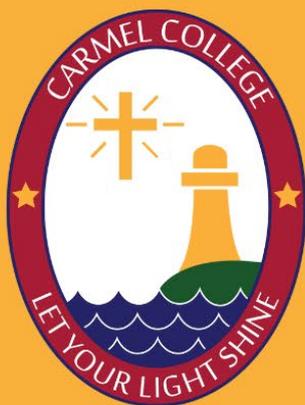




Year 9
Subject Information

SUBJECT SELECTION HANDBOOK



Learning through determination,
creativity and enthusiasm

Contents

YEAR 9 COURSE STRUCTURE	4
YEAR 8 INTO YEAR 9 SELECTION PROCESS.....	5
RELIGION (CORE SUBJECT).....	9
ENGLISH (CORE SUBJECT)	10
MATHEMATICS (CORE SUBJECT).....	11
ESSENTIAL MATHEMATICS (CORE).....	12
GENERAL MATHEMATICS (CORE)	13
MATHEMATICAL METHODS (CORE).....	14
SCIENCE (CORE SUBJECT)	15
HUMANITIES (CORE SUBJECT).....	16
HEALTH AND PHYSICAL EDUCATION (CORE).....	17
PHYSICAL EDUCATION (MOVEMENT) (CORE).....	19
ATHLETE DEVELOPMENT PROGRAM (ADP)	20
ECONOMICS & BUSINESS (ELECTIVE).....	22
DANCE (ELECTIVE).....	23
DESIGN & TECHNOLOGIES: DESIGN (ELECTIVE).....	24
DESIGN & TECHNOLOGIES: ENGINEERING AND MATERIALS (GRAPHICS) (ELECTIVE)	25
DESIGN & TECHNOLOGIES: FOOD SPECIALISATION (ELECTIVE).....	26
DESIGN & TECHNOLOGIES: MATERIALS (TEXTILES) (ELECTIVE)	28
DRAMA (ELECTIVE)	29
JAPANESE (ELECTIVE).....	31
MUSIC (ELECTIVE).....	32
SCIENCE EXTENSION (ELECTIVE).....	34
VISUAL ART (ELECTIVE).....	36

ASSISTANT PRINCIPAL – LEARNING & TEACHING 7-9

Dear Year 8 Students and Families,

In Year 7 Carmel College, all students studied a general program, designed to provide them with a broad-based education. In Year 8, you have been able to ‘taste-test’ several elective subjects. Now that Year 9 is on the horizon, it is time for students to think about which subjects they would like to further specialise in, with a view ahead to senior schooling.

Parents and students are asked to carefully read the information contained in this handbook. It is designed to provide information about the elective subjects available for study in Year 9 at Carmel College for 2025. We hope this information is useful to you as you work together towards Year 9 subject selection. Should you require further information about a particular subject offering, please email the Assistant Principal Learning Years 7-9 and Teaching Leader (see the contact details at the bottom of each subject page).

General course enquiries can be directed to me via the email address below. Students are reminded that they can speak to staff during this process to help them make the best choices and to give them further information about each subject.

- Students will make their elective choices via a program called Subject Selection Online (SSO).
- Instructions for log in and use will be provided to students and families via email.
- Please note that students must provide a printed, signed copy of their final SSO choices to their Pastoral Care teacher.

I look forward to working with you through this subject selection process, and thank our Learning and Teaching, Pathways and Pastoral teams for their work with students.

Mr Frank Turtle
Assistant Principal – Learning and Teaching Years 7-9
Frank.Turtle@carmelcollege.qld.edu.au

YEAR 9 COURSE STRUCTURE

We believe that it is in the students' best interests to engage in a broad-based education in the Middle Years. This is to ensure that they are exposed to different types of knowledge and a variety of learning experiences which emphasise different skills. We do not believe that it is in the best interest of students if they are 'locked' into subjects (and therefore particular career paths) so our subject selection process occurs separately for Year 9 and Year 10.

The course structure for Year 9 students is designed to ensure that Carmel College students study subjects across as many of the key learning areas as possible, whilst allowing personal choice. The course structure for Year 9 students studying at Carmel College in 2025 consists of eight (8) subjects as follows:

CORE SUBJECTS - The following six (6) subjects are compulsory for all Year 9 students:

1. Religion
2. English
3. Health and Physical Education (HPE) **or**
Health and Physical Education Movement (HPEM) **or**
Athlete Development Program (by Application) (HPEC21)
4. Humanities
5. Science
6. Essential Mathematics (09MAT) **or**
General Mathematics (09MATC2) **or**
Mathematics Methods (09MATC3)

ELECTIVE SUBJECTS - Students will study two (2) electives from the following:

- Dance (DAN)
- Drama (DRA)
- Design and Technologies: Design (DT)
- Design and Technologies: Engineering and Materials (DTENG - Graphics)
- Design and Technologies: Food Specialisation (DTFS - Food)
- Design and Technologies: Materials and Technologies (DTMAT - Textiles)
- Economics and Business (ECBUS)
- Japanese (JPN)
- Music (MUS)
- Science Extension (SCIC21)
- Visual Art (VARTS)

YEAR 8 INTO YEAR 9 SELECTION PROCESS

The process for subject selection is as follows:

SUBJECT SELECTION HANDBOOKS distributed to students and parents via email.

