Aquinas College

2019 Year 9 Subject Guide

A Guide to Student Learning for Year 9

AQUINAS COLLEGE VISION FOR LEARNING

We aim to nurture students to be successful learners, confident and creative individuals and active and informed citizens.
In living our College mission, we challenge students to strive for academic excellence in all aspects of their learning

while

demonstrating mercy, justice, faith, courage, proactive service and compassion

and

contributing to our broader community by being:

- **Literate**
- **Numerate**
- **Lifelong learners with growth mindset**
- **Personally and socially responsible**
- **Technologically adept**
- **Ethical and principled**
- **Resilinent and persistent**
- **Critical and creative in thinking**
- **Culturally respectful**

We believe learners at Aquinas:

Are created in the image and likeness of God and each has a special dignity and worth

Are encouraged to reach their full potential

Experience learning in different ways and at different rates

Need to learn 'how to learn' effectively

Have the ability to learn and experience success

Are active in and take responsibility for their own learning

Can work both independently and collaboratively

Understand what they are learning and make it meaningful

Are challenged in their learning to achieve deeper understanding

We believe learning at Aquinas:

Includes the spiritual, religious and faith forming dimensions

Requires commitment and dedication is the responsibility of all

Occurs when the individual needs of students are met

Is challenging and builds upon previous knowledge, understanding and skills

Includes sporting, cultural and other co-curricular endeavours

We believe teaching at Aquinas:

Is a ministry and invokes a commitment to live out the mission of Jesus

Focuses on learners and learning

Is creative and engaging

Identifies clear learning intentions and success criteria

Provides multiple opportunities for students to learn and to demonstrate their understanding

Provides regular feedback and uses a range of data and evidence to target specific areas for learning

Is collaborative and enhanced by professional learning

We believe the community at Aquinas:

Is respectful of the God-given special dignity and worth of each individual learner

Occurs best in safe and supportive environment

Provides opportunities for both individual achievement and collaboration

Is a partnership between students, staff, parents and caregivers

Is enhanced through partnerships with Southport Parish and external groups and agencies

CONTENTS

INTRODUCTION

This subject guide introduces you to the subjects offered at Aquinas College for students entering Year 9.

Throughout Year 8, students have had the opportunity to experience a range of elective subjects in The Arts and The Technologies. In Year 9, students will begin to specialise in subjects that they are genuinely interested in and plan to pursue as they journey towards the Senior School. Students will continue to study core subjects and will choose five elective subjects across the year.

Year 9 will be a time of personal growth and development in the learning process. Individuality, initiative, interdependence and leadership will be encouraged as students strive for personal growth and work towards attainable goals.

Take the time to study the subject guide and choose subjects that you will enjoy and are passionate about. Additionally, it is imperative that students apply themselves to their course of study in preparation for the academic rigour of Year 10 and the prerequisites for Year 11 and 12 courses.

VISION

Aquinas College is a welcoming Community enthused by the teachings of Jesus Christ where academic excellence is valued and students are nurtured and empowered to create a future of hope.

In living our vision, we are inspired by:

- The academic excellence exemplified by Thomas Aquinas
- The mercy and justice witnessed by Catherine McAuley
- The faith and courage of Edmund Rice
- The proactive service embodied in the life of Caroline Chisholm
- The compassion of Oscar Romero

MISSION STATEMENT

Community

We value:

- A community where there is a love of God, of life, of others and of learning
- A welcoming community where we can feel safe, learn and be treated with respect
- The proactive service embodied in the life of Caroline Chisholm
- Relationships that foster lifelong learning

Learning

We value:

- A process of constant curriculum renewal
- A curriculum which offers a dynamic, challenging, rich and diverse range of learning experiences
- The learning that encourages stewardship of our environment

INFORMATION FOR PARENTS AND STUDENTS

Year 9 Australian Curriculum

The Core subjects to be studied in Year 9 are:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- History (for one semester only)

Students also have the opportunity to study 5 elective subjects across the year with two to be studied one semester and three in the other semester.

