



COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 9 CURRICULUM HANDBOOK 2023



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MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

PRINCIPAL'S MESSAGE

Dear Parents, Caregivers and Students,

Year 9 is an exciting time for students as they have greater influence over their study program and some of the subjects they will study.

During Year 7 and 8 a common curriculum was completed by all students. The Year 9 curriculum at Columba Catholic College is structured around the Australian Curriculum. While all students in Year 9 will study the core key learning areas of Religion, English, Mathematics, Science, Humanities, and Health and Physical Education, the students will be able to make choices about which elective subjects they will study in The Arts, Technologies, Business and Languages. Students will be able to specialise in areas of interest and success.

In order for students to be successful in their studies they are encouraged to give their personal best at all times and strive for excellence in their studies as they live out the College values of:

- Courage
- Commitment, and
- Compassion.

This means having a daily commitment to:

- Respect for self
- Respect for learning
- Respect for others
- Respect for College traditions, and
- Respect for others.

Year 9 provides the transition from middle school to senior school. When choosing subjects it is important for students to consider building on their strengths, interests, recent school performance and future options. Attendance at school is very important as research suggests that students with a high record of attendance are more likely to achieve success in learning and in life.

Students and parents are asked to read this Handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their senior years.

Best wishes in this important decision-making process.



Melissa Turner
PRINCIPAL



COURAGE | COMMITMENT | COMPASSION

YEAR 9 CURRICULUM INFORMATION

At Columba Catholic College, Year 9 is part of the middle years of schooling. The curriculum for Year 9 students at Columba Catholic College reflects the subjects in the Australian Curriculum and is delivered through 9 key Learning Areas: English, Health and Physical Education, Humanities & Business, Languages (Chinese), Mathematics, Religious Education, Science, Technologies (Digital Technologies and Design Technologies), and The Arts (Dance, Drama, Music and Visual Arts). The curriculum for Year 9 students at Columba Catholic College reflects the subjects in the Australian Curriculum as core or elective.

CORE SUBJECTS:

Year 9 students will study the following core subjects:

- Religion
- English
- Mathematics
- Health & Physical Education
- Science
- History/Geography

YEAR 9 ELECTIVE SUBJECTS:

Students will study two elective subjects in 2023 for the whole year. Year 9 and 10 elective subject classes will be combined. Students are to choose one subject on each line and one reserve subject. While every attempt will be made to ensure that students are able to study their first choice of elective subjects, the reserve selections will be considered should this not be possible.

ELECTIVE COURSES

Learning Area
HASS – Economics and Business
LANGUAGES – Chinese
SCIENCE – Agricultural Science
TECHNOLOGIES - Digital Technologies
TECHNOLOGIES – Design and Technologies: Food Specialisations
TECHNOLOGIES – Design and Technologies: Material Technologies and Specialisations - Wood
TECHNOLOGIES – Design and Technologies: Material Technologies and Specialisations - Metal
The Arts - Dance
THE ARTS – Drama
THE ARTS – Music
THE ARTS – Visual Art

Please Note: The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.

TIPS FOR SUBJECT SELECTION

As a basic strategy, it is suggested that students choose subjects:

- that they enjoy and are interested in
- in which they have already had some success
- which may help them reach a chosen career / pathway
- that lead to subjects they may be considering for their senior phase (Year 11 and 12) of learning (pre-requisites)
- which will develop skills, knowledge and attitudes useful throughout their life.

It is important for students to remember that they are an individual, and that their particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher.

The curriculum offered in Year 9 allows students to begin to make choices. These choices are usually influenced by their enjoyment in that area of study in their earlier years of schooling. However, as fourteen and fifteen year old students continue to develop their own identity, their decisions are influenced more by the future they may wish to pursue. These futures may include further study (Universities / Colleges / Private Providers), the workforce or a combination of both (Apprenticeships / Traineeships).

ADDITIONAL INFORMATION

HOMEWORK/STUDY

Each student will be required to complete homework each night. This can take the form of work set by the teacher, a review of the day's work, assignment work or general revision of work completed earlier in the semester.

Homework/study should be done under conditions where distractions, such as television, electronic devices and social media, are kept to a minimum.

RECOMMENDED STUDY TIMES

The following is a guide to the quantity of time to be spent completing homework and study at each year level. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Care should be taken to maintain balance between study, sporting, recreational and part-time work commitments.

YEAR LEVEL	QUANTITY OF HOMEWORK
9	1.5 hours 4 to 5 times a week

SUBJECT CHANGES

Changes to your subjects is not recommended but may be needed due to:

- A continuing medical condition
- Family/personal change of circumstances
- Lack of success

The following examples are not reasons for requesting a subject change:

- Changing your mind
- The subject wasn't what you expected
- Dislike of the subject

All changes must be discussed with the relevant Teacher, Curriculum Leader, Deputy Principal Administration and supported by parent/caregiver. Changes are dependent on several factors including class availability.

RELIGIOUS EDUCATION

RELIGION

WHY STUDY RELIGION?

Religious Education plays an important role in the life of Columba Catholic College and is studied by all students. Religious Education aims to develop students' religious literacy, so that they may participate effectively in the life of their faith communities and wider society.

COURSE CONTENT

- In Religious Education classes students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions through studying scripture, the teachings of the Church, historical events and persons, as well as contemporary life. Religious Education classes provide opportunities for students to think critically and reflectively, engage in discussions and develop an understanding of the need for tolerance, sensitivity and justice in our world.
- The classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:
 - Sacred Texts (Old Testament; New Testament; Christian Writings and Wisdom)
 - Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; World Religions)
 - Church (Liturgy and Sacraments; People of God; Church History)
 - Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

Religious Education at Columba Catholic College incorporates elements of the Religious Life of the school such as liturgy, prayer, meditation and retreat as compulsory additions to the course.

UNITS OF STUDY

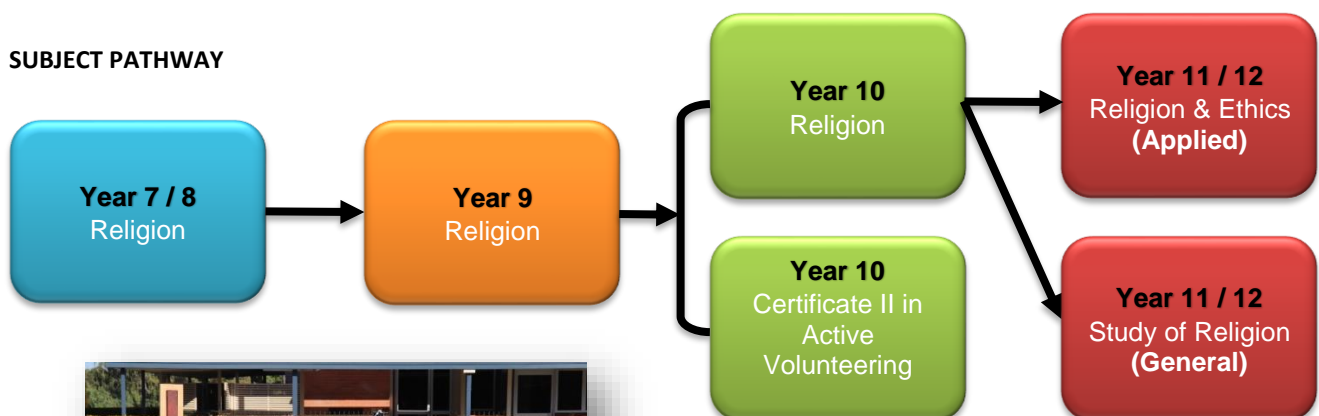
- I Pray, You Pray, We Pray
- Foundational Beliefs
- Priest, Prophet, King
- The Good, the Bad, and the Ugly
- Healing the Heart
- Exploring Faith Traditions
- What's the Meaning of This?



