world.

The basic aim of the Junior Japanese course is to develop communicative proficiency in the language by developing the four language skills of listening, speaking, reading and writing.

Students will:

- ◆ Further develop the language skills they established in the introductory Year 8 Japanese course
- ◆ Learn communicative language through a range of interesting and creative topics.
- ◆ Develop language using a range of interactive tasks and games
- ◆ Further develop the writing of Japanese script
- ◆ Develop an appreciation of some of the special characteristics of Japanese culture and society. Students will participate in many cultural activities including Japanese cooking and food preparation, calligraphy, tea ceremony and origami
- ◆ Develop a greater sensitivity and understanding of English
- ◆ Recognise the value of all languages and cultures and so develop a respect for and tolerance of other people
- ◆ Raise awareness of and improve participation in our multi-cultural society
- ◆ Use the latest multi-media interactive computer software to assist in learning script, vocabulary and language

Students studying Japanese in Years 10, 11 and 12 have the opportunity to travel to Japan (every two years) on a study trip where they will be able to experience Japanese culture and practise language skills.

Students undertaking LOTE (Japanese) in Years 11 and 12 will currently gain bonus points towards their OP for University entry.

COURSE OVERVIEW

Language proficiency will be developed through a study from the following modules: Personal and Community Life; Leisure and Recreation; The Natural World, The Built World, The International World and The Imaginative World.

ASSESSMENT

Assessment will consist of a variety of communicative activities in both production and comprehension of the Japanese language.

MUSIC

AIMS

A student who undertakes Music in Year 9 will learn to make music and develop the ability to think and express themselves in sound. They will learn to aurally and visually identify, respond to and use the elements and patterns of music, developing the ability to hear what is seen and see what is heard.

COURSE OVERVIEW

The student will learn to recognise and interpret emotional, spiritual and expressive content in the music they hear and perform. Satisfaction and enjoyment come from experiencing music through singing, playing instruments, listening, improvising and composing. A student who undertakes music will have plenty of opportunity to learn the skills of performing well in front of an audience, recording their works, and through the use of computer software and traditional notation, compose all types of music for different purposes.

Units of study include:

- ◆ Chords, Key and Scales – Foundations Unit (Keyboard)
- ◆ The Blues: The Origins of Rock – Composition and Performance
- ◆ Rock Music: Multi-modal Presentation, Composition and Performance

COURSE OBJECTIVES

Music objectives are organised in terms of aurally identifying and responding to singing, playing, reading and writing music. While not an obligatory pre-requisite, learning an instrument is beneficial. If a student does not learn or play an instrument, they will develop skills on one or more of the following classroom instruments: Guitar, Keyboard, Percussion (Drums), and Bass. Voice is an instrument that students will be expected to perform with if there is no other option available to them. A variety of learning experiences individually and in groups, as well as concert excursions make for a rewarding and enjoyable course.

ASSESSMENT

Assessment is based on three components across each semester which includes performance, knowledge and composition.

Tuition is available for all students at the College in a variety of instruments.

SPANISH

AIMS

The study of Languages is regarded as an important part of student development because it broadens horizons, develops communication skills and better equips the student to changing patterns of life in Australia and the world.

The basic aim of the Junior Spanish course is to develop communicative proficiency in the language by developing the four language skills of listening, speaking, reading and writing.

Students will:

- ◆ Further develop the language skills they established in the introductory Year 8 Spanish course
- ◆ Learn communicative language through a range of interesting and creative topics.
- ◆ Develop Language using a range of interactive tasks and games
- ◆ Develop an appreciation of some of the special characteristics of Spanish culture and society. Students will learn about many Spanish cultural activities.
- ◆ Develop a greater sensitivity and understanding of English
- ◆ Recognise the value of all languages and cultures and so develop a respect for and tolerance of other people
- ◆ Raise awareness of and improve participation in our multi-cultural society
- ◆ Use the latest multi-media interactive computer software to assist in learning script, vocabulary and language

COURSE OVERVIEW

Language proficiency will be developed through a study from the following modules: Personal and Community Life; Leisure and Recreation; The Natural World, The Built World, The International World and The Imaginative World.

ASSESSMENT

Assessment will consist of a variety of communicative activities in both production and comprehension of the Spanish language.

SPORTING EXCELLENCE & DEVELOPMENT ACADEMY (SEDA)

Only students who have been invited to attend SEDA can select this subject

The Sporting Excellence and Development Academy (SEDA), allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field.

Sports include:

- ◆ Football
- ◆ Netball
- ◆ Basketball
- ◆ Rugby League



AIMS

- ◆ To assist the SEDA attendees to reach their full potential on the sporting field and in the classroom.
- ◆ To provide a supportive educational environment that will allow talented athletes to develop career pathways.
- ◆ To provide opportunities to develop our athletes skills to a highly competitive level.
- ◆ To promote a culture of excellence that will allow our students to focus on their sporting, academic and personal development.
- ◆ To develop strong community partnerships for the benefit of SEDA, and the overall student body at Chisholm Catholic College.
- ◆ To provide high level coaching, elite competition and state of the art training methods for our participants.
- ◆ To develop the facilities of the college for the betterment of SEDA and the College as a whole.

For more details or to download an application form go to <http://www.chisholm.qld.edu.au> (SEDA Link).

THERE ARE PRE-REQUISITES FOR THIS SUBJECT.

VISUAL ART

AIMS

- ◆ Promote artistic development in art making skills and develop a student's ability to articulate and evaluate the work of others.
- ◆ Students are given the opportunity to experiment with various media and techniques where they will be able to develop and apply new skills.
- ◆ Practical experience is undertaken as it is through personal encounters with artistic processes that a student will be able to confidently express their opinion of their environment, appreciate the value of practising artists/craftsmen in our society and take pride and self-satisfaction in their own art work.
- ◆ Theoretical aspects are undertaken as an appreciation of art is acquired through evaluating, analysing and studying the works of artists.

COURSE OVERVIEW

The Elements of Art and Principles of Design are emphasised. A balanced variety of expressive areas are provided using a thematic approach.

Practical work includes:

- ◆ Drawing
- ◆ Mixed-media
- ◆ Illustration
- ◆ Painting
- ◆ Printmaking
- ◆ Ceramics

Themes include: Two dimensional and three-dimensional representations of Art including:

- ◆ Layers
- ◆ Landscape
- ◆ Sculpture

ASSESSMENT

Students are assessed in Making Art and Responding to Art. They are expected to complete all components in order to demonstrate the required ACARA Standard of Achievement. Assessment items include the Visual Diary, resolved art works and written tasks.

YEAR 9 2019 SUBJECT SELECTIONS

*Students will be advised when subject selection choices will be available on the
Select My Subjects website*

CORE SUBJECT		CORE SUBJECT	
English	✓	Mathematics	✓
Health and Physical Education	✓	Religious Education	✓
History	✓	Science	✓
ELECTIVE		ELECTIVE	
Big History		Economics and Business	
Dance		Geography	
Design and Technologies (Food & Materials)		Japanese	
Design and Technologies (Food Specialisation)		Music	
Design and Technologies (Materials & Technology)		Spanish	
Digital Technology		SEDA (Sporting Excellence & Development Academy)	
Drama		Visual Art	

Please choose 3 Elective Subjects and 2 Reserve Subjects

**PLEASE NOTE THAT THE COLLEGE RESERVES THE RIGHT NOT TO RUN A CLASS
IF THERE IS INSUFFICIENT DEMAND OR IF STAFFING IS NOT AVAILABLE**

**DO NOT USE THIS FORM
ALL SUBJECT CHOICES MUST BE
SUBMITTED ONLINE**