- **Student preferences** will be entered by students via **Subject Selection Online (SSO)**. Instructions for log in, and use will be provided to students and families via email. Students will have the opportunity to access support from their PC teacher, and Mr Turtle.
- Student preferences will be used to devise subject lines which will form the Year 9 timetable. The lines will be developed so that the number of students who receive all their choices is maximised. Those students whose primary choices cannot be accommodated will be allocated to one of their reserve subject preferences.
- Factors such as health and safety, specialist rooms and teacher availability may mean that some subjects have a cap which limits the number of places available. For this reason, it is important that students have selected appropriate reserve subjects.
- Prior to the final subject choices being confirmed, Learning and Teaching Leaders may examine the choices made. Should a subject choice be considered unwise (based on academic performance or suitability to a subject) parents will be contacted.
- We will not confirm subjects until all student placements have been finalised. This is often a lengthy process and may not be ready until the Christmas holidays.

ADVICE FOR CHOOSING SUBJECTS

STUDENTS

Students, we recommend that you:

- Choose subjects you like or think you would like.
- Choose subjects which you know you are good at.
- Choose subjects which will keep your future pathway options open.

A few words of warning!

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students, or perhaps older siblings. This means that it is unwise to either choose or avoid a subject because –

- Someone told you that you would like or dislike it.
- Your friends are or are not taking it.
- You think that a particular teacher will be teaching that subject.
- Only boys/girls take that subject (all subjects have equal value and purpose for males or females).

Be prepared to ask for advice

If you are uncertain about which subjects you should take, approach any teacher of that subject for further information. They will be happy to help. Details for expert teachers are included in this handbook.

We warn against doing subjects for the wrong reasons e.g. taking Drama when a student is unwilling to attempt to perform in front of others or taking Design and Technology when a student has very little self-discipline. For safety reasons, a student who consistently does not behave in an acceptable and/or safe manner in a class may not be accepted into a class

PARENTS

Parents, you are asked to assist your child in making subject selections. Please be realistic about your child's abilities and talents. Do not advise your child to take a subject because you would like to study it or an older sibling enjoyed or did well at that subject. Your child may have different talents. If your child really does not want to take a subject, don't force them. This is a recipe for future behavioural and academic problems.

The table below indicates the connections between subjects offered in Year 9, Year 10 Pre-Senior subjects and those offered in Years 11 and 12. As background to the Year 11 and 12 Senior subjects: General subjects align with a Tertiary pathway; Applied subjects are more practical in nature; and Certificates provide a Vocational Education and Training Qualification.

YEAR 9	YEAR 10 PRE-SENIOR SUBJECT	YEAR 11 & 12 SENIOR SUBJECT
Religion	Religion	Study of Religion (General)
		Religion and Ethics (Applied)
English	English	English (General)
		Literature (General)
	Essential English	Essential English (Applied)
Mathematics Extension	Mathematics Extension	Specialist Mathematics (General)
	Mathematical Methods	Mathematical Methods (General)
Mathematics	General Mathematics	General Mathematics (General)
Essential Mathematics	Essential Mathematics	Essential Mathematics (Applied)
Science	Science	Biology (General)
		Physics (General)
	Science Extension	Chemistry (General)
		Psychology
Humanities	History	Modern History (General)
		Ancient History (General)
	Geography & Tourism	Geography (General)
		Tourism (Applied)
Design & Technologies: Food and Materials (DTFS – Food)	Food Specialisation	Food and Nutrition (General)
Design & Technologies: Food and Materials (DTMAT – Materials)	Materials Specialisation (Textiles)	Fashion (Applied)
	Hospitality	<i>Hospitality (Certificate II or III)</i>
		<i>Early Childhood Education and Care (Certificate III)</i>

Athletic Development Program	Athletic Development Program	Physical Education (General)
Physical Education Movement	Physical Education	Health Education (General)
Health and Physical Education	Health Education	<i>Fitness (Certificate III)</i>
	Recreation & Fitness	
Japanese	Japanese	Japanese (General)
Economics & Business	Economics & Business	Accounting (General)
		Business (General)
	Civics & Citizenship	Economics (General)
		Legal Studies (General)
Digital Media Technologies	Business (Certificate III)	
Design and Technologies (Design)	Design and Technologies (Design)	Design (General)
		Industrial Technology Skills (Applied)
Design & Technologies: Engineering and Materials (DTENG - Graphics)	Design & Technologies: Engineering and Materials (DTENG - Graphics)	Industrial Graphics Skills (Applied)
The Arts – Dance	Dance	Dance (General)
The Arts – Drama	Drama	Drama (General)
The Arts – Music	Music	Music (General)
The Arts – Visual Art	Visual Art	Visual Art (General)
		Visual Art in Practice (Applied)

RELIGION (CORE SUBJECT)

WHAT IS RELIGION?

Religion is a core subject, undertaken by all students at Carmel College. Religion at Carmel College develops a student's understanding and connection to the Christian tradition. This curriculum enables students to think about the various ways in which humans understand and express the mystery of God. In addition to the Christian tradition, students will gain insights from other world religions and in doing so will start to view themselves as global citizens.

LEARNING EXPERIENCES WITHIN RELIGION

Students will develop their understanding of the relationship between religious adherents and the Church over time. Importantly, students will learn about respect for each person, as they are created in the image of God and as a reflection of God. Additionally, students will learn about moral behaviour towards oneself and others. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation, and meditative prayer practices, including praying with labyrinths.

