



**HOLY SPIRIT  
COLLEGE**

---

**FITZGIBBON**

**Curriculum Handbook**  
Year 9

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## Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 9 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area.

Holy Spirit College is implementing a College-wide approach to Project Based Learning (PBL). The College is continuing to explore professional learning and partnership opportunities with a view to training all staff in this authentic learning approach. The practice and philosophy of Project Based Learning will be embedded into pedagogy, assessment and reporting across many subject areas in the Middle Years (Years 7, 8 and 9) to improve knowledge and skills, serving as a solid foundation for independent learning, especially in the Senior Years (Years 10, 11 and 12).

Australian Curriculum v9.0 is not a new curriculum but a revised curriculum and will continue to build on teachers' current knowledge, understanding and use of v8.4. Holy Spirit College will directly plan from the ACARA Australian Curriculum (as per Ministerial advice) and an implementation plan has been developed for 2023-2025.

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Stephan le Roux  
**Principal**

## Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

## Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

## Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

## Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.

**Ways of Learning**

**MINDFUL**

- Listen to the ideas of others
- Share your learning
- Reflect on your efforts
- Learn from your mistakes
- Set goals to improve

**INSPIRED**

- View challenges as opportunities
- Change your ideas in light of new evidence
- Be active and engaged in your learning
- Find joy in and be passionate about your learning

**NOVEL**

- Explore new ways of doing things
- Ask questions
- Seek challenges
- Think critically
- Solve problems
- Seek ways to improve

**DARING**

- Take risks with your learning
- Offer answers or points of view when you try new things
- Believe in yourself

At Holy Spirit College, we want you to inspire your MIND...

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**Ways of Being**

**SERVICE**

- Reach out to help others in need
- Understand the needs of your local and wider community
- Be a servant of the Holy Spirit

**PASSION**

- Apply spirit and enthusiasm to all you do
- Be brave enough to be bad at something new
- Be HOPEful and see mistake making as an opportunity for learning

**INCLUSION**

- Everyone is included and is a valued part of the community
- Show COMPASSION in the way you treat others
- Show empathy and try to understand someone else's point of view, even when you disagree with them

**RESPECT**

- Treat people the way you wish to be treated
- Be accountable for taking care of our beautiful school and wider community environment

**INTEGRITY**

- Do the right thing, even when no one is watching
- Be honest, truthful and stand up to inequality
- Take pride in your achievements and appearance

**TRUTH**

- Use WISDOM to think critically before accepting something as accurate
- Share information in a kind, sincere, generous and honest way
- Be your best self, even when faced with obstacles

At Holy Spirit College, we want you to ignite your SPIRIT...

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## Curriculum Structure

Students in Year 9 study core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We offer programs that enhance all learning with topics such as study skills, time management, safe use of technology, careers, and many other areas. Students will study a range of core and elective subjects as a part of the Year 9 program.

To provide students with greater choice, autonomy, and agency, as well as prepare them for the Senior School, the Year 9 Curriculum is structured into (i) core subjects, (ii) elective subjects and (iii) immersion learning.

### Core Subjects

The following subjects are the core subjects and are studied for the whole year:

- Religious Education
- English
- Mathematics
- Science
- History / Geography (one semester of each)
- Physical Health Education
- Personal and Social Development (PSD)

### Elective Subjects

Elective subjects will be categorised as Enrichment and Challenge subjects, with students completing one Enrichment and one Challenge elective per semester. For an elective subject to run, we require a minimum of 20 students.

### Enrichment Electives

Enrichment is a diverse and differentiated program aimed to promote skill acquisition as well as to meet students' learning needs within a framework which accommodates for their intellectual, emotional, physical, and social needs. The aim of Enrichment is to enhance and broaden students' knowledge and skills before specialisation occurs at later year levels. Through active participation in student-centred lessons students are encouraged to select subjects on the basis of enrichment, breadth, and possible career interests.

Students are required to select one Enrichment elective each semester from the following:

- Showtime (09DRA)
- The Café Entrepreneurship Project (09DTFM)
- Below the high-water mark (Marine Science) (09SCIC2)
- Design and Sustainability (09DT)
- Law and Order (09CIV)

### Challenge Electives

Challenge is a project-based program incorporating skills of creative expression. Students are asked to select from a myriad of interest-based activities and through experiential learning develop a knowledge culture, work collaboratively on projects and place value on communication, in terms of both contents and process. Students ultimately present their findings to a wider audience.