ASSESSMENT

Assessment provides an indication of students' religious literacy. Assessment in Religion takes the form of both class based activities and assignment work. Examples of assessment items include research assignments, essays, reports, powerpoint presentations, exams, the creation of pamphlets, storyboards and posters etc.

SUBJECT PATHWAY



WHY STUDY ENGLISH?

Across the *Australian Curriculum: English*, students explore diverse classic and contemporary literature from Australia (including the perspectives of Aboriginal and Torres Strait Islander peoples), Asia, and beyond. Through English, students learn to analyse, understand, communicate, and build relationships with others and the world around them. Additionally, students acquire, develop, and refine their skills in grammar, punctuation, spelling, vocabulary, reading, comprehension, and visual literacy.

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing, and creating literature
- *Literacy*: expanding the repertoire of English usage.

Content descriptions in each strand are grouped into sub-strands that present a sequence of development of knowledge, skills, and understandings. The sub-strands are:

- *Language*: language variation and change, language for interaction, text structure and organisation, expressing and developing ideas, (sound and letter knowledge - F-2).
- *Literature*: literature and context, responding to literature, examining literature, creating literature
- *Literacy*: texts in context, interacting with others, interpreting, analysing and evaluating, creating texts

The *general capabilities* and *cross curriculum priorities* are explicitly included in the content descriptors and elaborations across the strands, as appropriate.

In Year 9, each strand is used to develop, expand and consolidate students' skills in listening to, reading, and viewing increasingly complex and sophisticated texts, and speaking, writing, and creating their own. Students listen, speak, read, view, and write in an integrated and interdependent way as outlined in the *Australian Curriculum: English* content descriptors.

COURSE CONTENT

The content for English in Year 9 at Columba Catholic College is organised into semester-based units. Each unit is designed to develop students' knowledge and understanding in accordance with the *Australian Curriculum: English*.

Our Small World

Students develop awareness of social issues in Australian society through reading and viewing both media and literary texts. The focus of the unit explores how language features are manipulated to impact readers, and students will develop their own speaking and writing skills in order to influence their own audience.

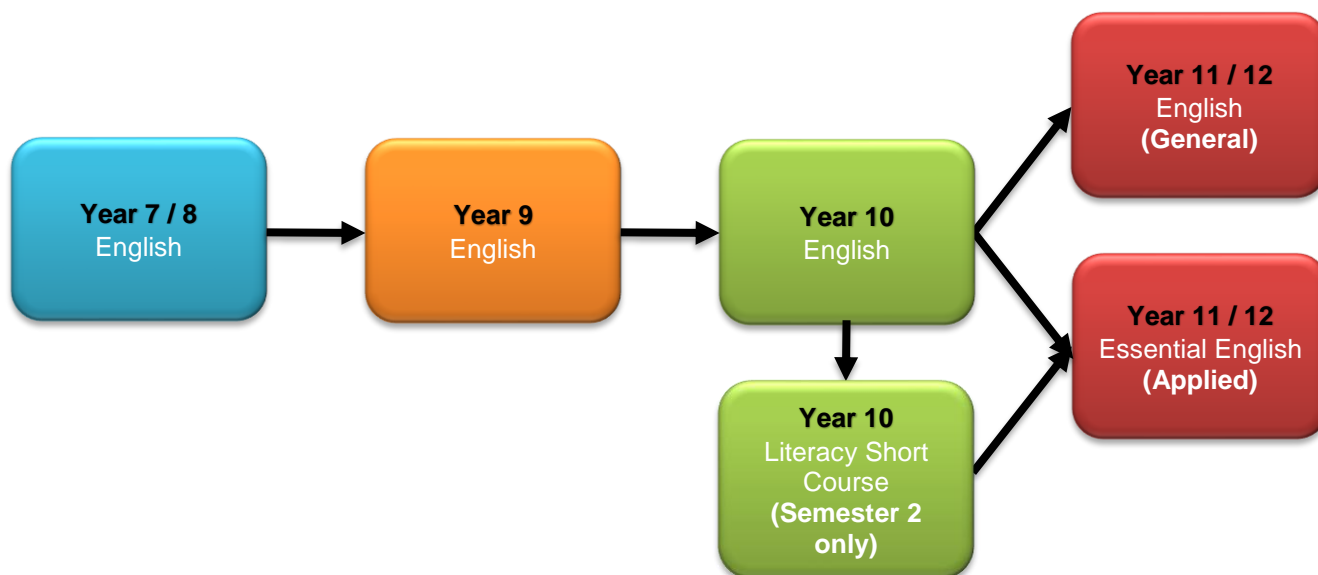
Our Shared Heritage

This unit develops understanding of how concepts, identities, values and beliefs are represented through different perspectives. Students read and view a variety of literary texts by First Nations authors, including poetry, short stories and feature films. They will identify and critically analyse how authors use language to appeal to audiences, and use similar techniques in their own writing.

ASSESSMENT

- Students complete a wide variety of formative tasks and summative assessment composed in written or spoken modes, and either analytical, creative, or persuasive.
- Examples of assessment include analytical essays, persuasive speeches, feature articles, narratives through both assignments and examination.
- In Year 9, all summative assessment is profiled in folios of student work and matched to the Australian Curriculum as evidence of learning.

SUBJECT PATHWAY



MATHEMATICS

MATHEMATICS

WHY STUDY MATHEMATICS?

Mathematics provides students with the skills to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations both at school and in their lives outside of school. The Australian Curriculum: Mathematics, provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. This allows students to apply mathematics in their everyday lives, from managing their finances, planning building and design projects, reading diagrams, tables and graphs, and to develop the numeracy capabilities that all students need in their personal, work and civic life. Students also develop reasoning and communication skills that assist them in all their subject areas.

Students in Year 9 will all study 9 Mathematics.

9 Mathematics

Students develop their understanding and solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