ASSESSMENT WITHIN RELIGION

Assessment will vary depending on the unit being studied and may include paragraphs, essays, creative responses, responding to stimulus (such as a film or images). Students will be given class time to work on assessments and checkpoints to work towards. In addition to class time, students will have to complete some work at home.

WHAT PATHWAYS MIGHT STUDY WITHIN RELIGION LEAD INTO?

Senior Subjects	Career Pathways
Study of Religion (General)	Medicine, Nursing, Law, Bioethics, Science, Social Work, Psychologist, Lecturing,
Religion and Ethics (Applied)	Teaching, Journalism, Counsellor, Nursing, Journalism, Social Work, Youth Work.

ENGLISH (CORE SUBJECT)

WHAT IS ENGLISH?

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

LEARNING EXPERIENCES WITH ENGLISH

In English, students learn to speak, listen to, read, view, write and shape texts to make meaning with purpose, effect, and confidence in a wide range of contexts. At each year level students develop their use of English in a wide range of situations. They will explore and participate in literary and non-literary genres associated with a variety of cultural and social contexts. These genres will be sequenced to provide range and balance in increasing complexity. Some examples of assessment might be to write an analytical essay, to create and produce advertisements, or to read and respond to a short story. The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands: Language, Literature and Literacy.

ASSESSMENT WITHIN ENGLISH

The English assessment has three criterion that provide the framework for the course and its assessment based on the Australian Curriculum: Listening, speaking and creating, Reading and viewing, and Writing and creating. Students are assessed continuously, and their work is kept in folios at the College.

WHAT PATHWAYS MIGHT STUDY WITHIN ENGLISH LEAD INTO?

Senior Subjects	Career Pathways
English (General)	Studies in Arts, Journalism, Public Relations, Law, Film, Media, Writing, Publishing, Editing and Psychology may follow from the study of English.
Essential English (Applied)	Traineeship and Apprenticeship pathways

MATHEMATICS (CORE SUBJECT)

Year 9 students are provided with a choice of three (3) levels of Mathematics. It is recommended that students seek advice from their current mathematics teacher as part of their subject selection.

ESSENTIAL MATHEMATICS (CORE)

(Subject Selection Code 09MAT)

WHAT IS ESSENTIAL MATHEMATICS?

Essential Mathematics is an integral part of a general education. Studying Essential Mathematics can support a student's understanding of our world and the quality of our participation in a rapidly changing society. Essential Mathematics pervades so many aspects of daily life that a sound knowledge is vital for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially, and politically in an increasingly mathematically oriented society. This course is designed to support students to develop confidence and skills within Mathematics.

LEARNING EXPERIENCES WITHIN ESSENTIAL MATHEMATICS

The major domains of Essential Mathematics are Number, Algebra, Measurement, Space, Probability and Statistics. Students will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability, lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity, imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

ASSESSMENT WITHIN ESSENTIAL MATHEMATICS

A typical semester will contain short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student both in class and from these exams.

WHAT PATHWAYS MIGHT STUDY WITHIN ESSENTIAL MATHEMATICS LEAD INTO?

Senior Subjects	Career Pathways
Essential Mathematics (Applied)	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of: Trade; Industry; Business and Community Services.

GENERAL MATHEMATICS (CORE)

(Subject Selection Code 09MATC2)

WHAT IS GENERAL MATHEMATICS?

General Mathematics is designed for students who want to extend their mathematical skills but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They will develop the ability to understand, analyse and act regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

LEARNING EXPERIENCES WITHIN GENERAL MATHEMATICS

The major domains of General Mathematics are Number, Algebra, Measurement, Space, Probability and Statistics. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of trigonometry to find solutions to practical problems, the exploration of real-world phenomena in statistics and the use of models to solve authentic problems.

ASSESSMENT WITHIN GENERAL MATHEMATICS

A typical semester will contain short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

WHAT PATHWAYS MIGHT STUDY WITHIN GENERAL MATHEMATICS LEAD INTO?

Senior Subjects	Career Pathways
General Mathematics (General)	A course of study in General Mathematics can establish a basis for further education and employment in the fields of: Business Commerce Education Finance IT Social Science The Arts

MATHEMATICAL METHODS (CORE)

(Subject Selection Code 09MATC3)

WHAT IS MATHEMATICAL METHODS?

Mathematical Methods is a course designed for students who enjoy mathematics, and who wish to extend their abilities within mathematics. Mathematical Methods is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality, and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection, and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken, and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

LEARNING EXPERIENCES WITHIN MATHEMATICAL METHODS

The major domains of Mathematical Methods are Algebra, Functions, Relations and their Graphs, and Statistics. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Algebra and Statistics are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

ASSESSMENT WITHIN MATHEMATICAL METHODS

A typical semester will contain short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

WHAT PATHWAYS MIGHT STUDY WITHIN MATHEMATICAL METHODS LEAD INTO?

Senior Subjects	Career Pathways
Mathematical Methods (General) Specialist Mathematics (General)	A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of: <ul data-bbox="582 1686 965 1960" style="list-style-type: none">• Natural and physical sciences• Mathematics and science• Education• Medical and health sciences• Engineering• Computer science• Psychology• Business

SCIENCE (CORE SUBJECT)

WHAT IS SCIENCE?

