A Guide to Student Learning for Year 9, 2017

This handbook provides a brief outline of the Student Learning offered at Aquinas College in Year 9, 2017.
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INFORMATION FOR PARENTS AND STUDENTS

**Year 9 - Australian Curriculum**

The Core subjects to be studied in Year 9 are:

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

Students also have the opportunity to study 5 elective subjects across the year with 2 to be studied one semester and 3 in the other semester.

- Athletics Excellence Program
- Business Studies
- Dance
- Digital Technologies
- Drama
- Food Technology
- Geography
- Industrial Graphics
- Industrial Technology & Design
- LOTE Japanese
- Media Studies
- Music
- Netball Excellence Program
- Rugby League Excellence Program
- Textiles
- Visual Art

**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.

**DISCLAIMER**

The College must have certain teachers and equipment to run some courses. If the College loses access to 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.
CORE SUBJECTS IN YEAR 9

The following pages contain information about the core subjects being offered in Year 9, 2017.
RELIGIOUS EDUCATION

The Religion Curriculum P-12 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.

Course Content:

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, namely form criticism and narrative 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 divergent 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.

Major Units studied:

1. Making Sense of Sacred Texts
2. The Line in the Sand
3. Living Justly
4. A Religious Response to the Making of the Modern World

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

Curriculum Leader: Mr Joe Alexander
ENGLISH

The study of English at Aquinas College aims to develop competencies in reading, writing, speaking, listening, viewing and creating in a variety of situations and for a variety of purposes. Students are encouraged to appreciate the benefits of acquiring the skills, knowledge and attitudes to language, literacy and literature that will help them to thrive as literate citizens in today’s information and media rich environment.

Students in Year 9 are expected to complete NAPLAN (The National Assessment Program – Literacy and Numeracy) and to participate in the tests to the best of their ability. NAPLAN includes tests in reading, writing and language conventions (spelling, grammar and punctuation). These skills are developed progressively over many years of student learning.

**Course Content:**

Heroes theme; the study of an adolescent novel; NAPLAN; persuasive writing; responding to stimulus; literacy and language conventions; adolescence theme; the study of poetry and poetic techniques; film study; expository writing; a wide reading program; Literature Circles.

**Assessment Plan:**

Written Tasks, Speaking Tasks, Wide Reading Tasks and Written Exams.

**Curriculum Leader:** Mr Stephen Sutherland

**Curriculum Assistant:** Ms Madeleine Ryan
HEALTH AND PHYSICAL EDUCATION

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.

**Areas of learning covered in Year 9 include:**

- Alcohol and other Drugs
- Relationships and Sexuality
- Volleyball
- Softball/T-ball
- Modified Games

**Assessment Plan:** Theory and practical components.

**Curriculum Leader:** Mr Adam Sammartino
Year 9 History students in 2017 and beyond will complete One Semester of CORE study in History (two terms equivalent). 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 emphasises 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.

**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:**  Miss Ashlea Schinkel
In 2017 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 Accelerated Mathematics course and a Core Mathematics course in Year 9, in preparation for more specific strands of study in senior school.

**Assessment Plan:** Students will be assessed in a variety of ways including sitting written tests as well as completing assignments.

**What will you learn?** 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.

**Curriculum Leader:** Mr Leo Hanrahan

**Curriculum Assistant:** Mrs Judy Gill
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 so 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.

**Course Content:**
- 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.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

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

**Curriculum Leader:** Mr David Bailey

**Curriculum Leader Assistant:** Ms Lisa Dover
ELECTIVE SUBJECTS IN YEAR 9

The following pages contain information about the elective subjects being offered in Year 9, 2017.
BUSINESS STUDIES

Year 9 Business Studies looks at the different ways businesses in the wider community are able to make money, promote their products and operate internally on an everyday basis.

The course is designed to facilitate an understanding of the Australian Financial Service Marketplace.

Assessment Plan: All assessment tasks have been created to represent real life situations. Students will be expected to complete three tasks over the course.

1. Introduction to Consumer Literacy and Smart Savings
2. Introduction to Financial documents
3. Introduction to Marketing

Technology Used: Students will use a variety of technologies including:

- Online website builders
- Animation software to create financial literacy videos
- PowerPoint/Keynote
- E Books

Pathways: Students completing this subject will be well placed to enter subjects in Year 10 offered in the business department.

These include:

1. Certificate I in Business
2. Business Tourism
3. Business Management
4. Commerce
5. Legal Studies

Curriculum Leader: Mr Steven Fox
Year 9 Dance at Aquinas College provides students 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, sustainability.

**Assessment:**

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

**Semester Study Options:**

Semester 1 or Semester 2.

**Curriculum Leader:** Mr Arthur Henry (Coordinated by Ms Jamanda Eggert)
DIGITAL TECHNOLOGIES

Why 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.

The course includes:  
Robotics, digital imagery, 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.

Study Options:  
Students are able to study this subject for one semester only, but this can be either semester one or semester two.

Curriculum Leader:  
Mr Michael Addicott
DRAMA

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 fairy-tale 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.

Facilities:

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

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).

Comment:

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

Curriculum Leader: Mr Arthur Henry
Food Technology incorporates various skills including the design process and practical skills from the Technologies Curriculum. Students will study food and nutrition with a practical application for two periods per cycle. They will cook at least once per cycle.