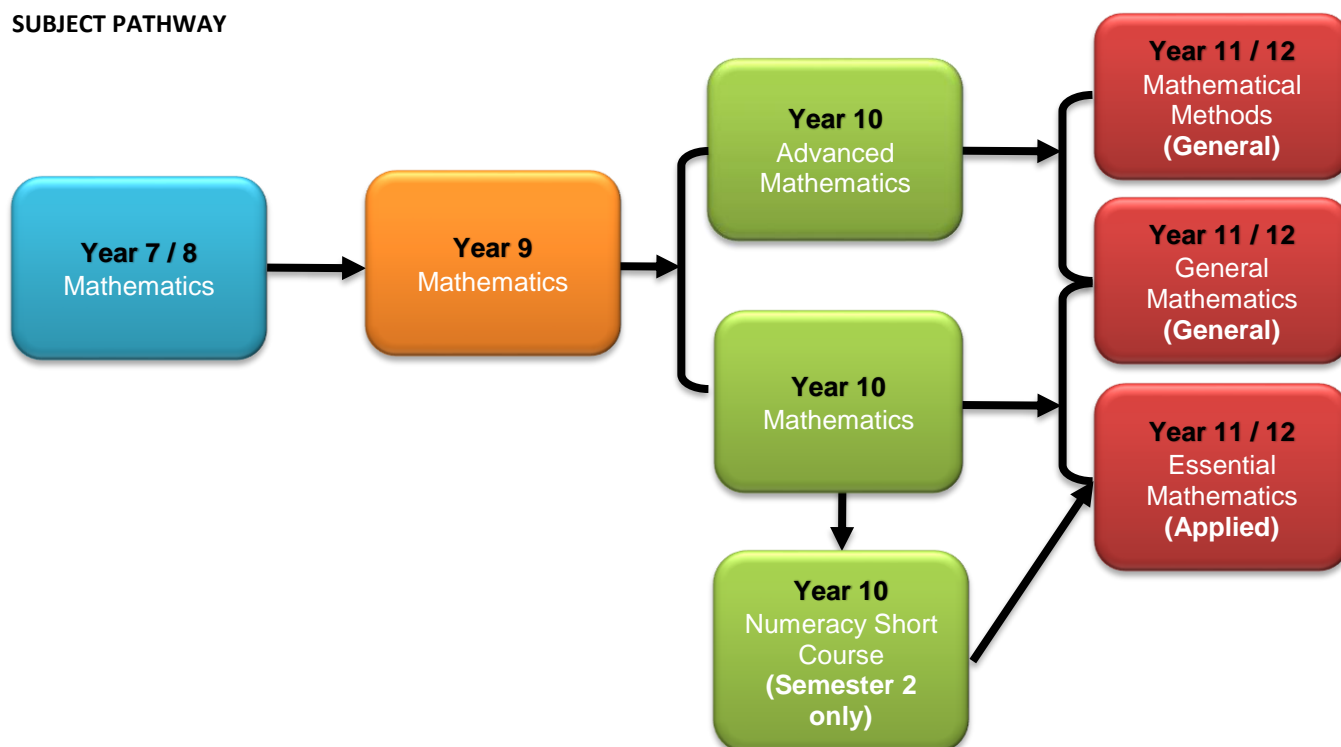
ASSESSMENT

Assessment can take many varied forms ranging from exams, in-class tasks, assignments and problem-solving modelling tasks.

USE OF CALCULATORS

The best buy for students in Year 9 is a scientific calculator that will last through the years of secondary schooling. Recommended: Casio FX-82AUPLUS

SUBJECT PATHWAY



WHY STUDY SCIENCE?

The Foundation to Year 10 Australian Curriculum: Science is designed to develop students' interests in science and an appreciation of how science provides a means of exploring and understanding the changing world. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. Students are given many opportunities to engage in practical work throughout the course.

How is the Foundation to Year 10 Australian Curriculum: Science structured?

The Foundation to Year 10 Australian Curriculum: Science is organised in three interrelated strands:

- Science understanding – which focuses on the important science concepts from across different areas of science.
- Science as a human endeavour – which focuses on the nature and influence of science.
- Science inquiry skills – which focuses on skills essential for working scientifically.

What are the overarching ideas?

There are a number of overarching ideas that represent key aspects of a scientific view of the world and bridge knowledge and understanding across the disciplines of science.

In the Foundation to Year 10 Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame student learning, and can contribute to developing students' appreciation of the nature of science.

The six overarching ideas that frame the Foundation to Year 10 Australian Curriculum: Science are:

- Patterns, order and organisation
- Form and function
- Stability and change
- Scale and measurement
- Matter and energy
- Systems

COURSE CONTENT

Year 9

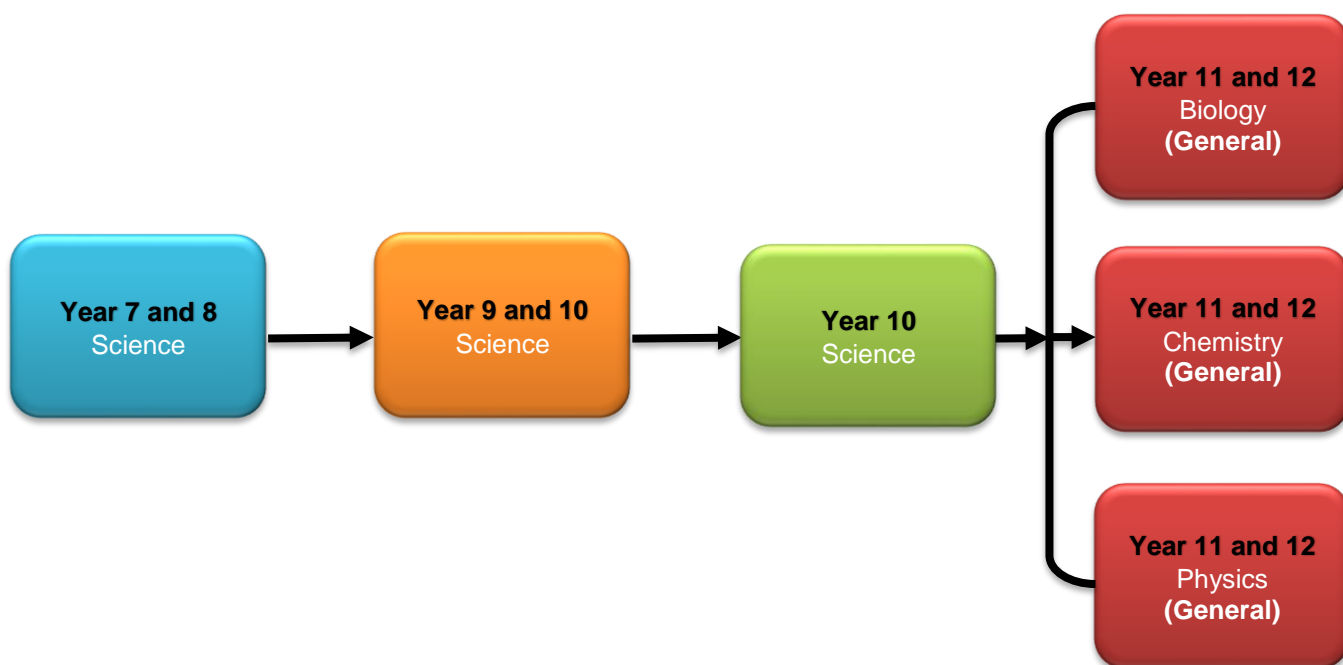
- **Biology:**
 - Body Systems
 - Ecosystems
- **Chemistry:**
 - Atomic Theory
 - Chemical Reactions
 - Radioactivity
- **Earth and Space:**
 - Plate Tectonics
- **Physics:**
 - Energy Transfers



ASSESSMENT

Assessment techniques focus primarily on specific scientific skills. They include data tests, research investigations, student experiments, and examinations.

SUBJECT PATHWAY



AGRICULTURAL SCIENCE

WHY STUDY AGRICULTURAL SCIENCE?

Agricultural Science leads to many careers as the contemporary agriculture sector offers opportunities in science, business, design, tourism, farming and engineering. For students who have a passion for science and or animals, a desire to shape the world or want to do their part to safeguard the future, Agricultural Science is the subject to choose. Agricultural Science is designed to provide a basic understanding of the relationships between plants, animals and human beings. The subject aims to highlight to students the importance of sustainability in all facets of everyday life and is therefore of benefit to all students.

All courses provide practical, hands-on experience at the College's Agriculture Farm as well as offsite excursions and theoretical aspects to support learning. Students will encounter and explore a variety of scientific professions and develop an awareness of the contributions of Science and Technology makes to agriculture.

Students are offered four (4) units over the course of two (2) years.

UNITS OF STUDY OFFERED

Biosecurity and Farm Safety

Students will develop an understanding of how devastating introduced species and diseases can be to both natural ecosystems and established primary industries. They will investigate diseases and parasites, and contemporary biosecurity incidents and outbreaks. Additionally, they will learn essential farm safety skills and apply both biosecurity and farm safety methods in mock scenarios in practical settings.