- Dance
- Design and Technologies (Textiles)
- Design and Technologies (Food Specialisations)
- Design and Technologies (Engineering and Materials)
- Design and Technologies (Materials and Technologies Specialisations)
- Digital Technologies
- Drama
- Economics and Business
- Geography
- Japanese
- Media Arts
- Music
- Netball Excellence Program
- Rugby League Excellence Program
- Visual Arts

NAPLAN

The National Assessment Program will assess students in the areas of literacy and numeracy. These tests assess students in the literacy areas of reading, writing, spelling, punctuation and grammar and the numeracy areas of number, measurement, chance and data, space, working mathematically, algebra function and pattern. Following the tests, schools and students will receive a statement of performance in relation to the national benchmarks. In 2019, Aquinas will move to NAPLAN Online. In Term One, Year 9 students will be exposed to the online platform and prepare for testing in May.

DISCLAIMER

The College must have certain teachers and equipment to run some courses.

If the College is unable to access these resources, the College will attempt to provide students with alternative opportunities to complete the courses.

The College retains the right to cancel a course if it is unable to meet these requirements. Students are not guaranteed to be able to study every subject they select.

STUDENT LEARNING ENHANCEMENT

Students can access a variety of support available to assist with their studies. The library is open for an hour before and after school. English as a Second Language (ESL) students are supported where needed by our ESL teacher. Students with learning difficulties and disabilities are supported through the Learning Enhancement Centre. Tutorials are held in the Learning Enhancement Centre - for all students, for all subjects. Mathematics tutorials are held most days.

LAPTOP PROGRAMS

Year 9 Students will retain the Apple MacBook that they received in Year 7 as they continue in the Junior School. Contract conditions of use remain the same. Students will be expected to focus on their studies and assessment when using the laptop. Any damage to the laptop will incur a $250 excess payment for any insurance claims.

Students are reminded to back up all work completed on the laptop using One Drive (which is accessed through Office 365 SharePoint) and a USB or an external Hard Drive as a further backup, to ensure that significant work is not lost.

HOMEWORK / ASSESSMENT

Homework:

Teachers will endeavour to:

- Set homework tasks that are manageable;
- Acknowledge students' other subjects and work demands when setting tasks;
- Allow sufficient time for students to complete tasks that are more extensive and more time consuming;
- Spread homework tasks by avoiding a number of major tasks being due at approximately the same time.

Homework may include:

- Class work to be completed by next lesson;
- Assignment work to be completed by a due date;
- Revision of the day's class work;
- Reading of novels/plays and the like;
- A specific task set only for homework.

The Homework Policy is clearly stated in the Student Diary.

Assessment:

The College Assessment Policy can be found on the College Website. Parents and Students are encouraged to become familiar with this document.

SUBJECT PATHWAYS YEARS 7 - 12

(C) – Core (E) – Elective (G) – General (A) – Applied (V) – VET Qualification

SUBJECT AREA	YEAR 7	YEAR 8	YEAR 9
Business	-	-	Economics and Business (E)
English	English (C)	English (C)	English (C)
Health and Physical Education (HPE)	HPE (C)	HPE (C)	HPE (C) Netball Excellence (E) Rugby League Excellence (E)
Humanities	Geography (C) History (C)	Geography (C) History (C)	Geography (E) History (C)
Languages	Japanese (C)	Japanese (C)	Japanese (E)
Mathematics	Mathematics (C)	Mathematics (C)	Core Mathematics (C) Extension Mathematics (C)
Religious Education	Religion (C)	Religion (C)	Religion (C)
Science	Science (C)	Science (C)	Science (C) Extension Science (C)
Technologies	Design and Technologies (Food Specialisations) (C) Design and Technologies (Engineering and Materials) (C) Design and Technologies (Materials and Technologies Specialisations) (C) Digital Technologies (C)	Design and Technologies (Textiles) (E) Design and Technologies (Food Specialisations (E) Design and Technologies (Engineering and Materials) (E) Design and Technologies (Materials and Technologies Specialisations) (E) Digital Technologies (E)	Design and Technologies (Textiles) (E) Design and Technologies (Food Specialisations) (E) Design and Technologies (Engineering and Materials) (E) Design and Technologies (Materials and Technologies Specialisations) (E) Digital Technologies (E) STEM (E)
The Arts	Drama (C) Media Arts (C) Music (C) Visual Arts (C)	Dance (E) Drama (E) Media Arts (E) Music (E) Visual Arts (E)	Dance (E) Drama (E) Media Arts (E) Music (E) Visual Arts (E)