Science is not merely a collection of facts, nor is it just a set of theories, mental processes and manipulative skills. Science is a dynamic subject and its body of knowledge, and procedures are the products of imaginative human endeavours.

Science at Carmel College is designed to further develop and enhance student knowledge and skills in the sciences that will help to build an appropriate base knowledge for prospective Biology, Physics and Chemistry students. Through the study of Science, students will develop skills in observation, communication, prediction and extrapolation with authentically embedded literacy and numeracy skills.

LEARNING EXPERIENCES WITHIN SCIENCE

Through studying Science at Carmel College students aim to further develop:

1. Scientific understanding of humans, their planet, the universe and the relationships among them, within the framework of the formal sciences.
2. Appreciation of scientific inquiry skills that influences the different branches of scientific investigation.
3. Knowledge and understanding of Science as a Human Endeavour.

The key to success in teaching science lies in flexibility and variety within a repertoire of strategies including problem-solving, investigation, practical work, exposition, accessing information, discussion, consolidation and practice. Emphasis will be placed upon students' first hand investigation of material, and discussion of their developing ideas.

ASSESSMENT WITHIN SCIENCE

Students studying Science will be assessed based on their completion of both formal exams and assignments that may include research tasks and/or scientific reports.

WHAT PATHWAYS MIGHT STUDY WITHIN SCIENCE LEAD INTO?

Senior Subjects	Career Pathways
Biology (General) Chemistry (General) Physics (General) Psychology (General)	A science qualification leads to an array of occupations including many trades, as well as research, teaching, engineering, medical science (e.g. nursing) and environmental sciences.

HUMANITIES (CORE SUBJECT)

WHAT IS HUMANITIES?

Humanities follows the ACARA syllabus for History and Geography. Students will study a semester of each. It allows students to develop critical thinking skills and create a deeper understanding of the world around them. History in Year 9 focuses on the making of the modern world from 1750 to 1918. Geography in Year 9 focuses on Biomes and food security and Geographies of interconnections.

LEARNING EXPERIENCES WITHIN HUMANITIES

In History, students will learn how to critically use primary and secondary sources through analysis and evaluation. They will learn how to question events, motives and perspectives through inquiry and a variety of different learning experiences. Topics may include: Industrial Revolution, Movement of Peoples (slave trade/ convicts), Making a Nation- Australia and World War I.

In Geography, students will investigate the role of the biotic environment and its role in food and fibre production. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world. Students will learn 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.

ASSESSMENT WITHIN HUMANITIES

- Short Response to stimulus exams
- Investigation
- Data report

WHAT PATHWAYS MIGHT STUDY WITHIN HUMANITIES LEAD INTO?

Senior Subjects	Career Pathways
Geography (General)	Forensics Town planning Surveying
Modern History (General)	Management- hazard, environmental, Human resources
Ancient History (General)	Marketing International relations Psychology
Tourism (Applied)	Law

HEALTH AND PHYSICAL EDUCATION (CORE)

(Subject Selection Code 09HPE)

WHAT IS HEALTH AND PHYSICAL EDUCATION (HPE)?

HPE is a course of study which focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.

LEARNING EXPERIENCES WITHIN HEALTH & PHYSICAL EDUCATION

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. In the physical activity component, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. 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.

Areas of learning include:

Alcohol & other drugs, Mental health & wellbeing, Relationships & sexuality, Games & sports, Lifelong physical activities, Rhythmic & expressive movement activities

ASSESSMENT WITHIN HEALTH & PHYSICAL EDUCATION

Students are assessed through research-based assignments, such as case studies, multimodal presentations, and investigative research reports, as well as in-class examinations. In addition, they are assessed based on skill development, teamwork and game play in authentic environments. Both theory (50%) and practical (50%) results are combined to give students overall results for HPE.

WHAT PATHWAYS MIGHT STUDY WITHIN HEALTH & PHYSICAL EDUCATION LEAD INTO?

Senior Subjects	Career Pathways
Health (General) Physical Education (General) Certificate III in Fitness, Sport & Rec (VET)	Fitness instructor, lifeguard, coach, occupational therapist, nutritionist, physiotherapist, nurse, paramedic, health and physical education teacher, sport psychologist, exercise physiologist.

PHYSICAL EDUCATION (MOVEMENT) (CORE)

(Subject Selection Code 09HPEM)

RECOMMENDATIONS

Physical Education is a subject which combines both physical and academic skills. There are no prerequisites for entry into this subject other than an interest and willingness to participate in a variety of physical activities.

WHY STUDY PHYSICAL EDUCATION?

Physical Education involves students understanding how the human body works and how community factors affect participation in sport. It also involves evaluating performance and involvement in a variety of physical activities. Students will be involved in the practical performance of these activities as well as in studying theoretical concepts related to these activities.

LEARNING EXPERIENCES WITHIN PHYSICAL EDUCATION

The physical educated student will learn in, about and through physical activity. This includes learning about topics such as anatomy and physiology, exercise programming, sport psychology and water safety through engaging in the following sports: touch football, athletics, tennis and lifesaving.

ASSESSMENT WITHIN PHYSICAL EDUCATION

Theoretical assessment will comprise short answer exams, assignments and essay writing. Practical assessment is ongoing through observation of practical skills in modified gameplay as well as the ability to apply skills in authentic game situations.