ASSESSMENT

- Examination
- Research Task



Aquaculture

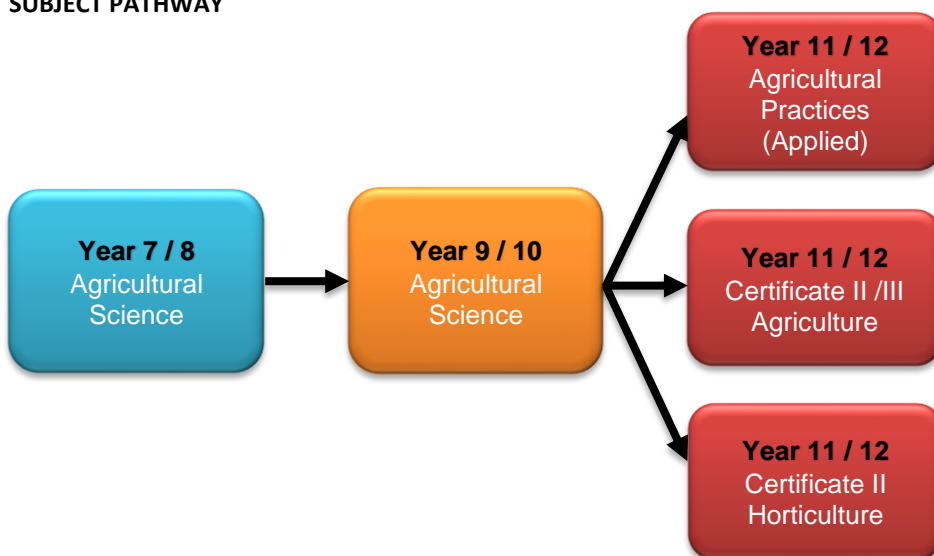
Students will examine sustainable fishing practices in feeding a growing population and explore how new scientific advancements improve practices. Additionally, students will maintain an aquaponics system whilst learning about the Nitrogen Cycle, fish, plants and the implications of farming ponds on large scales. Students will visit and evaluate large-scale aquaculture farms.



ASSESSMENT

- Research Task
- Examination

SUBJECT PATHWAY



HUMANITIES AND SOCIAL SCIENCES

HISTORY

WHY STUDY HISTORY?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. Studying History provides students with opportunities to develop historical understanding through key concepts, including 'evidence', 'continuity and change', 'cause and effect', 'perspectives', 'empathy', 'significance' and 'contestability'. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

In Year 9, students undertake a series of in depth studies which familiarise them with the making of the modern world from the time of the Industrial Revolution in the mid-18th century to the Civil Rights Movements of the 20th century.

UNITS OF STUDY

YEAR 9

- The Industrial Revolution
- Making a Nation
- World War I (1914-1918)

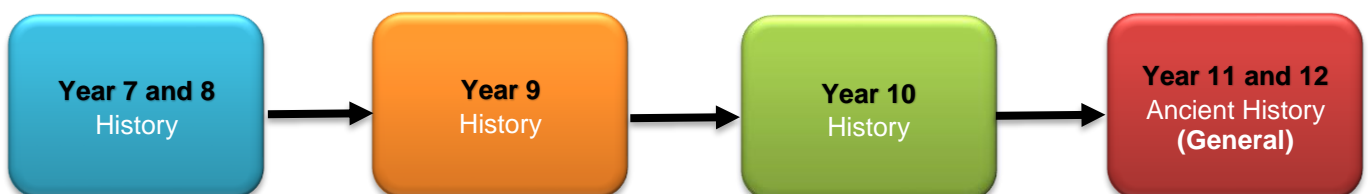
INQUIRY QUESTIONS

- What were the changing features of the movements of people from 1750 – 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

ASSESSMENT

Various assessment techniques are used to determine standards throughout the course. Students will undertake combination tests (short response, stimulus interpretation) and essay writing, as well as demonstrating their skills in historical empathy through a diary-keeping exercise.

SUBJECT PATHWAY



GEOGRAPHY

WHY STUDY GEOGRAPHY?

In a world of increasing global integration, international mobility and population-related pressures, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. To understand why our world is this way requires deep knowledge and understanding of the interconnections between people, places and environments.

Students of geography hone their analytical and evaluative skills through applying differently weighted criteria to, and creating decision-making matrices for, strategies that have been proposed for implementation at a range of scales and in a range of settings. They learn to be cautious of 'blueprint thinking' and come to better recognise diversity and change in the cultures, biomes, economies, cities and infrastructure of the places and regions they study.

Studying Geography in Year 9 assists students to make meaning of their world. It teaches them to appreciate the multi-dimensional nature of phenomena; plan an inquiry; collect, evaluate, analyse and interpret information; and evaluate alternative responses to timely issues, all while developing empathy towards different stakeholders.

UNITS OF STUDY

- Biomes and Food Security
- Geographies of Interconnections

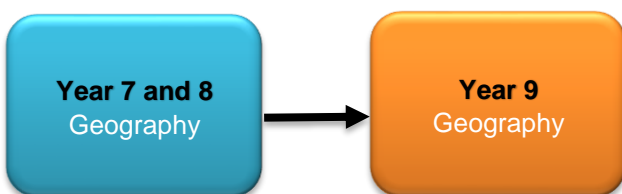
INQUIRY QUESTIONS

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implementation of changes to places and environments?
- Why are the interconnections and interdependences important for the future of places and environments?

CORE ASSESSMENT

Each semester-long program involves the production of a Formal Data Report as well as a Combination Test. Combination Tests involve paragraph writing on key concepts, data manipulation (table to graph), mapping, and data interpretation tasks.

SUBJECT PATHWAY



WHY STUDY ECONOMICS AND BUSINESS?

Young Australians will face a number of social, economic and moral challenges in their lifetimes, with contract work, the 'gig economy' and the international nature of the labour force impacting their lives, choices and opportunities. As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who will make informed decisions and actively participate in society and the economy as individuals and global citizens.

WHAT IS THE STUDY OF ECONOMICS?

Economics provides students with an understanding of the concept of how individuals, businesses, and governments make decisions about the use of scarce resources in a world of unlimited supply and demand. It helps students gain the necessary skills so they can understand how economic markets around the world work. In the process, they build their analytical and problem-solving skills which will help them succeed now as students and in the future as working professionals.

WHAT IS THE STUDY OF BUSINESS?

Business provides students with an understanding and capabilities that will equip them to actively participate in society as individuals and more broadly as global citizens. It empowers students to shape their social and economic futures and contribute to the development of prosperous, sustainable and equitable economies. Students develop knowledge, understanding and skills that assist them to take measures to secure their financial futures, and contribute to the well-being of themselves and others.

Through Economics & Business, students gain opportunities to develop enterprising dispositions and capabilities that will equip them to face future challenges. Through authentic learning opportunities that combine theory with practice and folio work, students learn how to embrace change, seek innovation, work with others, show initiative, lead, demonstrate flexibility, use new technologies, plan for and manage risk, and use resources effectively and efficiently.

UNITS OF STUDY OFFERED IN 2023

Business Principles

This unit provides students the opportunity to develop their understanding of fundamental business concepts, business environments, entrepreneurship, and human resources. Students are introduced to the creation of business ideas and the concept of the business life cycle. It provides students with opportunities to analyse, interpret and evaluate business strategies for a hypothetical business.

Topic 1: Fundamentals of business

Topic 2: Business environments and entrepreneurship

ASSESSMENT

Students are expected to complete a range of inquiry-based assessment tasks including examinations and assignments in the form of written and spoken tasks.

Economics Principles

This unit prepares students to develop their understanding of the fundamental economic concepts of scarcity, choice and opportunity cost. Students learn how individuals, businesses and governments make decisions about how best to allocate resources among competing needs.