SUBJECT AREA	YEAR 10	YEAR 11	YEAR 12
Business	Civics and Citizenship (Legal Studies) (E) Economics and Business (E)	Business (G) Legal Studies (G) Certificate II in Business (V) Diploma of Business (V) Certificate IV Crime and Justice Studies (V)	
English	English (C) Essential English (C)	English (G) Literature (G) Essential English (A)	English (G) Literature (G) Essential English (A)
Health and Physical Education (HPE)	Health Education (E) Health and Physical Education (C) Physical Education (Extension) (E) Netball Excellence (E) Rugby League Excellence (E)	Health Education (G) Physical Education (G) Sport and Recreation Certificate II and Fitness Certificate III (V)	Health Education (G) Physical Education (G) Sport and Recreation Certificate II and Fitness Certificate III (V)
Humanities	Geography (E) History (C) Humanities and Social Sciences (E)	Ancient History (G) Modern History (G)	Ancient History (G) Modern History (G)
Languages	Japanese (E)	Japanese (G)	Japanese (G)
Mathematics	General Mathematics (C) Mathematical Methods (C)	General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) Essential Mathematics (A)	General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) Essential Mathematics (A)
Religious Education	Religion (C)	Study of Religion (G) Religion and Ethics (A) Certificate IV in Christian Ministry and Theology (V)	Study of Religion (G) Religion and Ethics (A) Certificate IV in Christian Ministry and Theology (V)
Science	Science (C) Specialisation – Physics/Chemistry Specialisation - Biology/Psychology (C)	Biology (G) Chemistry (G) Psychology (G) Physics (G)	Biology (G) Chemistry (G) Psychology (G) Physics (G)
Technologies	Design and Technologies (Food Specialisations (E) Design and Technologies (Engineering and Materials) (E) Design and Technologies (Materials and Technologies Specialisations) (E) Digital Technologies (E) Fashion (E) Food and Nutrition (E)	Digital Solutions (G) Engineering (G) Food and Nutrition (G) Early Childhood Education and Care (A) Fashion (A) Hospitality Practices (A) Industrial Graphics Skills (A) Industrial Technology Skills (A) Information and Communication Technology (A)	Digital Solutions (G) Engineering (G) Food and Nutrition (G) Early Childhood Education and Care (A) Fashion (A) Hospitality Practices (A) Industrial Graphics Skills (A) Industrial Technology Skills (A) Information and Communication Technology (A)
The Arts	Dance (E) Drama (E) Film, Television & New Media (E) Music (E) Visual Arts (E)	Dance (G) Drama (G) Film, Television & New Media (G) Music (G) Visual Arts (G) Drama in Practice (A) Media Arts in Practice (A) Visual Arts in Practice (A)	Dance (G) Drama (G) Film, Television & New Media (G) Music (G) Music Extension (G) Visual Arts (G) Drama in Practice (A) Media Arts in Practice (A) Visual Arts in Practice (A)

Religion

Core subject

Core

The Religion Curriculum P-10 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

Units of Study:

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the diverse understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Units of Study:

- Making Sense of Sacred Texts
- Abrahamic Faiths & Spiritual Writings
- Acting Justly
- Living the Mission

Assessment Plan:

Assessment involves a range of written, spoken, multimedia and creative tasks.

Curriculum Leader: Rosina Mansson-Passeggi

English

Core subject

Core

Through the study of English at Aquinas College students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 9 English program therefore provides our students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

Units of Study:

English is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- novels and plays including Romeo and Juliet
- a selection of classic and contemporary Australian short stories
- contemporary films and documentaries
- contemporary poetry

Learning Experiences:

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students also focus on developing their ability to make deliberate choices when constructing their own texts in order to achieve different purposes.

Assessment Plan:

Assessment in English allows for the collection of evidence of student learning over time to allow for an on-balance judgement about the quality of student achievement, as well as to assist students achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Throughout the course, students will prepare a seminar presentation, a short story, a public text and an analytical essay.

Curriculum Leaders: Anne Wood and Jemma Cecil

Mathematics

Core subject

Core

In 2019 students at Aquinas College will continue to work under the Australian Curriculum. As a three year program of study, Mathematics in the Junior School seeks to strengthen and develop concepts through study in the three Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Due to the structure of the curriculum, a variety of sub-strands will be studied at different times throughout the year to provide students with an interesting and varied work program. Sub-strands include, but are not limited to, Money and Financial Mathematics, Linear and Non-linear Relationships, Trigonometry and Data Representation and Interpretation.