PHYSICAL EDUCATION REQUIREMENTS

An additional set of the College sports uniform is recommended for this subject. In Term 4, students undertake a lifesaving unit at the Cleveland pool. This requires students to have basic swimming skills.

WHAT PATHWAYS MIGHT STUDY WITHIN PHYSICAL EDUCATION LEAD INTO?

Senior Subjects	Career Pathways
Physical Education (General) Certificate III in Fitness, Sport & Rec (VET)	Exercise science, human movement, HPE teaching, sport journalism, sport marketing and management, sport development and coaching

ATHLETE DEVELOPMENT PROGRAM (ADP)

(Subject Selection Code 09HPEC21)

Entrance into the Athlete Development Program is by successful application. Students must select either HPE or PE via the SSO platform and apply separately to ADP. If successful, their HPE subject will be updated.

WHAT IS THE ATHLETE DEVELOPMENT PROGRAM?

The Athlete Development Program (ADP) commenced in 2017 and assists talented young sportspeople at the College to balance their sporting goals and academic studies. The ADP is our response to ensuring students can develop their sporting talents, as well as succeed in their academic studies. Students selected as part of the program will be involved in practical sport specific curriculum, as well as studying various theoretical concepts that align with the Australian National Curriculum for HPE, Senior Physical Education and Exercise Science career pathways.

This program offers a range of additional mentoring and wellbeing support services with opportunities to access Physiotherapists, Dietitians, Sport Psychologists and online wellness content that complement the program.

Students that wish to apply for the program must satisfy specific sporting, academic, attitude and behavioural criteria. Participating students are reviewed every six months, based on performance against the criteria, to determine whether they remain in the Athletic Development Program for the following semester.

LEARNING EXPERIENCES WITHIN ADP

Each term, integrated learning will occur that involves holistic athlete development through both practical topics and theoretical topics.

Topics studied include:

- Building better bodies with nutrition
- Sports psychology and growth mindsets
- Strength, stability and recovery techniques and application
- Functional anatomy and physiology of an athlete
- Speed, movement and coordination techniques and application
- Goal setting, teamwork and leadership skills
- Sports injury prevention methods

ASSESSMENT WITHIN ADP

Assessment will comprise of integrated folios, reports and exams. Each semester practical performance will be assessed through the student submitting 2-3 minutes of video footage of themselves performing the athletic skills developed throughout the semester.

ADP REQUIREMENTS

The program has a \$200 fee associated with it to cover the cost of accessing the additional wellbeing support services. An application must be approved prior to being accepted into the program.

WHAT PATHWAYS MIGHT STUDY WITHIN ADP LEAD INTO?

Senior Subjects	Career Pathways
Physical Education (General) Certificate III Fitness (Sport & Rec embedded) (VET)	Exercise science, human movement, HPE teaching, strength and conditioning coach, sports coach, sport development, health and fitness

ECONOMICS & BUSINESS (ELECTIVE)

(Subject Selection Code 09ECBUS)

WHAT IS BUSINESS?

Students who study Business will have the opportunity to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the Australian Curriculum: Economics and Business fosters enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Developing foundational business skills will ground each student's financial literacy allowing them to actively and effectively participate in economic and business activities now and into the future.

LEARNING EXPERIENCES WITHIN BUSINESS

Throughout the course the emphasis is on contemporary issues and events, and students will **develop** their understanding with reference to case studies, entrepreneurial programs and scenarios. They will develop their skills of explanation, analysis and evaluation. This knowledge and skill development will enable students to interpret and understand financial and economic data in a way that will empower them to become informed citizens and decision-makers.

Students will explore:

- The economy and the basic economic problem.
- Financial risks and rewards and how to manage these.
- Employees and employers' responsibilities in the world of work.
- How to get best out of your business in the business environment.

ASSESSMENT WITHIN BUSINESS

Assessment is varied to suit different learning styles. Types of assessment include examinations and research assignments.

WHAT PATHWAYS MIGHT STUDY WITHIN BUSINESS LEAD INTO?

Senior Subjects	Career Pathways
Accounting (General) Business (General) Economics (General) Legal Studies (General) Certificate III in Business	Employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, business information systems, banking, and commerce.

DANCE (ELECTIVE)

(Subject Selection Code 09DAN)

WHAT IS DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression.

WHY STUDY DANCE?

The subject engages the mind, body and spirit, allowing students to explore their physical abilities whilst developing creative thinkers and reflective, independent learners. There are a multitude of 21st Century Skills used frequently in the subject of dance, not just the obvious skill of creativity but also critical thinking, collaboration and communication as well. Skills gained in this subject are transferable across other key learning areas, in addition to being a highly valuable foundation for students wishing to pursue post-secondary Performing Arts studies.

LEARNING EXPERIENCES WITHIN DANCE

Students will explore dance within the following categories -

- Safe Dance Practices
- Contemporary Dance
- Musical Theatre
- Dance Film

ASSESSMENT WITHIN DANCE

Assessment in this subject is divided into three dimensions: Choreography, Performance and Responding. In choreographic tasks, students use dance components and skills to explore and create dance works. Performance tasks require students to develop and demonstrate dance components and skills to interpret and communicate a choreographic intent. In responding tasks, students develop their knowledge and understanding of dance components and skills to respond to dance texts. Students are assessed on both theoretical and practical elements in Year 9 Dance.