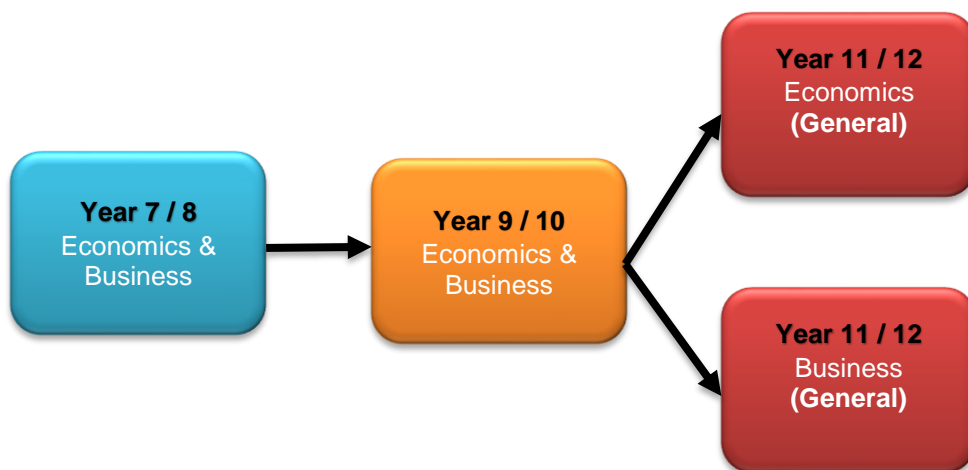
Topic 1: Fundamentals of economics

Topic 2: Market failure

ASSESSMENT

Students are expected to complete a range of inquiry-based assessment tasks including examinations and assignments in the form of written and spoken tasks.

SUBJECT PATHWAY



LANGUAGES

LANGUAGES

WHY STUDY LANGUAGES?

In our rapidly changing world, our young generation are exposed to diverse cultures, advanced information, and communication technologies daily through globalisation and the current ease of post-Covid travelling. When students study a foreign language, it allows them to respond positively to diversity and be respectful of others, especially in the multicultural environment that exists in our nation. Recent research and practice have shown a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners.

Chinese (Mandarin) is the second most spoken language after English in Australia. China is the second largest economy in the world, and our country's largest trading partner. The advantages and career opportunities involved with language studies are immeasurable. Cultural studies include practical application such as engaging in the Charters Towers Languages Speaking Competition, and other language cultural opportunities.

The Year 9/10 combined course is designed to provide students with the opportunity to acquire and develop practical skills in listening, speaking, reading and writing Chinese. An emphasis on oral and aural skills requires students to actively participate in all class tasks. Students are required to be self-motivated in their learning approach to the language, spending time on practice each day. A continuing study of the culture of China and Chinese communities is undertaken as well. Students learn to maintain communication in authentic situations. They can use structures and features of the language that will allow them to apply these in a range of practical situations and contexts.

UNITS OF STUDY OFFERED IN 2023

Family & Friends

Students will learn to:

- Discuss ways to express one's self-identity.
- Discover the many different terms for family members.
- Learn to communicate and understand in Chinese
- Explore a cultural point: Chinese family traditions

zài jiàn
再见
Goodbye!

Lifestyle & Leisure

Students will learn to:

- Discuss one's interests and hobbies
- Express their opinions on their interests and hobbies
- Learn to communicate and understand in Chinese
- Explore a cultural point: Compare life between Australia and China

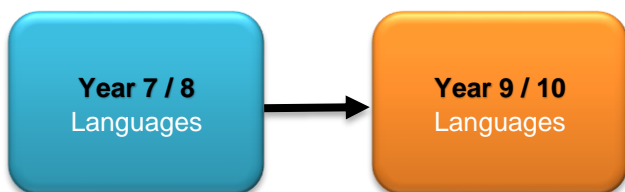
ASSESSMENT

For the Languages Learning Area, both formative and summative assessment will take place throughout the unit.

Methods of summative assessment include:

- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Writing tasks

SUBJECT PATHWAY



你好
"Ni hao"
"Hello"

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

Healthy, active living benefits individuals and society in many ways. Participation in regular physical activity promotes physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities, and learning. Productivity, personal satisfaction, and pro-social behaviour increase amongst a healthy population, while chronic disease rates decrease. Health and Physical Education provides the knowledge and skills necessary to pursue a healthy, active lifestyle. The Australian Curriculum: Health and Physical Education (F-10) is informed by physiology, nutrition, biomechanics and psychology, and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

The Health and Physical Education program is designed to allow students to strengthen their sense of self, and build and manage satisfying relationships. There is a major focus on developing resilience and fostering good decision making skills. Students are taught to be proactive in terms of promoting their own health and safety.

Through engagement with the course, students should be able to confidently, competently and creatively participate in a range of physical activities. The mastery of movement skills creates opportunities for students to acquire, practice and refine personal, behavioural, social and cognitive skills.

PRE-REQUISITES

Health and Physical Education is a compulsory subject in Year 9. Students must be willing to make an effort in *both* the theory and practical components of this subject to gain the full benefit of this Learning Area.

COURSE CONTENT

The course is approximately 50% theory and 50% practical.

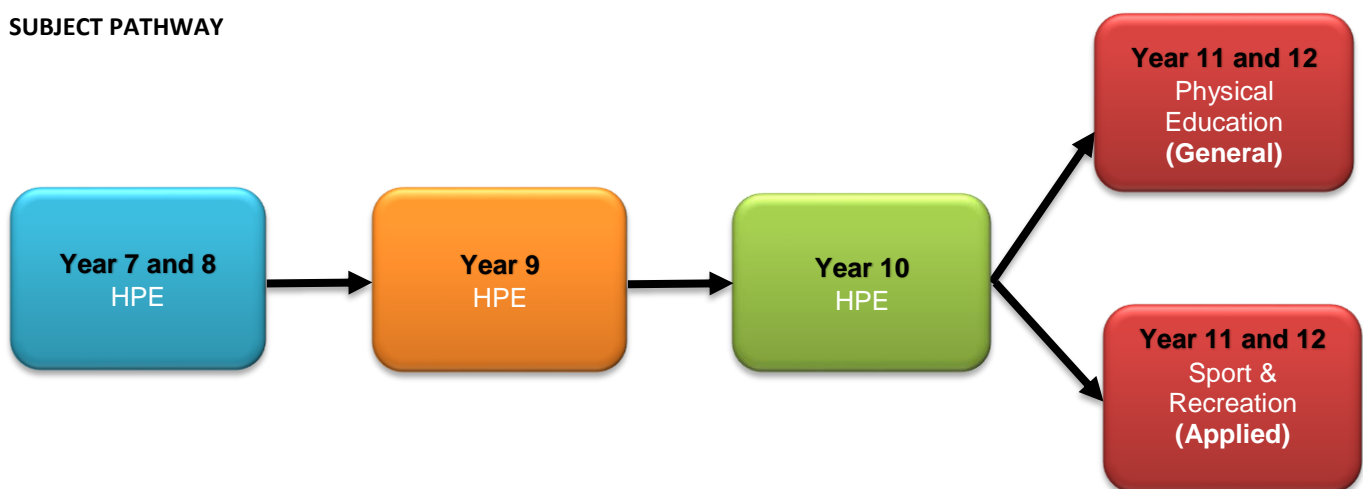
YEAR 9

- | | |
|--------------------------------|-------------|
| • Drugs in Sport | Basketball |
| • Food for Sport | Athletics 2 |
| • Moving More Matters | AFL |
| • Body and Bones: Biomechanics | Tennis |

ASSESSMENT

Assessment techniques include project folios, investigation reports and examinations. Practical skills are also assessed.

SUBJECT PATHWAY



WHY STUDY DIGITAL TECHNOLOGIES?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

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

(Australian Curriculum Digital Technologies Rationale)

UNITS OF STUDY OFFERED IN 2023

Gaming and Programming

The world of digital gaming stretches from basic text-based games to immersive reality games. Regardless of their complexity, all of them are computer-controlled and allow the player to interact with objects displayed on the screen. Therefore, all games share basic principles upon which they are designed, developed, and programmed.

