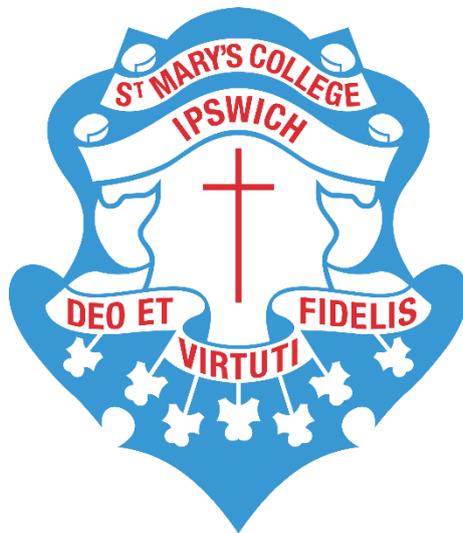




St Mary's College Year 9 Curriculum Handbook 2021



Our Mission

*With Jesus and Mary as our models,
St Mary's strives to
provide quality,
holistic education
in a caring
Catholic Christian Community*

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College Leadership

Principal	Judith Finan
Deputy Principal	Marcus Richardson
Assistant Principal - Administration	Phill Holding
Assistant Principal – Religious Education	Tami Hammond

Curriculum Leaders

Religion	Tami Hammond tamih@stmarys.qld.edu.au	Religious Education (Core)
English & Languages	Angela Hughes angelah@stmarys.qld.edu.au	English (Core) Spanish
Mathematics	Anna Johnston annaj@stmarys.qld.edu.au	Mathematics (Core)
Health & Physical Education	Lisa Kelly lisak@stmarys.qld.edu.au	Health and Physical Education (Core)
Humanities and Social Sciences	Phil Kefford philipk@stmarys.qld.edu.au	Civics and Citizenship Economics and Business History (Core)
Science	Anita Thompson anitat@stmarys.qld.edu.au	Science (Core)
Technologies	Matt Jensen mattj@stmarys.qld.edu.au	Design and Technologies Digital Technologies
The Arts	Narelle Thompson narellet@stmarys.qld.edu.au	Dance Drama Media Arts Music Visual Art
VET	Alice Newton aliven@stmarys.qld.edu.au	

Middle Years Learning Leader	Donna Sugars donnas@stmarys.qld.edu.au
Senior Years Learning Leader	Allison Minton allisonm@stmarys.qld.edu.au

Curriculum Structure

In Year 9, students study 6 core subjects. Students will select a further 5 elective subjects from the list below. Included in this Handbook is an outline of each subject to assist students in making their selections.

Core Subjects 2021

- Religious Education
- English
- Mathematics
- Health & Physical Education
- Humanities and Social Sciences
 - History (one semester only)
- Science

Elective Units 2021

Technologies

- Design and Technologies Engineering Principals and Systems
- Design and Technologies Food and Fibre Production
- Design and Technologies Food Specialisations
- Design and Technologies Materials and Technologies Specialisations
- Digital Technologies

The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Art

Humanities and Social Sciences

- Economics and Business
- Civics and Citizenship

Languages

- Spanish

Year 9, 2021

Core Subjects

Religious Education

Course Description

The Religious Education guidelines recognise that “Religious literacy is one aspect of the faith development of students”. The religious classroom is an educational setting particularly well suited to the development of religious literacy as well as developing understanding of and appreciation for the diverse world in which we live. Other settings beyond the religion classroom contribute in a variety of complementary ways to the faith growth of students.

Through the Religious Education Program, St Mary’s College aims to:

- Develop student’s intellectual skills
- Develop communication skills
- Develop understanding of each person’s place in a multi-cultural, multi-faith society
- Develop student’s ability to reflect critically
- Contribute to the development of student’s capacity to make judgements in relation to moral, ethical and religious issues
- Produce young women developing emotionally, mentally and spiritually, ready to make an active contribution to their faith community and society

Course Outline

Students in Year 9 will study:

- Following the Call
- Jesus: Revelation of God
- The Human Person: Broken and Healed
- The Church in the Age of Revolutions

Assessment

Students are assessed using a broad spectrum of assessment instruments: written assignments, short answer tests, multiple choice tests, oral and written exams, oral presentations, project work, field studies and results from peer assessments.