WHAT PATHWAYS MIGHT STUDY WITHIN DANCE LEAD INTO?

Senior Subjects	Career Pathways
Dance (General)	Education, Performing Arts Industry Practitioner, Dance Specialist, Dance Teacher, Choreographer, Performer, Performing Arts Management, Community Arts, Physical Therapist, Producer and Cinematography with international opportunities throughout all pathways.

DESIGN & TECHNOLOGIES: DESIGN (ELECTIVE)

(Subject Selection Code 09DT)

WHAT IS DESIGN & TECHNOLOGIES: DESIGN?

Design aims to establish in students the importance of developing creativity and problem solving skills, creating quality designed solutions for identified needs and opportunities. Students engage in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different user's needs and provide design solutions appropriate to differing audiences. Students also understand how the choice and use of technologies contributes to a sustainable future. Design provides a grounding for life in a technological age.

LEARNING EXPERIENCES WITHIN DESIGN?

Design-led innovation is a human centred approach to solving complex problems which fosters an innovators' mindset. The Design Process is the core principle for this subject. Students follow a design process to demonstrate how they arrived at the chosen solution for their client's problem or opportunity. Students use and develop an understanding of the properties and characteristics of materials including timber, metal and plastics. Along with appropriate construction methods, students learn to use hand tools, machinery and new technologies to create "working prototypes". While producing prototypes in the workshop students are exposed to a workshop safety program with the expectation that they will "catch the safety habit" and be safer in their daily lives.

ASSESSMENT WITHIN DESIGN?

Various techniques are used to assess student progress and evaluate achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's work program that has been developed in accordance with the Australian Curriculum (Technologies). Students will be assessed on the completing a number of Design Tasks which include a design folio (or parts of), the practical "prototyping stage" and written evaluations of designed solutions that meet the client's criteria.

WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN LEAD INTO?

Senior Subjects	Career Pathways
Design (General) Industrial Technology Skills (Applied)	Design Industrial Product Commercial

DESIGN & TECHNOLOGIES: ENGINEERING AND MATERIALS (GRAPHICS) (ELECTIVE)

(Subject Selection Code 09DTENG)

WHAT IS DESIGN & TECHNOLOGIES: ENGINEERING AND MATERIALS (GRAPHICS)?

Graphics is an introductory course focusing on graphical communication using computer-aided drawing and freehand sketching. Students learn about the efficiency and effectiveness of graphical communication and its impact on our technological society. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating problems.

LEARNING EXPERIENCES WITHIN GRAPHICS

- Logo design / Business graphics
- Diagrams and charts
- Design/presentation of a transport vehicle
- Architectural design
- Model making
- Sketching
- Presentational techniques

ASSESSMENT WITHIN GRAPHICS

Various techniques are used to assess student progress and achievement over the total course. Students will be assessed on completing several Design challenges (exams) and Design projects (folios).

WHAT PATHWAYS MIGHT STUDY WITHIN GRAPHICS LEAD INTO?

Senior Subjects	Career Pathways
Design (General)	Drafting, Architecture, Design, 3D printing

DESIGN & TECHNOLOGIES: FOOD SPECIALISATION (ELECTIVE)

(Subject Selection Code 09DTFS)

WHAT IS DESIGN & TECHNOLOGIES: FOOD?

Food Specialisation is a subject offered within the Technology area which allows a central focus on the use of food to enhance the well-being of individuals and the family. It encourages the student to make informed decisions as a consumer, in the selection of ingredients for everyday living. Decision-making and problem-solving strategies enhance the development of effective living skills.

LEARNING EXPERIENCES WITHIN DESIGN AND TECHNOLOGIES: FOOD

Food specialisation will engage students to work through various design briefs exploring design ideas, investigating and making judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence food solutions for healthy eating. Practical tasks will focus on food selections and health; food processes in relation to specific ingredients; and students creating designed solutions which meet a challenge. Topics covered may include food safety, cultural foods, sensory properties of food, food systems, basic cookery methods, nutrition and its importance across the life span.

ASSESSMENT WITHIN DESIGN AND TECHNOLOGIES: FOOD

The aim of assessment is to promote student learning and for this reason it is an integral part of Food Specialisation. It is intended that assessments complement the learning that takes place in the classroom and therefore is seen as encouraging students to participate actively in the learning process and encouraging a realistic understanding of their own achievement.

Forms of assessment include:

- Project folios and Practical tasks (food preparation) related to a range of design briefs.
- Written exam

DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION REQUIREMENTS

Practical tasks constitute a substantial component of the Food Specialisation course and therefore ingredients will be supplied to students to allow for full participation in the course of study. The costs of ingredients will be factored into school fees. In term four, students may be required to bring in their own ingredients for specific tasks. Advance notice will be given for this.

WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN TECHNOLOGIES: FOOD SPECIALISATION LEAD INTO?

Senior Subjects	Career Pathways
Food and Nutrition (general)	Careers in the fields of science, health, community services & technology
Cert II / Cert III Hospitality (VET)	Food and beverage attendant, waiter, Cafe attendant, catering assistant, restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

DESIGN & TECHNOLOGIES: MATERIALS (TEXTILES)

(ELECTIVE)

(Subject Selection Code 09DTMAT)

WHAT IS DESIGN & TECHNOLOGIES: MATERIALS?