Students will:

- Develop an understanding of the basic principles of game design.
- Examine elements of games.
- Develop skills in a variety of programming languages.
- Design and implement a variety of skills to develop computer-based games.

ASSESSMENT

1. Investigations
2. Programming Skills
3. Design Folio – Game Development

Manipulating Reality

In an increasing digital world, what we see as reality can be manipulated in a variety of methods including computer generated imagery (CGI), augmented reality (AR), virtual reality (VR) and image manipulation. These methods enhance the user experience by adding resources such as graphics, sounds and touch feedback.

Students will:

- Develop an understanding of the basic principles of computer imagery.
- Explore augmented and virtual reality.
- Develop skills in the manipulation of images and user experiences.
- Design and implement a variety of skills to develop a manipulated reality experience.

ASSESSMENT

1. Investigations
2. Reality/image manipulation skills using a variety of programs
3. Design Folio – Manipulated Reality Experience

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES

WHY STUDY DESIGN TECHNOLOGIES?

The Design Technologies subjects provide opportunities for students to use design thinking and practical skills to generate, produce and evaluate solutions that reflect the dynamic and innovative nature of technology.

Using a scaffolded design process as a central process, students gather information and develop skills in order to respond to design challenges in a diverse range of contexts. Design challenges are situations, problems or tasks which require students to make cognitive and practical responses that draw on their technology knowledge, skills, and reasoning.

The College's specialised Technology rooms (i.e. workshops and kitchen) allow students to combine the design process and practical skills to produce high quality designed projects. As part of the production phase of these subjects, students are taught and required to demonstrate a clear understanding of Workplace Health and Safety (WHS) practices including the safe use of tools and equipment.

Within the Design Technology area at Columba we offer three specialisations that students may study. These are:

- Wood
- Metal
- Food



DESIGN AND TECHNOLOGIES: FOOD SPECIALISATIONS

UNIT OF STUDY OFFERED IN 2023

The World on a Plate

In this unit, students will investigate the changes in food consumption and choices in Australia since the earliest days of the colony. They will investigate several cultural cuisines that have influenced the food we eat in Australia today. Students will also investigate food security and the impact of technology on food production. They will critically analyse factors, including social, ethical and sustainability considerations, that impact on the food we eat in Australia.

Students will:

- Investigate different cultural styles of cooking
- Learn cooking skills
- Develop design and communication skills.

ASSESSMENT

1. Investigation
2. Design Folio and Project– “The World on a Plate”

The Beginner Chef

In this unit, students will investigate the hospitality sector focusing on food and beverage production and service. They will be introduced to the various roles in a commercial hospitality setting. Also, students will critically analyse factors, including social, ethical and sustainability considerations, that impact on the planning and running of events.

Students will:

- Investigate the hospitality industry
- Learn cooking skills
- Develop design and communication skills.

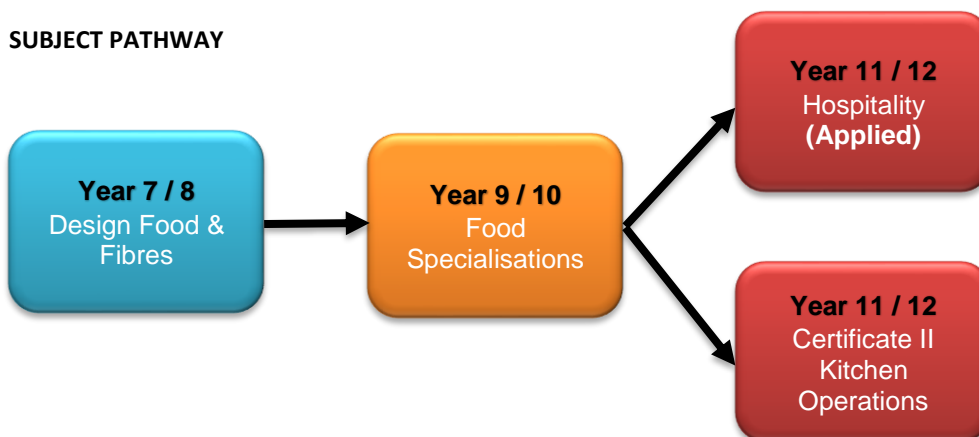
ASSESSMENT

1. Investigations
2. Design Folio and Project– “The Beginner Chef”

ESSENTIAL EQUIPMENT

All students must have a pair of black leather school shoes to wear in the kitchen.

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES:

MATERIALS AND TECHNOLOGIES SPECIALISATIONS - WOOD

Students will investigate the characteristics and properties of materials, components, woodworking tools, and equipment to engage with the design process to research, generate, develop, produce, and evaluate ideas and products.

UNITS OF STUDY OFFERED IN 2023

Reuse and Recycle

In this unit, students will investigate the characteristics and properties of materials, components, woodworking tools, and equipment to engage with the design process to research, generate, develop, produce, and evaluate ideas and products. During this process, students will explore the use of recycling to design and produce a project that can be used in the home.

Students will:

- Be trained to operate various tools and equipment to produce and modify objects.
- Learn basic wood joints.
- Develop design and communication skills.

ASSESSMENT

1. Investigations
2. Practical Skill Exercises
3. Design Folio and Project– “Reuse and Recycle”

Making Time

During this unit, students will explore the use of various cabinetmaking techniques, tools, and equipment to design and produce a clock.

Students will:

- Be trained to operate various tools and equipment to produce and modify objects.
- Learn basic wood joints.
- Develop design and communication skills.

ASSESSMENT

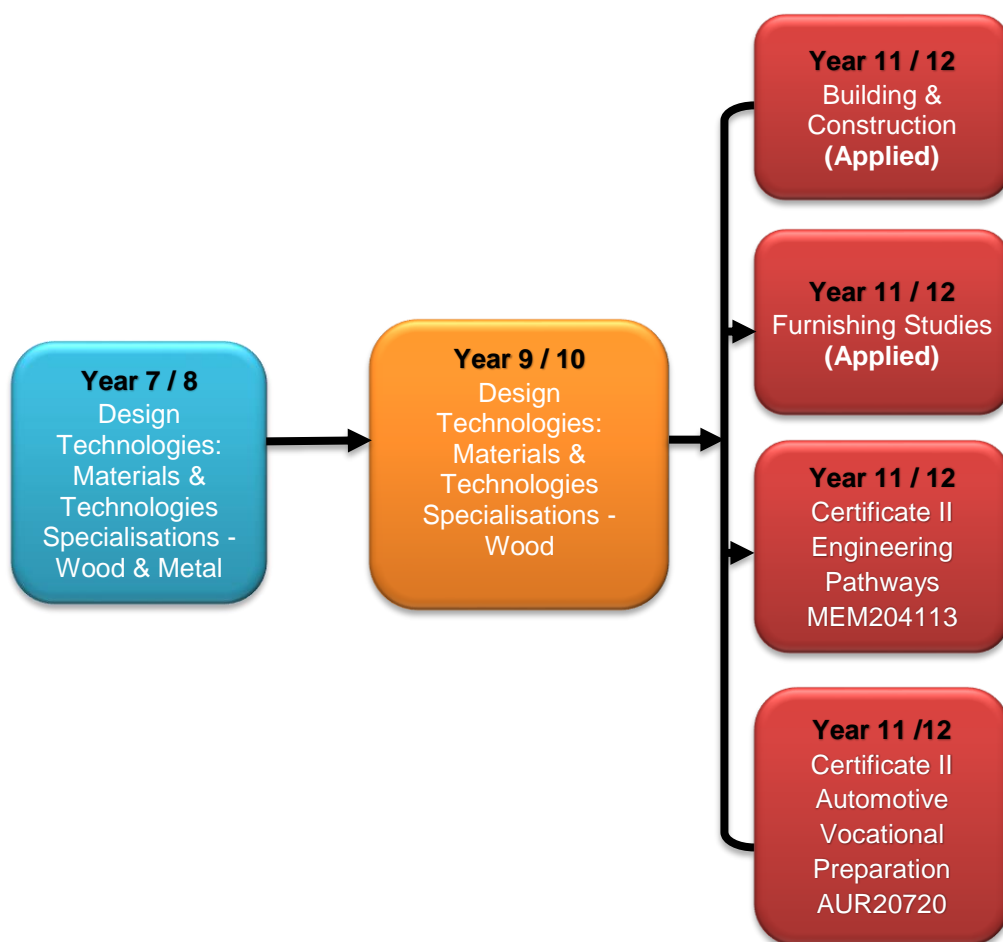
1. Investigations
2. Practical Skill Exercises
3. Design Folio and Project– “Making Time”

ESSENTIAL EQUIPMENT

All students must have a pair of black leather school shoes to wear in the workshop.



SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES: MATERIALS AND TECHNOLOGIES SPECIALISATIONS - METAL

Students will investigate the characteristics and properties of materials, components, metalworking tools, and equipment to engage with the design process to research, generate, develop, produce, and evaluate ideas and products.

Fabricate It

In this unit, students will investigate the characteristics and properties of materials, components, metalworking tools, and equipment to engage with the design process to research, generate, develop, produce, and evaluate ideas and products. During this process, students will explore the various metal fabrication techniques to design and produce a project that performs a simple task.

Students will:

- Be trained to operate various tools and equipment to produce and modify objects.
- Learn metal fabrication skills.
- Develop design and communication skills.

ASSESSMENT

1. Investigations
2. Practical Skill Exercises
3. Design Folio and Project– “Fabricate It”

Lighting the Way

During this unit, students will explore the various metal fabrication techniques to design and produce a project that can be used as a decorative light fixture.

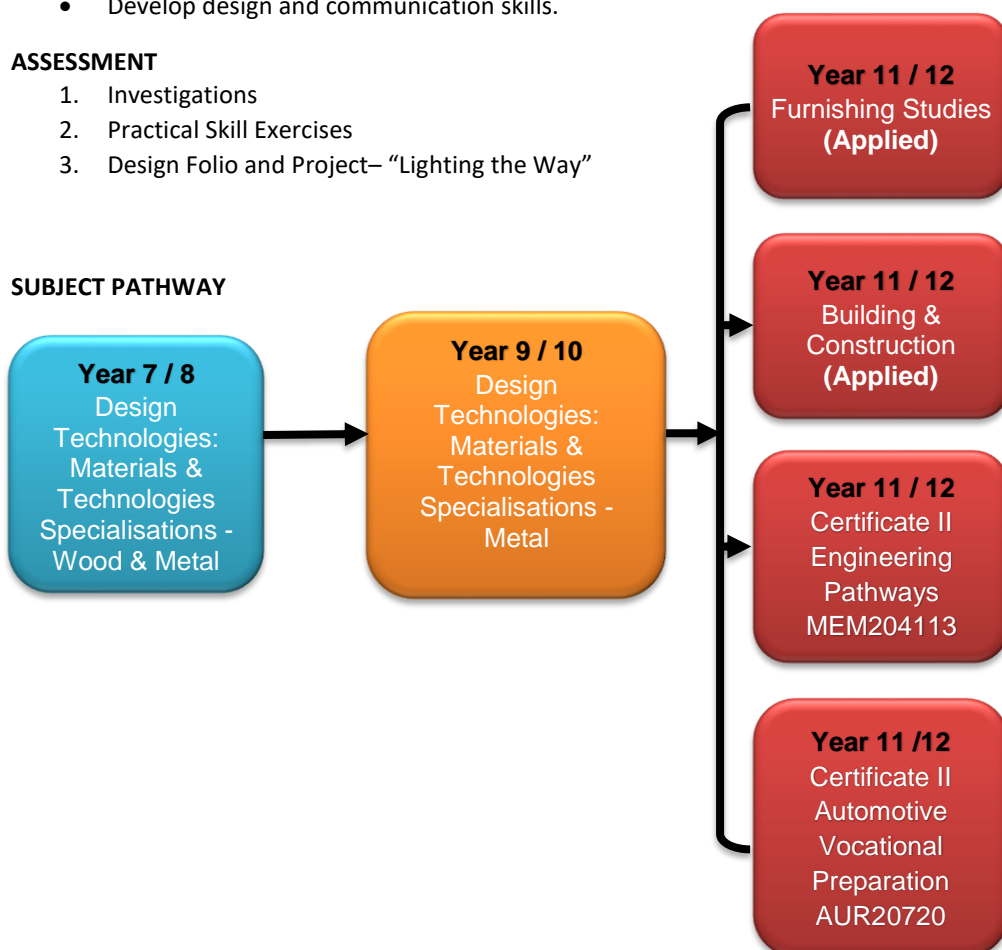
Students will:

- Be trained to operate various tools and equipment to produce and modify objects.
- Learn metal fabrication skills.
- Develop design and communication skills.

ASSESSMENT

1. Investigations
2. Practical Skill Exercises
3. Design Folio and Project– “Lighting the Way”

SUBJECT PATHWAY



THE ARTS

DANCE

WHY STUDY DANCE?

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication. Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Dance Assessment includes both *Making* and *Responding*.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

(Australian Curriculum, Assessment and Reporting Authority ACARA, *Dance Rationale*, 2018).

UNITS OF STUDY OFFERED IN 2023

Music Videos

A music video is a short, visual product shot for the express purpose of accompanying a pre-existing music track and usually involves choreography of some kind. Truly great choreography can elevate a music video to a work of art. Music videos have appeared in a range of cultures across the decades – inviting adoration from fans and evolving over time – shaping new music movements and choreographic styles.

ASSESSMENT:

- Making - Choreography of a hip hop or jazz music video and performance of their choreographed hip hop/jazz dance.
- Responding: Students view a variety of music videos and respond, analysing the choreographer's intent and evaluating the impact on Australian dance.

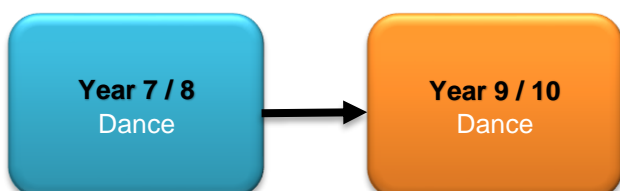
Dance Fusion

The art of dance serves many purposes in traditional society: a major part of religion, a symbol of traditional culture, or a pastime. Many cultures throughout the world have unique dances created for unique reasons. There are many different dances around the world. Examples of dances including the waltz, cotillion, square dance, hip-hop, jazz, grass dance, and Chinese dragon dance. Cultural and traditional dances are dances created in the context of a specific culture. These dances have important elements that are significant to the culture in which they were developed.

ASSESSMENT:

- Making – In groups, students will develop a fusion dance that blends together more than one dance genre and then perform it.
- Responding – Students will examine different cultural and traditional dances and then respond to one of their choosing.

SUBJECT PATHWAY



DRAMA

WHY STUDY DRAMA?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

(ACARA, *Drama, Rationale*, 2018)

UNITS OFFERED IN 2023

Is This Real Life? Or is this Fantasy?

Within the movements of Naturalism and Realism, the goal of Drama, like that of science, is to objectively observe and depict the real world. In modern times, 'Reality TV' has put a new spin on what it means to show 'real life' on screen. Students will view various dramas that show 'real life' on TV and in film. They will critically reflect on topical events and portray them in a light that challenges the audience to reflect on their own thoughts and behaviour. Students will use film and TV techniques to choose a topical issue and then build their own final performance, including the planning and construction of sets, props, and costumes.