English

Course Description

The Australian English Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Course Outline

All students study English from Years 7 to 10. After Year 10, students have a choice of subjects for Years 11 and 12 depending on their goals and their choice of pathway.

Students in Year 9 will study:

- *Those Magic Moments* - Creative Writing
- *Aussie, Aussie, Aussie!* - Australian Identity
- *The World Around Us* - Global Texts
- *Boy Overboard* - Dramatic Texts

Assessment

English uses a wide range of assessment techniques to determine the relationships between student achievement and the course standards. A folio of work will be collected and teachers will make on-balance judgments matching the work to the Australian Curriculum achievement standards. A range of assessment techniques will be used.

Mathematics

Course Description

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in the three content strands: *number and algebra*, *measurement and geometry*, and *statistics and probability*. The proficiency strands of *understanding*, *fluency*, *problem-solving* and *reasoning* describe how content is explored or developed. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Our aim is to facilitate student learning by combining the Maths Pathway program which focuses on individualised student learning with targeted small group explicit instruction, rich tasks and week-long projects.

Course Outline

In the average classroom, there is often an eight-year spread of ability as compared to the grade level achievement standard. When content is delivered according to year level, it is incredibly challenging to target every student's point of need. Teachers use the online Maths Pathway learning and teaching model to deliver an individual program for each student that allows her to focus on what she is ready to learn from the three content strands in the Mathematics Australian Curriculum. This means that every student can experience success in mathematics and those students who need to be further challenged can also achieve this. Students can be learning mathematics from all year levels of the Australian Curriculum over the three different content strands.

Maths Pathway breaks each Content Description up into a set of learning modules for students. This forms the basis of all diagnostics, student work and assessment. *Students are encouraged to complete seven modules in the fortnightly cycle. If students master four modules each cycle, they will achieve approximately 1.33 years of growth in mathematics over the year.*

Week long projects

In Term One, students commence the year engaged in a Week of Inspirational Maths which aims to not only develop student's problem solving and reasoning skills, but to also work on the skills of developing a growth mindset. In Terms 2, 3 and 4 students complete a week-long project designed to complement rich lessons. The focus is on problem solving strategies, communication, reasoning and/or interpersonal skills.

Rich tasks

Rich tasks are accessible to all students with multiple entry and exit points. They focus on problem solving strategies, mathematical discussion and critical thinking. These take place approximately once per fortnight.

Mini lessons/Targeted intervention

Targeted and mini lessons address specific points of need at a whole class or small group level. The content of each lesson is at the discretion of the class teacher and the learning needs of the students in the classroom.

24-hour parent access

Parents/caregivers can access their daughter's progress at any time by logging in to the Parent Portal on Maths Pathway. Log in details and instructions are provided at the start of each year via email. Parents/Caregivers are asked to contact their daughter's Mathematics teacher if they are unable to access the Portal.

Assessment

Students are provided with feedback on the week-long projects that are conducted each term. Growth, Effort and Accuracy scores are provided each fortnight. Parents/Caregivers are also provided with a comprehensive Maths Pathway report displaying how much work their daughter has completed within each level of the content strands. An A-E result is also provided on the Semester report in relation to the Year Level Achievement Standard. We would encourage a focus on your daughter's growth which is available in the Maths Pathway report.