Materials is a subject offered within the Technology area which allows a central focus on the use of textiles to enhance the well-being of individuals and the family in their living environment. It encourages the student to make informed decisions as a consumer in the selection of textiles products for everyday living that extends beyond clothing. It also provides a basis for the study of Fashion.

LEARNING EXPERIENCES WITHIN DESIGN & TECHNOLOGIES: MATERIALS

Materials and Technologies will engage students through practical experiences and application using contemporary materials in real life situations. Opportunities are integrated into the course to encourage creativity and originality of ideas and in the production of unique textiles items.

Focus for practical tasks will include:

- Learning textiles techniques of application: patchwork, embroidery, applique
- Basic sewing techniques: zipper insertion, Straight stitching, overlocking
- Students will have the opportunity to create designed solutions which meet a challenge.

ASSESSMENT WITHIN DESIGN & TECHNOLOGIES: MATERIALS

Forms of assessment include project folios and practical tasks related to a range of design briefs.

SUBJECT REQUIREMENTS

Practical tasks constitute a substantial component of the Materials course and therefore the provision of appropriate resources is essential which includes the provision of fabrics of students' own choice and some patterns. To help keep costs down the school provides some patterns and items such as overlocking thread, machine needles etc. In setting all practical tasks, consideration is given to keeping costs as low as possible for families with maximum notification given to help in the purchase of required resources.

WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN TECHNOLOGIES: MATERIALS LEAD INTO?

Senior Subjects	Career Pathways
Fashion (Applied)	Design, personal styling, costume design, production, merchandising, retail

DRAMA (ELECTIVE)

(Subject Selection Code 09DRA)

WHAT IS DRAMA?

Drama encourages the development of, creative, critical, imaginative and inventive thinking, disciplined working, and the ability to work alone and in groups, self-motivation, being open to new experiences, oral communication, the ability to see things through to completion and the exploration of ideas and concepts.

WHY STUDY DRAMA?

Through face-to-face communication and dramatic activities, students have the opportunity to explore and interpret their own social world. What students learn in drama can improve their capacity to: -speak in public, work cooperatively, understand spoken language and increase vocabulary, present themselves confidently in many different situations, follow timelines and meet deadlines, revise and rework material, understand the intent and motivation of others and read and interpret body language.

LEARNING EXPERIENCES WITHIN DRAMA

In Year 9 Drama, topics include: Verbatim Theatre (Theme: The events that shape us); Improvisation (Theme: Whose Line is it anyway?); Mask and Movement (Theme: Voices of Youth) and Children's Theatre, including puppetry (Theme: Red Light, Green Light).

Students are presented with a range of opportunities within each unit of study; including:

- Creating scenarios / scenes for performance
- Developing and presenting a variety of characters
- Researching and Interviewing
- Scriptwriting
- Exploring the history of theatre whilst engaging in cross-curricula learning experiences
- Participating in workshops conducted by industry professionals
- Constructing props (puppetry) and costume (masks) for performance
- Investigating the elements of drama through making and responding to theatre

ASSESSMENT WITHIN DRAMA

Assessment is distributed across two dimensions: Making (Forming and Presenting) and Responding.

WHAT PATHWAYS MIGHT STUDY WITHIN MUSIC LEAD INTO?

Senior Subjects	Career Pathways
Drama (General)	Acting - Film, TV or Theatre, Journalism, Education, Performing Arts, Event Management, Stage Management, Youth and Community Work, Arts Administration

JAPANESE (ELECTIVE)

(Subject Selection Code 09JPN)

WHY STUDY JAPANESE?

Studying a foreign language is beneficial to students in several ways. In addition to what students learn of the language and culture, they also acquire basic language learning strategies transferable to other subjects, gain valuable higher order thinking skills and broader world perspectives. Students, who engage in language learning, develop confidence as well as creative thinking and problem-solving abilities as they draw on knowledge and language skills to communicate in the second language.

ASSESSMENT WITHIN JAPANESE

Students are exposed to language and culturally rich experiences as often as possible. Many resources and learning strategies are utilised to motivate students to engage in the study of Japanese.

Similarly, assessment mirrors language used in real-life situations. Students will be assessed in the four macro skills: listening, speaking, reading, and writing through a variety of mediums including PowerPoint presentations, manga, interviews, letters and news reports.

WHAT PATHWAYS MIGHT STUDY WITHIN JAPANESE LEAD INTO?

Senior Subjects	Career Pathways
Japanese (General)	Translator, Interpreter, Liaison Officer, Specialist Language Teacher, Consulate Officer, Tourism and Trade Liaison, Airline Industry Spokesperson

MUSIC (ELECTIVE)

(Subject Selection Code 09MUS)

WHAT IS MUSIC?

Music is an important part of our way of life. In the course, students encounter music in a variety of ways. They have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to music and to understand a variety of musical styles.

WHY STUDY MUSIC?

Music will enable students to develop personally in many ways. It can provide an emotional outlet, and a way of getting to know others and getting on with others. Many students will find Music most enjoyable and a subject that assists in balancing their Middle Years course.

Music also provides opportunities to identify, value and extend the student's academic, personal and social capabilities by offering multiple pathways to learning. It has been proven by many researchers that students who study music, greatly improve their academic results in all areas of their schooling.