The College offers both an Extension Mathematics course and a Core Mathematics course in Year 9, in preparation for more specific strands of study in Senior School.

Units of Study:

By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They will expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events; they will construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms, investigate similar and congruent triangles and problems involving Pythagoras' theorem. They will recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

Using the Australian Curriculum, students are assessed in the Proficiency Strands of Understanding and Skills.

NAPLAN preparation and testing will occur in conjunction with the Year 9 Mathematics Program.

Assessment Plan:

Students will be assessed in a variety of ways including written exams and completing assignments.

Mathematics Extension

Students who have achieved well in Mathematics by the end of Year 8 will be invited at the end of 2018 to undertake Year 9 Mathematics at an extension level in 2019.

The course structure and topics in Year 9 Mathematics Extension are essentially the same as Core Mathematics. The main points of difference for students studying Mathematics Extension will be opportunities to develop further problem solving, analytical and evaluation skills within the course. It should be emphasised that studying Mathematics at extension level is the foundation for students to be better prepared for the academic pathways that are offered in Years 10, 11 and 12.

Curriculum Leaders: Leo Hanrahan and Judy Gill

Health and Physical Education

Core subject

Core

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and movement 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.

Units of Study:

- Alcohol and other Drugs
- Relationships and Sexuality
- Volley Ball
- Softball / T-Ball
- Modified Games

Assessment Plan:

Theory and practical components.

Curriculum Leader: Adam Sammartino

History

Core subject

Core

Year 9 History students will complete **One Semester** of CORE study in History. This equates to a minimum of 55 hours of Core study in the History discipline per year. The focus of the Year 9 History program focuses on the Making of the Modern World that surrounds us, stemming from the period of the Industrial Revolution up to and including, the outbreak of the Great War (World War One).

The Australian National Curriculum for History encompasses two key strands:

a) Historical Knowledge and Understanding which includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

b) Historical Skills that promotes skills used in the process of historical inquiry: chronology, terms and concepts, historical questions and research, analysis and use of sources, perspectives and interpretations, explanation and communication.

Units of Study:

Content Focus: The Making of the Modern World

Overview: Compulsory (Combined with each Depth Study)

Depth Study 1: Unit A) Making a Better World: The Industrial Revolution

OR

Unit B) Classical China (Qing Dynasty) – 1750 to 1918CE

Core Depth Study 2: The War to End All Wars: World War One (1914 – 1918CE)

Assessment Plan:

Assessment instruments will include evaluations of student Knowledge and Understanding under various examination conditions, combined with assignment work surrounding the inquiry process of Historical Research and Investigation skills.

Curriculum Leader: Ashlea Schinkel

Science

Core subject

Core

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

The Australian Science Curriculum has three interrelated strands:

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

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.

Units of Study:

- Exploring Atoms and Reactions
- Energy in the Home (Heat, Light, Sound, Electricity)
- Response of Biological Systems to Change
- The Dynamic Earth

Assessment Plan:

Assessment encourages longer-term understanding and provides detailed diagnostic information. It shows what students know, understand and can demonstrate. It also shows what they need to do to improve. In particular, *Science Inquiry Skills and Science as a Human Endeavour* require a variety of assessment approaches.

Assessment of the Australian Science Curriculum will take place in different levels and for different purposes, including:

Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching and for students to inform their learning. This may take the form of:

- homework tasks
- mini assignments
- written articles to examine and improve scientific literacy

Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students. This may take the form of:

- assignments
- examinations

Science Extension

Students who have achieved well in Science by the end of Year 8 will be invited at the end of 2018 to undertake Year 9 Science at an extension level in 2019.

The course structure and topics in Year 9 Science Extension are essentially the same as Core Science. The main points of difference for students studying Science Extension will be opportunities to develop further problem solving, analytical and evaluation skills within the course. It should be emphasised that studying Science at extension level is the foundation for students to be better prepared for the academic pathways that are offered in Years 10, 11 and 12.