Health and Physical Education

Course Description

This subject guide relates to courses developed from the Australian Health and Physical Education Curriculum. 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 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 that 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 physical activity and sport participation 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 the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Course Outline

The course consists of theory and practical components. Students in Year 9 will study:

Theory

- Relationships
- Risk Taking
- Drug Education
- Personal Identity

Practical

- Space Invaders
- Strike Out and Field
- Games We Play
- Cooperation and Challenge

Assessment

Health and Physical Education uses a range of assessment techniques to determine the relationships between student achievement and the course standards. A folio of work will be collected and teachers will make on-balance judgments matching the work to the Australian Curriculum achievement standards.

History

Course Description

This subject guide relates to the course titled *The Making of the Modern World* (c.1750 to c.1918), developed from the Australian Curriculum for Year 9 History. This time period included the expansion of European power through imperialism, nationalism, colonisation and industrialisation, which caused rapid changes in the ways people lived, worked and thought. The 'Big History' event of this period is World War 1. Consideration will also be given to the Cross-curricular priority of Australia and Australia's Engagement with Asia.

Through this Humanities Program, St Mary's College aims to:

- Develop student understandings of why the world is the way it is today
- Develop communication skills
- Develop understanding of the processes of change and continuity, cause and effect and contestability
- Develop student's ability to reflect critically
- Contribute to the development of a student's capacity to identify their social location, their place in time and their heritage within a distinctive culture
- Contribute to a student's ability to empathise with the views of others
- Develop understandings and a range of skills through processes of critical inquiry

Course Outline

Students in Year 9 will study:

Making a Better World

- Depth study: The Industrial Revolution

Asia and Australia

- Depth study: Investigate the History of an Asian Society through Colonialism

World War 1

- Depth study: World War 1 1914-1918

Australia's Engagement with Asia – geographic, social and economic perspectives

Assessment

The Queensland Curriculum Assessment Authority is responsible for assessment advice and guidelines. History uses a wide range of assessment techniques to determine the relationships between student achievement and the course standards. A folio of work will be collected and teachers will make on-balance judgements matching the work to the Australian Curriculum achievement standards. Assessment techniques will include Essay genres, Research Assessment genres, Multimodal and Source Analysis.

Science

Course Description

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The understandings which Science promotes, form a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science provides opportunities for students to:

- Develop an understanding of important scientific concepts and processes,
- Develop an understanding of the practices used to develop scientific knowledge
- Develop an understanding of Science's contribution to our culture and society, and its applications in our lives
- Develop 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
- Learn that Science is a valuable pursuit in its own right
- Experience the joy of scientific discovery and nurture their natural curiosity about the world around them,
- Develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods
- Learn the wider benefits of 'scientific literacy', including giving them the capability to investigate the natural world and changes made to it through human activity

Course Outline

The same course is offered to all students and it caters for a range of abilities and learning styles. It is structured to extend students' Science understandings and promote scientific ways of thinking, as well as preparing students for choosing the various Science subjects on offer in the Senior School.

The Australian Curriculum: Science is organised into three interrelated strands: *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour*. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its' concepts, nature and uses through clearly described inquiry processes.

Students in Year 9 will study:

- Ecosystems (Biology)
- The atom (Chemistry)
- Heat, light and electrical energy (Physics)
- Ions, acids, bases and chemical reactions (Chemistry)
- Plate tectonics (Earth Science)
- Disease (Biology)

Assessment

The Science curriculum emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. Hence Science uses a wide range of assessment approaches and techniques to determine the relationships between student achievement and the course standards.

Year 9 2021

Elective Subjects

Design and Technologies – Engineering Principles and Systems

Course Description

Engineering principles and systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Students will investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions in a built environment context. In doing so they will critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

This semester, students will explore industrial design and low fidelity prototyping using the 3D printer and/or laser cutter

Course Outline

Design and Technologies – Engineering Principles and Systems comprises two related strands; knowledge and understanding and processes and production skills. In the knowledge and understanding strand students explore the use, development and impact of technologies and design ideas in an engineering context.