**Semester 1:**
The design process continues with direct application to nutrition. The influence of the Food Technology Industry is studied this semester. This could include Year 9 hosting minor functions. During Term 1 students focus on nutrition and safety. In Term 2 students look at tuckshop items and possible changes to improve the nutritional values.

**Major Course Criteria:**
The Design Process and Practical Skills – the course requires originality, practical skills, knowledge and motivation.

**Facilities:**
Saniuqa Restaurant - This fully functional restaurant with Espresso machine seats up to 54 guests. The restaurant is linked to a well-equipped commercial kitchen. We also have two fully equipped domestic kitchens with space for 24 students.

**Assessment Plan:**
Teachers choose from a variety of test instruments that are appropriate to the course. Examples that may be chosen include assignments using the design process, class tests and practical assessment.

This is not only a fun, informative subject, but extremely relevant to each student’s life. A wide variety of learning experiences are employed, including the use of technology.

**Special requirements:**
An additional subject fee will apply to cover costs of materials used and excursions.

**Curriculum Leader:**
Mr Krijn van Gils
GEOGRAPHY

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.

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:** Miss Ashlea Schinkel
INDUSTRIAL GRAPHICS

Students who enjoy using computers to draw products and plans should enjoy this subject and develop skills useful for IDT, Technology Studies and Graphics in future years.

*What will students learn:*

Industrial Graphics in Year 9 extends 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 may have the opportunity to produce products using the 3D printers. Students may 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:* Mr Brad Pledge
INDUSTRIAL TECHNOLOGY & DESIGN

Materials Design Technology

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 in terms of 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.

Special requirements: An additional subject fee will apply to cover costs of material used.

Curriculum Leader: Mr Brad Pledge
**JAPANESE (LOTE)**

**Semester 1:** A review of introductory skills in Japanese language.

**Semester 2:** Students study topics about positions of objects, wants, counting things, costing things and festivals. It is expected that by the end of Year 9 students have mastered the katakana script and can recognise some familiar kanji.

**Major Course Criteria:** The 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.

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

The text used is Mirai Book 2 which exposes 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 1. However, if students wish to continue their language skills into Year 10 and beyond, it is recommended that students select this subject for the entire year. It is recommended that students do not choose Japanese for Semester 2 only.*

**Curriculum Leader:** Miss Simone Lydiate
MEDIA STUDIES

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, were our reality is constructed around us and constantly filtered through our exposure to the modern media. Students who study Media Studies will focus on producing 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 Studies 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 Studies:

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 Plan:

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 Studies the assessable standards include: Knowledge and Understanding, Creating, Responding, Presenting and Reflection.

Curriculum Leader: Ms Dee Jones
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 or 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.

**Topics will include:**

- **History of Rock**
- **World Music**
- **Film Music**
- **Musical Theatre**

**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:** Miss Fiona Poirier
SPORTING EXCELLENCE PROGRAM – ATHLETICS

What is Athletics Excellence?

Athletics Excellence is a program that caters for talented athletic students who are interested and willing to train hard to better their cross country and athletics performance.

The major aim for students will not only be to better their personal best performances, but to set goals and aim for higher representation at District, Regional and State level. Students will be provided with quality coaching from experienced staff who will give constructive feedback with the aim of improving students’ performance within the school environment. Furthermore, Fast Track Physiotherapy will be providing exclusive injury prevention management and elite athlete development for all students in the program. This will foster the development of each athlete through their own individualised program involving education and self management.

How does Athletics Excellence Work?

The course aims to expose students to the latest technical coaching methods at a higher level than a standard HPE class. Students will be selected (performance criteria) and placed in a class where all practical lessons will be based on fitness, cross country and athletics.

Special training clinics at Griffith University Track will be organised to gain access to elite coaches (some coach Australian representatives) and provide training in a specialist facility.

What will you study?

Term 1 - Fitness and cross country
Term 2 - Cross country and athletics
Term 3 - Athletics
Term 4 - Athletics and a unit of sport

An application form must be completed and submitted to Miss Emma Draisey for students to be considered for the program.

Curriculum Leader: Mr Adam Sammartino
Athletics Excellence Coach: Ms Emma Draisey
SPORTING EXCELLENCE PROGRAM – NETBALL

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. The program includes practical lessons where existing 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:

Semester 1 or Semester 2

Curriculum Leader: Mr Adam Sammartino
SPORTING EXCELLENCE PROGRAM – RUGBY LEAGUE

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 by the Rugby League director, 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. Other Rugby League Carnivals the College attends include the annual 9s Carnival at Clairvaux Mackillop College.

Curriculum Leader: Mr Adam Sammartino
TEXTILES

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

Students 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 and to explore functional and aesthetic aspects of textiles

What will students learn about? Students will learn about textiles through the study of different focus areas. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

UNIT 1: Apparel UNIT 2: Non-apparel

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, Textiles and Society) are covered.

What will students learn to do? By examining the work of designer’s students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated 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. 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 textile design, construction and use.

Assessment Plan: Journal work: Research & design process

Sewing apparel & non-apparel items

Curriculum Leader: Mr Krijn van Gils
VISUAL ART

Visual Art 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 appraising.

Course Outline: Students who elect to study Visual Art 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 students’ work. In Year 9 Visual Art, the assessable standards include:

**Special requirements:** An additional subject fee will apply to cover costs of material used.

Curriculum Leader: Ms Dee Jones