Curriculum Leader: David Bailey

Dance

Elective subject

Elective

Year 9 Dance at Aquinas College provides students with the opportunity to engage in a variety of dance experiences. Dance excites the imagination and encourages students to reach their creative and expressive potential. In Dance, students use the body to communicate and express meaning through purposeful movement.

In Year 9 Dance, students:

- Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance.
- Explore dance as an art form through choreography, performance and appreciation.
- Build on body awareness, confidence and capabilities.
- Develop and explore the elements of dance, safe dance practices, performance skills, making dance and communicating ideas through movement.
- Explore dance styles and genres including: Popular Dance, Contemporary Dance, World Dance and Ballet.
- Analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate intent in dances they make, perform and view.
- Have fun!

Dance provides opportunities for students to:

- Achieve their unique potential through creating and performing dance
- Value and learn about the human body and its movement capabilities
- Grow and develop physically, intellectually, emotionally and socially
- Develop positive self esteem, confidence and individuality
- Communicate, cooperate, work with others and individually
- Appreciate and value The Arts

General capabilities and cross-curriculum priorities:

Literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding and sustainability.

Assessment Plan:

A folio of student work reflecting achievement standards in Making (Performing and Choreographing) and Responding.

Curriculum Leader: Arthur Henry

Design and Technologies (Textiles)

Elective subject

Elective

The study of Design and Technologies (Textiles) provides students with a broad knowledge of the properties, performance and uses of textiles in which fabric, colouration, yarns and fibres are explored. Students will examine the historical, cultural and contemporary perspectives of textile design and develop an appreciation of the factors affecting them as textiles consumers.

Students will investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items.

Textile projects will give students the opportunity to be creative, independent learners who will explore functional and aesthetic aspects of textiles. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Units of Study:

Throughout the design process students learn about textiles. Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study Design, Properties and Performance of Textiles and Textiles and Society are covered.

Benefits of Studying Design and Technologies (Textiles):

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated through process journals and folio work and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Through this process, students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on design, construction and use.

Assessment Plan:

Journal work: Research & design process

Sewing apparel & non-apparel items

Curriculum Leader: Michelle Weti

Design and Technologies
(Food Specialisations)

Elective subject

Elective

The study of Design and Technologies (Food Specialisations) incorporates design processes and practical skills. Students will study food and nutrition with a practical application of two periods per cycle.

The study of Design and Technologies (Food Specialisations) is not only a fun and informative subject but one that is extremely relevant to each student's everyday life. Through this subject we offer a wide variety of learning experiences which includes the use of technology. One excursion is offered in Year 9.

Units of Study:

Throughout the semester students focus on the use of fresh ingredients and cover a Farm to Feast Unit. Students visit a local farm and research the 'Farm to Feast' process in-depth. Through the unit they will explore:

- what happens to one food from farm to feast
- what factors determine which foods are available and when
- why consumers make certain food choices
- how processing, preparation and cooking methods affect the nutritional value of foods
- how consumers can make healthy food choices.

A further unit of study called the 'Picnic Design Challenge' focuses on design processes and principles that place an emphasis on nutrition, food safety and hygiene. This unit encourages students to work flexibly to effectively and safely test, select, justify and use appropriate processes and design solutions measured against a specific benchmark as well as evaluating design ideas, processes and solutions against a comprehensive criterion for success while also focusing on sustainable practices.

Assessment Plan:

Students work closely within the constraints of a design brief where they are encouraged to investigate and select a range of materials, components, tools and equipment to develop design ideas.

Special Facilities

Saniuqa Restaurant – this is a fully functional restaurant with espresso machine, which seats up to 54 guests. The restaurant is linked to a well-equipped commercial kitchen facility. Our level one area has two fully equipped domestic kitchen spaces suitable for up to 24 students per class.

Curriculum Leader: Michelle Weti

Design and Technologies
(Engineering and Materials)
Elective subject

Elective

Students will experience a range of design and construction tasks using a range of materials. Through the production of a variety of projects, students will have the opportunity to work with industrial machinery and processes in a workshop environment. Students will be expected to support their design ideas through the use of a written production logbook for some of the practical tasks. This is a skills based workshop subject.