As part of the process and production skills strand, students use the following design process to generate engineered solutions:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Assessment

Students will create engineered solutions following the design process. This portfolio of individual and collaborative work will incorporate both written and practical activities, including the following projects:

- Sustainable Housing and Interior Design e.g. Design a university dorm
- Aeronautics e.g. Glider design
- Laser Cutting e.g. Slot and Flat Pack Construction – Furniture of the future

Design and Technologies – Food and Fibre Production

Course Description

This course of study is an extension of work previously covered in year 7 and 8. Students will continue to develop knowledge of key challenges for world food and fibre production by investigating and making judgments on ethical and sustainable production and marketing of food and fibre.

Students will continue to develop knowledge of health and safety, the design process, project management, basic food preparation and sewing techniques.

This semester, students will explore sustainability and ethics in the egg industry.

Course Outline

This unit focuses on preferred futures in relation to fibre and food production taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors. Students will investigate and make judgements on a current food and fibre production issue to produce designed solutions to meet identified needs and opportunities.

Design and Technologies – Food and Fibre Production comprises two related strands - knowledge and understanding and processes and production skills. In the knowledge and understanding strand students explore the use, development and impact of technologies and design ideas in a food and fibre production context.

As part of the process and production skills strand, students use the following design process to generate designed solutions:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Assessment

Students will create engineered solutions following the design process. This portfolio of individual and collaborative work will incorporate both written and practical activities, including the following projects:

- Sustainability and composting
- Ethical egg production

Design and Technologies – Food Specialisation

Course Description

This course of study includes the application of nutrition principles and knowledge about the characteristics and properties of food selection and preparation; and contemporary technology related food issues.

Students will progressively develop their knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

This semester, students will explore the effect food wastage has on the environment and the science behind food preservation to design, market and sell their own preserved food product.

Course Outline

Students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will design and produce a food item suitable for sale at a school event and develop a plan to manage the food sale environment.

Design and Technologies – Food Specialisations comprises two related strands - knowledge and understanding and processes and production skills. In the knowledge and understanding strand students explore the use, development and impact of technologies and design ideas in a food context.

As part of the process and production skills strand, students use the following design process to generate designed solutions:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Assessment

Students will create engineered solutions following the design process. This portfolio of individual and collaborative work will incorporate both written and practical activities.

Design and Technologies – Materials and Technologies Specialisation

Fashion Design

Course Description

The Design and Technologies: Materials and Technologies Specialisations Curriculum enables students to become creative and responsive designers. In this course of students will investigate and make judgments on how materials, systems, components, tools and equipment can be combined to create designed solutions in a fashion design context.

They will critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they design and produce an item that meets a community, national or global need or opportunity.

Course Outline

Students will design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies. They will work as a designer to generate a solution and produce a product which will address an identified need or opportunity.

Design and Technologies – Materials and Technologies Specialisation comprises two related strands - knowledge and understanding and processes and production skills. In the knowledge and understanding strand students explore the use, development and impact of technologies and design ideas in a fashion context.

As part of the process and production skills strand, students use the following design process to generate designed solutions:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

Assessment

Students will create engineered solutions following the design process. This portfolio of individual and collaborative work will incorporate both written and practical activities, including the following projects:

Unit 1: “Sweet Dreams” Pyjama Shorts Unit – Design Folio and Practical Project

Unit 2: “Sustainable Fashion” Fashion Illustration Design Folio and Practical Project.

Digital Technologies

Course Description

The Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

In this unit students will explore the use of robotics in the design of autonomous vehicles and investigate how drone technologies can be deployed in support of the United Nations' Sustainable Development Goals.

Course Outline

Digital Technologies comprises two related strands - knowledge and understanding and processes and production skills. In the knowledge and understanding strand students explore the information system components of data and digital systems).