ASSESSMENT

- Responding – Watch examples of historical and contemporary 'Realism' then analyse and evaluate changes over time.
- Forming – Process journal.
- Performing – Perform and record devised drama.

Let's Get Physical

Physical Theatre is a modern art form which originates from classical Japanese styles. It incorporates dialogue and physical movement, along with innovative techniques in mime and gesture. Students will work as a class to combine Physical Theatre techniques with historical Shakespearean text, resulting in the creation of their own modern hybrid performance. They will experiment with ways to replace voice with movement while developing their own final self-devised piece. Students will also develop complementary stage combat skills and incorporate these in their performances.

ASSESSMENT

- Responding – Evaluation and analysis of own Physical Theatre performance.
- Forming – Storyboard of a Physical Theatre concept using photographs.
- Performing – Physical Theatre performance.

****Excursions and exposure to live theatre performances as well as actors' workshops are an important feature of Drama programs.**

SUBJECT PATHWAY



WHY STUDY MUSIC?

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

(ACARA, Music, Rationale, 2018)

UNITS OFFERED IN 2023

Setting the Scene: Music of the Theatre

Music has been used since the dawn of man to enhance, accentuate and celebrate human emotion. In classical and contemporary dramatic theatre (both stage and film), music has been utilised to enhance the drama and emotions of the visual medium including Aboriginal and Torres Strait Islander culture. Students will view and respond to pieces from theatrical formats and analyse how the elements of music are used to convey emotion. They will also create their own composition to enhance a theatrical scene. Students will choose a relevant musical piece from the theatrical format to rehearse and perform.

ASSESSMENT

- Responding – Analyse and evaluate how the Elements of Music are used to reflect the emotion/feeling from a musical piece.
- Composition – Create a theme for a character.
- Performance – Perform a song from a musical.

Rockin' All Over the World

Diversity in a range of cultures and histories of different peoples have led to a vast range of musical styles, traditions and practices. In this unit, students will explore a variety of traditional and contemporary music styles from a range of cultures using theoretical and practical learning activities. Students will respond to the music of different cultures/styles as stimulus. A practical understanding of different music styles will be demonstrated through individual or group performance, while the composing task will also allow students to create their own composition, incorporating elements/practices of world music.

ASSESSMENT

- Responding – Analyse the elements of Music in a song from another country.
- Composition – Compose a song using Eastern music characteristics and techniques.
- Performance – Perform a song from another country.

SUBJECT PATHWAY



VISUAL ARTS

WHY STUDY VISUAL ART?

Through participating in Visual Art Activities, students are provided with opportunities to:

- Make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.
- Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

(ACARA, *Visual Art, Rationale*, 2018)

UNITS OFFERED IN 2023

Make it 'Pop'

Through the exploration of 2D, 3D and design, students undertaking this course of study will learn technical and creative skills in response to popular culture and street art. Students will produce a folio of work, which will include lino-cutting/printing, illustration, digital image manipulation and graphic design.

Students will:

- Investigate a variety of art movements, works and styles including Pop Art, street art, illustration, mural and graphic art.
- Analyse the influence of social commentary, pop culture and street life on the creation of artworks in both modern and contemporary contexts.
- Learn a variety of contemporary Visual Arts techniques using spray paints, inks, markers, paints and digital media.
- Become familiar with photography and digital image manipulation using software, particularly Photoshop.

ASSESSMENT

- Making: Pop Art Folio including drawing/sketching, lino-cutting, collage, photography, and digital image manipulation.
- Responding: Multimodal presentation about a selected artist.

Escaping the Norm

Students will explore themes and concept of 'Surrealism' through 2D and 3D formats. Students undertaking this course will learn a variety of technical and creative skills, including, drawing, photography and installation. Students will produce a folio of work, as well as create a fully resolved installation piece.

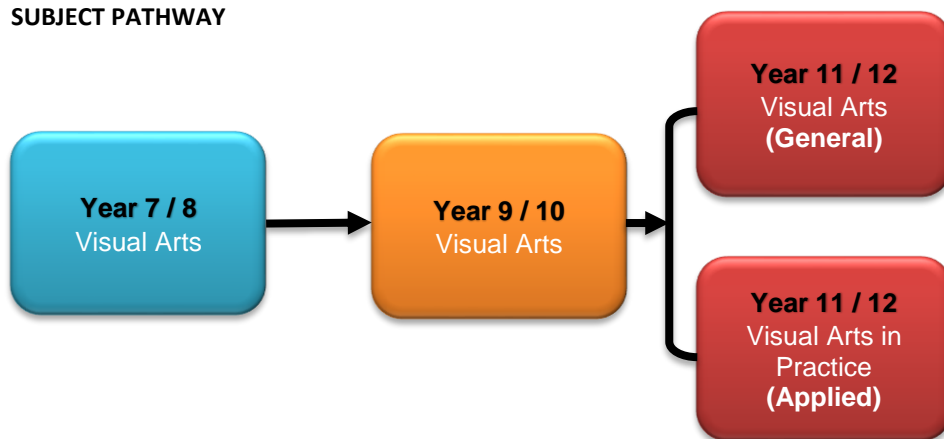
Students will:

- Investigate a variety of artists, movements and styles related to Surrealism.
- Investigate a variety of artists and styles in relation to installation.
- Learn a variety of contemporary Visual Arts techniques using paint, stenciling, acrylic, and markers.
- Become familiar with photography and digital image manipulation using software, particularly Photoshop and video editing programs.

ASSESSMENT

- Making: Surrealism folio including sketches, paintings, and manipulated photographs.
- Responding: Written artist's statement in the form of a blog.

SUBJECT PATHWAY



STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
Principal	Mrs Melissa Turner	principal@columba.catholic.edu.au
Deputy Principal Administration	Mrs Maria Peck	mpeck@columba.catholic.edu.au
Deputy Principal Pastoral & Residential	Mr Daniel Kyle	dkyle1@columba.catholic.edu.au
Assistant Principal Religious Education	Ms Christine O'Sullivan	cosullivan@columba.catholic.edu.au

CURRICULUM MIDDLE LEADERS

If you would like any further information about any of the subjects outlined in this handbook, please contact the relevant Curriculum Middle Leader.

DEPARTMENT	STAFF MEMBER	EMAIL
Religious Education	Ms Christine O'Sullivan	cosullivan@columba.catholic.edu.au
English	Ms Clare Stead	cstead@columba.catholic.edu.au
Mathematics	Mrs Sam Kelly	skelly17@columba.catholic.edu.au
Humanities and Languages	Mr Michael Ku	mku@columba.catholic.edu.au
Health and Physical Education	Mr Callan Newman	cnewman2@columba.catholic.edu.au
Science	Ms Maryann Ebsworth	mebsworth2@columba.catholic.edu.au
Technologies	Mr Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts & Culture	Ms Jessica Simmons	jsimmons2@columba.catholic.edu.au
Inclusive Education	Mrs Chloe Shaw	cshaw2@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
Year 7 and 8 Pastoral Middle Leader	Miss Madeleine Carter	mcarter2@columba.catholic.edu.au
Year 9 and 10 Pastoral Middle Leader	Ms Kimberlee Lynch	klynch6@columba.catholic.edu.au
Year 11 and 12 Pastoral Middle Leader	Mr Haydn Champion	hchampion@columba.catholic.edu.au

CAREERS AND VET COORDINATOR

POSITION	STAFF MEMBER	EMAIL
Careers and VET Co-ordinator	Ms Kimberlee Lynch	klynch6@columba.catholic.edu.au

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