Assessment Plan:

Students will be assessed on their:

- Demonstrated awareness and exercise of safety in the workshop environment
- Ability to communicate design ideas through written tasks and developments
- Production of quality products using tools and machinery as instructed
- Creation of production log books

Curriculum Leader: Brad Pledge

Design and Technologies
(Materials and Technologies Specialisations)
Elective subject

Elective

Students who enjoy using computers to draw products and plans, should enjoy this subject and develop skills useful to study Design and Technologies (Engineering and Materials) or Industrial Graphics Skills, in senior years.

Benefits of Studying Design and Technologies (Materials and Technologies Specialisations):

Design and Technologies (Materials and Technologies Specialisations) in Year 9, extends a students knowledge of concepts of graphical communication, via software specifically designed for 2D and 3D graphical work.

Students will learn to produce 3D drawings with Inventor and will have the opportunity to produce products using the 3D printers. Students will be expected to develop a design folio that proposes a solution to a graphical problem. This will involve sketching and application of software skills learnt in the beginning of the course.

Curriculum Leader: Brad Pledge

Digital Technologies

Elective subject

Elective

Benefits of Studying Digital Technologies:

Computing is part of everything we do. Having expertise in computing enables you to solve complex, challenging problems. Computing enables you to make a positive difference in the world and offers many types of lucrative careers. Computing jobs are here to stay, regardless of where you are located, and expertise in computing helps you even if your primary career choice is something else. Computing offers great opportunities for true creativity and innovativeness, and has space for both collaborative work and individual effort. It is an essential part of well rounded academic preparation, plus future opportunities in this industry are without boundaries. It doesn't matter if you think you are "good" at computers or not, as it is inclusive of all abilities.

Units of Study:

Digital Technologies includes the study of Robotics, Digital Imagery and Game Design.

Assessment Plan:

Students will complete a robotics project in groups – as well as a digital imagery folio – and design their own 2D game (incorporating game physics and particle effects). Written work is kept to a minimum due to the practical nature of the subject.

Curriculum Leader: Craig Heufel

Drama

Elective subject

Elective

An exciting and challenging course that focuses on the student's improvisational, voice and movement skills while developing their confidence and interpersonal skills.

Units of Study:

- **Realism (Scripted Performance)**
  Students will explore the genre of REALISM and experiment with various 'Realistic' techniques and the work of Stanislavski. For assessment, students (in small groups) are required to learn lines and perform scenes from a play studied in class.

- **Fairy tales and Storytelling**
  In small groups, students either devise a storytelling performance (with a moral message) from skills learnt in class or choose a well known fairytale and perform their plays for the primary school students from Guardian Angels Primary School.

Assessment Plan:

Practical - Improvisation, role play, student devised drama, scripted performance, performance techniques.

Written - Character Profiles/Script writing.

Career Possibilities:

Drama is an essential subject for any aspiring student in the Performing and Creative Arts. Drama offers what most vocations demand, a high level of personal, group and public communication skills (e.g. law, public relations, politics, advertising, journalism, business management and the entertainment industry).

Facilities:

Black Box Theatre, Drama Centre, Studio, visiting professionals, lighting and sound.

Curriculum Leader: Arthur Henry

Economics and Business

Elective subject

Elective

Business Economics in Year 9 gives students the opportunity to learn how businesses within the Australian economic environment operate.

The subject is designed to allow students to learn the various aspects business organisations and individuals need to operate on a daily basis.

Benefits of Studying Economics and Business:

Business Economics teaches students:

- How to be financially smart with money
- The importance of saving and budgeting
- How business use marketing to promote themselves using social media

Economics and Business will be a stepping stone for those students looking at taking the following subjects as part of their Year 10 Subjects:

- Legal Studies
- Business

Assessment Plan:

Topic One – Financial Literacy and Numeracy in the Australian economic environment

- Digital Website
- Self Reflection (under exam conditions)

Topic Two – Introduction to Marketing

- Multimodal Presentation
- Short Response Exam

Curriculum Leader: Steven Fox

Geography

Elective subject

Elective

Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline, which includes two vital dimensions:

Spatial dimension:

This focuses on where things are in our environment & why they are there.

Ecological dimension:

This considers how humans interact with environments.

Units of Study:

Geography is offered to Year 9 students as an elective subject for *One Semester* only. Year 9 Geography consists of two units of study that aligns with the Australian Curriculum. Students will engage with the following topics in their studies of Geography:

Year 9 Unit 1 - Instrument 1
Biomes and Food Security

Year 9 Unit 2 - Instrument 2
Geographies of Interconnections: Trade, Tourism and Globalisation.