As part of the process and production skills strand students collect, manage and analyse data as well as creating digital solutions by:

- Defining and decomposing problems
- Designing user experiences and algorithms
- Implementing digital solutions
- Evaluating their solutions
- Collaborating and managing digital projects

Assessment

Students will design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. This portfolio of individual and collaborative work will incorporate both written and practical activities, including the following projects:

- Robotics and autonomous vehicles folio
- Drone technologies for sustainable development folio

Dance

Dance & Popular Culture

Course Description

Through Dance, specifically this unit on Dance and Popular Culture, students explore the use of the body as the instrument and movement as the medium for personal, social, emotional, spiritual, and physical communication. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

This course is designed to enable students to:

- explore the elements, skills, and processes of dance through the integrated practices of choreography, performance, and appreciation
- use the body as the instrument of expression
- enhance their knowledge and understanding of diverse cultures and contexts
- combine production elements and other artistic areas to communicate intent
- promote wellbeing and social inclusion and develop their personal, social, and cultural identity
- examine how technology can be used to create and enhance dance works
- develop their understanding of dance and choreographic terminology
- understand how dance can be used to make a political, social, or cultural statement

Course Outline

First Term:

- The roll of dance in Popular Culture – how dance changes based on societal influence
- How production elements are used to enhance a dance work – e.g. costume, technology, lighting, accompaniment, props.
- Learning occurs through various popular Dance styles: *Hip Hop, Jazz, Contemporary, Dance on Screen, etc.*

Second Term:

- Making statements using dance
- Creating and performing *Flash Mobs* to communicate to a large audience

Assessment

Assessment in this unit will be both ongoing, with judgements made throughout the unit, and as a formal assessment tasks at the conclusion of each term.

Assessment modes for this unit include:

- Group choreography tasks
- Group performance of set choreography in various styles
- Analysis and appreciation of 'live' and recorded work through written form
- Evaluation and synthesis of own and other's choreography and performance

Drama

Stage Magic: Theatre for Children

Course Description

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints.

This course is designed to focus on theatre for children and develop 21st century skills in students. It will:

- Provide opportunities to assist each student to achieve her unique potential through the arts
- Foster confidence and self-discipline in social interaction
- Develop skills in interpersonal relationships and teamwork
- Develop skills in critical and creative thinking
- Develop skills in creative and functional communication
- Allow students to use various information and communication technologies
- Encourage further involvement in dramatic and other artistic/expressive activity

Course Outline

The program is organised around the three major components:

- Making – Forming
- Making – Performing
- Responding

In this unit student will use devising and performance skills to develop and present a performance for prep or Year 1 students. They will also have the opportunity to respond to a professional theatre performance.

Students will engage with:

- Devising theatre for young people
- Storytelling
- Movement
- Puppetry
- Performance
- Acting skills – voice and movement
- Production skills including multimedia, sound and lighting
- Professional theatre performance

Assessment

Drama is a group art and many learning experiences and practical tasks will occur in group situations. However, achievement will be measured in terms of the individual's performance within the group. Assessment will include a range of practical and written tasks such as performance, student devised drama, response to theatre and assignments.

Media Arts

Document This!

Course Description

'The media' refers to the different channels we use to communicate information in the everyday world. Media Studies involves the close analysis of images, sounds and text that we experience via the media. It is the study of individual media texts such as movies, TV shows, magazines, websites. As we progress into the 21st century, communications are becoming faster and faster. We are bombarded with millions of different media images every day. Media Studies enables us to read and make sense of those images and gives us the skills to create Media texts ourselves.

Course Outline

In Media Arts, students will work around three main areas:

- Design
- Production
- Distribution

In Year 9, students will study:

- *Term 1 - Miss-Representation*
 - Representations in media texts
 - Stereotypes in film, television and new media
 - Storyboarding
 - Analysis of films, television and new media
- *Term 2 - Making a Mockumentary*
 - Documentaries – both watching and creating
 - Ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
 - Pre-production, production and post-production of short film.
 - Distribution processes

Assessment

Media is a group art and many learning experiences and practical tasks will occur in group situations. However, achievement will be measured in terms of the individual's performance within the group. Assessment will include a range of practical and written tasks such as advertising analysis, storyboarding, filming and editing.