LEARNING EXPERIENCES WITHIN MUSIC

Students develop musicianship skills to complement and develop all aspects of music performance. Music involves:

- Practical Music Making - playing and singing in groups and individually.
- Reading and Writing Music - composing and arranging music in all styles.
- Listening and Understanding Music - becoming aware and informed listeners.

Students will learn about jazz, popular and rock music, musical theatre, music technology (computers and synthesisers), the music of Australia, classical music and music of others cultures. Students learn by participating actively in music both within the classroom and outside the classroom in instrumental lessons and ensembles. All students play, sing, write, and listen in the course of developing their understanding of music and will have the opportunity to reach excellent standards.

ASSESSMENT WITHIN MUSIC

Assessment in music is distributed across two dimensions: Making and Responding. Students are required to play and sing in groups, to write small compositions, to do listening and written tests and to complete various in class individual and group projects for informal and formal

assessment.

MUSIC REQUIREMENTS

It is very highly recommended that students complete the Year 9 and 10 Music Course if they intend to take Senior Music in Years 11 and 12. It is essential for those students intending to pursue careers in secondary music teaching, performing (either as a soloist or member of a band/orchestra), music therapy or instrumental music teaching to study classroom music.

WHAT PATHWAYS MIGHT STUDY WITHIN MUSIC LEAD INTO?

Senior Subjects	Career Pathways
MUSIC (General)	Music Therapy, Instrumental Music Teaching, Theatrical work and Sound Engineering, Music Producer, Song Writer, Radio, Recording Engineer, Vocalist, Composer, and Program Director.

SCIENCE EXTENSION (ELECTIVE)

(Subject Selection Code 09SCIC2)

WHAT IS SCIENCE EXTENSION?

Science Extension is designed to investigate elaborations of the Science National Curriculum and further develop and enhance student knowledge and performance in the strands of Science Understanding, Scientific Inquiry Skills and Science as a Human Endeavour. Students will be exposed to higher level concepts in these strands to enhance knowledge and develop an ability to communicate scientific understanding, use evidence to solve problems and make evidence-based decisions about local, national and global issues. This course is recommended to those students that are enthusiastic about Science or are considering studying a Science in Senior schooling.

There will be an extensive experimental component to Science Extension to help develop student understanding of theoretical concepts as well as the Scientific Method. Students will be required to complete a number of investigations over the year and attend a field excursion to *Seaworld*, which will allow experimental planning and practical skills to be refined and extended.

LEARNING EXPERIENCES WITHIN 'ACCELERATED SCIENCE'

Science Extension will extend concepts already encountered in previous units and reinforce the core units studied in Year 9 Compulsory Science classes. Student exposure to more advanced concepts in this course will help to build enhanced knowledge and skills for prospective Senior Biology, Psychology, Physics and Chemistry courses.

Students will be exposed to topics which both extend and widen scientific theories and knowledge in the following areas:

- Biological Sciences: Ecosystems and Human Impact
- Chemical Sciences: Thermochemistry
- Physical Sciences: Electricity
- Earth Sciences: The Cosmos

ASSESSMENT WITHIN Science Extension

Students studying Science will be assessed based on their completion of both formal exams and assignments that may include research tasks and/or scientific reports.

WHAT PATHWAYS MIGHT STUDY WITHIN Science 21 LEAD INTO?

Senior Subjects	Career Pathways
Biology (General) Chemistry (General) Physics (General) Psychology (General)	A science qualification leads to an array of occupations including many trades, as well as research, teaching, engineering, medical science (e.g. nursing) and environmental sciences.

VISUAL ART (ELECTIVE)

(Subject Selection Code 09VARTS)

WHAT IS VISUAL ART?

Visual Art is one of the most important means by which people can express their feelings, emotions, innate creativity and communicate visually in their daily lives. Visual Art is the study of this aspect of human existence.

WHY STUDY VISUAL ART?

Visual Art encourages the development of creative critical, imaginative and inventive thinking

- Disciplined working
- The ability to work independently or in a team, where required.
- Self-motivation, self-direction
- An openness to new experiences
- Pushing boundaries and
- Exploring new expressions
- Visual and kinesthetic communication
- The ability to see things through to completion, resolving ideas
- The exploration of ideas and concepts

LEARNING EXPERIENCES WITHIN VISUAL ART

Visual Art offers a diverse range of experiences of both Practical and Theoretical aspects of the Australian Curriculum the Arts – Visual Arts. All students are involved in the creative learning experiences in the following areas: Drawing, Ceramics, Painting, Photography/Digital, Electronic Imaging, Sculpture, Printmaking, Computer Aided Design, and Associated Art History from a range of cultures, times and locations.

ASSESSMENT WITHIN VISUAL ART

The Visual Art assessment has two criteria that provide the framework for the course and its assessment based on The Australian Curriculum the Arts – Visual Arts: Responding and Making.

Students are assessed continuously, and their work is kept in a Visual Journal and Major Portfolio. A profile of student achievement is compiled over the year. A typical semester's assessment will comprise of Visual Journal work, two Responding Appraising tasks and two Making Major tasks.

Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

WHAT PATHWAYS MIGHT STUDY WITHIN VISUAL ART LEAD INTO?

Senior Subjects	Career Pathways
Visual Art (General) Visual Art in Practice (Applied)	Art Education, Fine Arts and Crafts, Graphic Design, Photography, Interior Design, Fashion Design, Entertainment Design, Industrial Design, Art Museums and Galleries, Architecture and Publication Design.