Assessment Plan:

Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best performance. Judgements are made about a student's standard of achievement via the following criteria:

- Geographical Knowledge and Understanding (ability to recall learned factual material in text and spatial forms)
- Geographical Processes and Skills (ability to investigate, identify trends, similarities, differences and patterns)
- Responding and Reflecting (ability to select between valid alternatives and make supported judgements)
- Research and communication (ability to gather, organise and present valid information using suitable language and geographical conventions)

Curriculum Leader: Ashlea Schinkel

Japanese

Elective subject

Elective

This course involves the four macro skills of listening, speaking, reading and writing. All students are encouraged to develop these skills so that they may be able to communicate in the language and continue their study of Japanese in Year 10.

Units of Study:

Semester 1:

The course is presented through a variety of useful and practical themes such as family, telling time and discussing daily activities.

Semester 2:

Students study topics about food and restaurants, wants, counting things, costing things and seasons. It is expected that by the end of Year 9 students have mastered the Katakana script and can recognise some familiar Kanji.

Assessment Plan:

Although the four macro skills are highly important, student achievement levels are assessed according to the Australian Curriculum, including comprehending and composing. Assessment instruments include anecdotal records, performances, responses and classroom participation.

Additional Information:

Texts and Stationary

The course is taught using a textbook and other resources which expose students to vocabulary, grammar and cultural aspects of the language.

Please note:

This subject will run for the entire year. Students may select to exit Japanese after Semester One. However, if students wish to continue their language skills into Year 10 and beyond, students must select this subject for the entire year. Students cannot choose Japanese for Semester Two only.

Curriculum Leader: Karen Coad

Media Arts

Elective subject

Elective

When did you last go a day without being exposed to the media?

THE MEDIA INFLUENCES:

The way we learn to act; the way we learn to talk;
the way we get excited, angry, laugh and cry.

We live in a mediated world, where our reality is constructed around us and constantly filtered through our exposure to the modern media. Students who study Media Arts will focus on making and responding to the different variety of media found in our society. Students will become aware of various technologies that combine still and moving images, words and sounds.

Media Arts develops more active and critical media users who will demand, and could contribute to, a greater diversity of media in the future. There are **three key** areas in Media Arts:

Constructing media:

Students engage in experiences through practical activities that create, construct and produce media texts using the language and technologies of media. For example, students will look at shot types, media language, newspaper tasks, film poster construction, storyboarding and film making.

Producing meaning:

Students produce meaning for many audiences and contexts through a variety of forms and genres used by the media to communicate, including newspapers, picture books, radio, television, film and video, as well as a vast range of popular cultural forms that students read, view, listen to, wear, buy, swap, collect, play, consume or interact with on a daily basis.

Responding to meanings:

Students develop an appreciation of media text and learn to analyse these representations. Media Studies enables students to respond to the role institutions play in producing this meaning for various purposes and contexts

Assessment:

Students will be assessed through a variety of different learning experiences. Standards are awarded based on the qualities evident in a students' work. In Year 9 Media Arts the assessable standards include: Making and Responding

Curriculum Leader: Diane Jones

Music

Elective subject

Elective

Year 9 Music offers students the opportunity to develop their skills as a musician. The subject covers the traditional areas of Performance, Musicology and Composing in order to prepare students for further study in Year 10. Additionally, the course will present these activities with an emphasis on current practices in the music industry.

Music is a practical activity and students should have some experience in performing on an instrument through voice or be prepared to begin the study of either.

Music at Aquinas College embraces the use of technology in the classroom. Students will learn to use computer software and current music technology to undertake their performing and composing activities.

Units of Study:

- Rock, Blues & Jazz
- Film Music
- Musical Theatre
- Narratives in Music, Performance and Composition

Please note: This subject will run for the entire year and increase in the level of complexity.

Students who wish to study for only one semester are encouraged to choose Semester One Music. If students wish to continue their music skills in Year 10, it is recommended that students select this subject for the entire year.