Music

All That Jazz and Rock Around the Clock

Course Description

Studies in Music focus on creative thinking and self-expression whilst promoting self-discipline, concentration and communication.

The Music education program at St Mary's College encompasses the following four essential components:

- Composing/Arranging
- Musicology
- Performing
- Theory

Course Outline

Students in Year 9 will study:

All That Jazz

- The History of Jazz music from the 1880s to 1950s
- The 12 Bar Blues
- Four Instrument Jazz Performance: piano / guitar / bass / drum kit

Students will learn about prominent bands and styles of Jazz including Ragtime, Dixieland, Swing, Be Bop and Coo Jazz through seven decades of evolution and development. Students will learn the 12 Bar Blues and how to play chords, riffs and beats on piano, guitar, bass and drums in that style. Participation in the course should result in students being able to perform, compose, analytically listen to and enjoy Music.

Rock Around the Clock

- Pop and Rock song composition
- Song composition recording
- Four Instrument Pop & Rock Performance: piano / guitar / bass / drum kit

Students will learn about prominent bands and styles of Pop and Rock music including Rock 'N' Roll, Folk, Protest, British Invasion, Prog. Rock, Synthpop, Heavy Metal, New Age, Grunge and many more through six decades of evolution and development. Students will learn to play chords, riffs and beats on the piano, guitar, bass and drums.

Students will also learn song composition skills including lyrics, chord, melody, bass and drum kit writing. They will compose their own song. Students will learn song recording skills using Sibelius, Audacity and other electronic equipment and music software. They will record their own composition. Participation in the course should result in students being able to perform, compose, analytically listen to and enjoy Music.

Assessment

Assessment will include a range of practical and written tasks such as performances, compositions and arrangements, written assignments and reports.

Visual Arts

Ways of seeing

Course Description

The Arts encompasses artistic pursuits that express and communicate what it is to be human. Through these disciplines, we develop, share and pass on understandings of our histories, our cultures, our worlds, and ourselves to future generations.

This subject focuses on students making, displaying, and appraising images and objects. Students get satisfaction and enjoyment from making images and objects and displaying them.

Through the Visual Arts Program, St Mary's College aims to:

Develop perceptual and conceptual understandings of visual language

Develop personal expression

Develop aesthetic judgment and critical awareness

Develop communication skills

Develop understanding of symbol systems and visual communication of cultures and societies, past and present

Develop student's ability to reflect critically

Course Outline

Students in Year 9 will study:

- *Ways of seeing*
 - Printmaking
 - Drawing
 - Sculpture

Students will learn about the use of symbolism in art through the art movement of Surrealism. Students will also learn techniques for printmaking and drawing, and they will learn sculptural techniques using cotemporary materials and processes.

Participation in the course should result in students being able to develop symbol systems to express their own viewpoint(s) and create artworks utilising these symbols using a variety of materials. They should be able to decode the work of other artists and explain the meaning within their own work.

Assessment

Assessment will include a range of practical and written tasks such as a folio of practical tasks, visual diaries, theory (terms, techniques and history) relating to the concepts studied and written assignments in genres relevant to the visual arts as well as personal reflection.

Civics and Citizenship

Course Description

Civics and citizenship develops students' knowledge of political and legal institutions and explores the nature of citizenship in a liberal democracy such as Australia. It will focus on contemporary issues, such as debates over changes in law and Australian government responses to international events, and provide a means of developing students' thinking and critical capacities about our legal system. These issues provide ways that citizens can actively participate, question and improve democracy. Students will develop general skills and capabilities such as an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The course allows students to evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They will examine the key principles of Australia's system of justice and analyse the role of Australia's court systems. Students will analyse a range of factors that influence identities and attitudes to diversity and reflect on how groups participate and contribute to civic life. Civics and Citizenship education is uniquely positioned to provide opportunities for young Australians to become active and informed citizens in a global context.