Curriculum Leader: Fiona Poirrier

Sporting Excellence Program Netball

Elective subject

Elective

The Aquinas College Netball Excellence Program is conducted by Netball Coaches. The Netball Excellence program aims to provide students with the opportunity to develop their netball potential to the highest level, while maintaining their performance in academic studies. It encourages students to achieve in all aspects of their endeavours. This program includes practical lessons where exiting skills are practiced and improved upon and where new skills are introduced and developed. Aquinas College aims to provide students with quality coaching and feedback within the school environment.

An application form must be filled out and then reviewed to be accepted into the program. This exciting and innovative program is suited to those young women who have a commitment to, and a love of, Netball.

Semester Study Options:

This subject can be chosen for an entire year.

Curriculum Leader: Adam Sammartino

Sporting Excellence Program
Rugby League

Elective subject

Elective

The Aquinas College Rugby League Excellence Program is conducted by qualified Rugby League Coaches. It encourages students to achieve in all of their endeavours. The program includes practical lessons where existing skills are practiced and improved, and where new skills are introduced and developed.

An application form must be filled out and then reviewed to be accepted into the program. This exciting and innovative program is suited to those young men who have a commitment to, and a love of, Rugby League.

At various times throughout the year, the students will have the opportunity to play in trial games against Gold Coast and Brisbane schools.

Semester Study Options:

This subject can be chosen for an entire year.

Curriculum Leader: Adam Sammartino

STEM

Elective subject

Elective

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics through the study of **technology**, **engineering skills** and **mechanics**.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

STEM aims to inspire and enable students to appreciate the role and potential of **S**cience, **T**echnology, **E**ngineering and **M**athematics in the world in which they live, and to learn from their journey of technological inquiry, the essence of evidence based critical thinking.

The modules of study over the **2 year** course will include:

- Engineering Fundamentals
- Aerodynamics
- Motion
- 3D CAD/CAM
- Mechatronics
- Major Research Project

The STEM course is our attempt to provide an innovative and imaginative curriculum which will inspire students to take up the challenge of a career in Technology or Engineering.

As the course is very much **practically (hands on)** orientated, assessment is reflected accordingly:

Assessment Tasks:

Research Assignments

Practical Projects

CAD Models

Project Evaluation

Scope and Sequence:

As this course runs for 4 semesters (2 years - Year 9 through to Year 10), entry into the course must be via Year 9. Content builds throughout the semesters to culminate in a Major Project – completely designed and developed by the student.

How Can This Course Help Me ?

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. With a strong focus on the skills of engineering, STEM helps to prepare the student for future studies in these fields.

Who Should Take This Course ?

If you have an interest in computer assisted design, enjoy building with 3D printers and LASER cutters, solving “real world” problems, robotics / mechatronics, electronics, aerodynamics and enjoy working in a team … STEM could be for you. STEM students are ability to compete in the ***F1 for Schools*** or ***Subs in Schools*** Australia wide competitions.

Curriculum Leader: Craig Heufel

Visual Arts

Elective subject

Elective

Visual Arts is offered in Year 9 as an elective. Learning experiences are scaffolded and increase in complexity of challenge over the course of study. The junior art course introduces students to the key concepts, language and media areas found within visual communication. The progression of the course allows students to become aware of the inquiry process of researching, developing, resolving and reflecting to create responses in both Making and Responding.

Units of Study:

Students who elect to study Visual Arts as a Year 9 elective will have the opportunity to explore different concepts within units of work. These units will be approached from a Fine Art, Photographic or Digital Imaging perspective.

Media Areas

Throughout the course, students are provided with opportunities to make and appraise images and objects from a range of media areas. Over the year, learning experiences may incorporate the following media areas:

- 2D media – painting, drawing, printmaking, photography
- 3D objects – ceramics, sculpture, fibre art, installation, performance art, wearable art & body adornment
- Design – built, public & environmental design, graphic design & illustration, product design
- Time based media – digital / electronic imaging, animation

Assessment Plan:

Students will be required to submit the following:

- **Making Folio**

  This is comprised of all work completed over the semester; through researching, development, resolution and reflection on the set concepts / tasks. A visual journal will be kept as part of the art making process and will be included in the making folio.

- **Responding Tasks**

  This will involve students talking and writing about art and take the form of visual, written and oral responses to set tasks. Students will be required to investigate artistic expression and critically analyse artworks.

Standards are awarded based on the qualities evident in a student's work. In Year 9 Visual Arts, the assessable standards include Making and Responding.

Curriculum Leader: Diane Jones