Through the Civics and Citizenship Program, St Mary's College aims to:

- examine the influences that shape the operation of Australia's political system
- investigate how Australia's court system works to support a democratic and just society
- promote the participation of citizens in an interconnected world
- examine different interpretations and points of view on civics and citizenship issues, especially those raised in the media
- develop skills so that students can be active and informed citizens in a range of legal and social contexts
- critically evaluate the influence of social media in shaping identities and attitudes to diversity as well as influencing change and reform

Course Outline

Students in Year 9 will study:

- Government and democracy and the role of political parties
- Key features of Australia's court system and how courts apply and interpret the law
- Participation as a global citizen
- The influence of a range of media in shaping identities and attitudes

A range of topics are selected which involve students in development of their skills and knowledge in the Civics and Citizenship areas.

Assessment

Assessment will be by a progressive portfolio and a collaborative project. Students explore how individuals and organisations respond to changing conditions and consider how different laws and strategies can be used by citizens, courts and governments to improve legal outcomes.

Economics and Business

Course Description

Business today is conducted on a global platform. Australia is a trading nation and has a place within the rising economies of Asia and the broader global economy. This subject encourages students to explore business in order to participate more effectively in contemporary Australian society. It aims to equip students with the ability to communicate effectively, and to interact confidently in a business environment, using technologies efficiently.

This course aims to provide the student with a basic understanding of the principles underlying business activities. Students should develop the ability to communicate effectively in the language of the business world. Students are provided with a range of opportunities to develop an appreciation of the skills and attitudes that enhance employability, cooperation, self-reliance and preparedness for life-long learning.

Through the Economics and Business Program, St Mary's College aims to:

- increase awareness of the interdependence of consumers, businesses and environments, to provide a foundation in the disciplines of accounting, management and law
- provide students with a body of knowledge essential to understanding the interaction between the individual and business
- enable students to participate more effectively and responsibly in a changing business environment
- equip students with decision-making skills that allow them to develop and evaluate solutions and encourage students to think critically and purposefully about their business and economic needs and interactions
- promote the development of numeracy, effective communication and logical reasoning and introduce students to relevant technologies
- assist students to appreciate the necessity for accuracy in data collection, data analysis, managing time, and the presentation of high-quality work using reasoned arguments

Course Outline

Students in Year 9 will study:

- Innovation and the Economy
- Marketing and Entrepreneurship (Market Day) in a Global Environment
- Impact of Accounting on Economic and Business Decision-making

A range of topics are selected which involve students in development of their skills and knowledge in the Economics and Business areas.

Assessment

Assessment will be by a progressive portfolio and a collaborative project for a marketing day event. Students explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve financial outcomes.

Spanish

Course Description

Students have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. This course aims to encourage students to explore and experiment with the language base that they have already developed, with emphasis placed on practical language skills that can be used in everyday situations. The many similarities between the English and Spanish languages ensure that understanding and communicating in Spanish are skills that students acquire easily.

Throughout this course, learners will be provided with new challenges and more independent learning experiences. Students will use Spanish in a variety of different modes of communication including digital and hypermedia, collaborative performance and group discussions.

Learners will use Spanish to:

- Communicate and interact
- Access and exchange information
- Express feelings and opinions
- Participate in imaginative and creative experiences
- Design, interpret and analyse a wide range of texts

Course outline

Students in Year 9 will study:

“Agentes Secretos”: A Novel Study ((or alternatively, *“Un Día en Madrid”*: A Novel Study)

- Novel study unit explores topics such as Pablo Picasso and his works, the Spanish Civil War, and the geography of Spain.

Iris Apfel: Through the eyes of a fashion icon (or alternatively, *“Las Quinceañeras”*)

- Discuss fashion and give opinions on clothing, examine shopping habits around the world.

Assessment

In the Spanish Curriculum, communicating in a foreign language means being able to speak, listen to, read and write in the target language, therefore students are assessed in all skills. A range of assessment techniques will be used to create a folio of work that will be matched to the Australian Curriculum standards.