Students are required to select one Challenge elective each semester from the following:

- Languages (Japanese – **this must be studied for the whole year**) (09JPN)
- Sports Medicine (09HPEP)
- Creative Industries (09MEDA)

- Dance and Development (09DAN)
- Digital Ventures for Social Impact (09DIGTEC)

## Immersion Learning

We recognise students' increasing need for independence, developing their personal and social capabilities, building, and maintaining healthy relationships, being effective learners, adopting healthy lifestyles, enhancing resilience, and exploring career pathways, interest, and skills. As such, students will participate in authentic learning experiences which will include incursions, excursions, guest speakers, workshops, visits to tertiary education facilities, cultural, historical, and sporting aspects of the city of Brisbane and wider community.

Students will experience a range of experiences to further develop the learning from the Australian Curriculum. The following experiences will be explored, but not limited to:

- Wellbeing
- Study skills
- Career development education
- Social justice

This curriculum handbook outlines the skills, knowledge, and assessments for each of the key learning areas and individual subjects.

## Important Contacts

To learn more about the Years 9 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

| Role  | Name           | Email  |
|---|----------------|--|
| Deputy Principal  | Andrew McEwan  | <a href="mailto:andrew.mcewan@bne.catholic.edu.au">andrew.mcewan@bne.catholic.edu.au</a>   |
| Assistant Principal Religious Education                                     | Karen Davidson | <a href="mailto:Karen.Davidson@bne.catholic.edu.au">Karen.Davidson@bne.catholic.edu.au</a> |
| Assistant Principal Pathways  | Katie Pacey    |  |
| Head of Middle Years  | TBC            |  |
| Learning & Teaching Leader – Curriculum Inspiration (Eng, RE, Hum)          | Sophie Cox     | <a href="mailto:Sophie.cox@bne.catholic.edu.au">Sophie.cox@bne.catholic.edu.au</a>         |
| Learning & Teaching Leader – Curriculum Ideation (Maths, Sci, HPE)          | Anne Elmer     | <a href="mailto:aelmer@bne.catholic.edu.au">aelmer@bne.catholic.edu.au</a>                 |
| Learning & Teaching Leader – Curriculum Illumination (Arts, Tech, Language) | Sarah Brown    | <a href="mailto:Sarah.brown@bne.catholic.edu.au">Sarah.brown@bne.catholic.edu.au</a>       |
| Learning & Teaching Leader – Student Engagement Year 9                      | Amanda Barry   | <a href="mailto:amanda.barry@bne.catholic.edu.au">amanda.barry@bne.catholic.edu.au</a>     |
| Guidance Counsellor   | Anna Wallace   | <a href="mailto:anna.wallace@bne.catholic.edu.au">anna.wallace@bne.catholic.edu.au</a>     |
| Support Teacher Inclusive Education   | TBC            |  |

## Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

### Book List

Below are the general requirements for the core subject areas. As most classes utilise technology e.g., OneNote, Teams, etc., there are minimal physical requirements.

| Subject                                      | Item(s)  |
|--|--|
| English                                      | A4 Exercise Book (96 Page)<br>A4 Display Book (20 Pocket)  |
| Geography                                    | A4 Exercise Book (96 Page)<br>A4 Display Book (20 Pocket)  |
| History                                      | A4 Exercise Book (96 Page)   |
| Health and Physical Education                | A4 Exercise Book (48 Page)   |
| Mathematics                                  | A4 Exercise Book (128 Page)<br>A4 Grid Book (5mm)<br>2 medium dry erase whiteboard markers<br>360-degree protractor<br>Maths set<br>Scientific calculator (Casio FX100 AU Plus)<br><b>IF NOT ALREADY PURCHASED IN YEAR 7</b> |
| Religious Education                          | A4 Exercise Book (48 Page)<br>A4 Display Book (20 Pocket)  |
| Science                                      | A4 Exercise Book (48 Page)<br>A4 Display Book (20 Pocket)  |
| <b>General requirements for all subjects</b> |  |
| Highlighters (5 x mixed colours)             | Pens (2 x blue) (2 x black) (2 x red)  |
| Pencil Case                                  | Pencils (2 x HB) (2 x 2B)  |
| Eraser                                       | Coloured Pencils (pack of 12)  |
| Pencil Sharpener                             | Glue Stick   |
| 30cm Ruler                                   | Earphones/Earbuds for class use  |
| Scissors                                     |  |

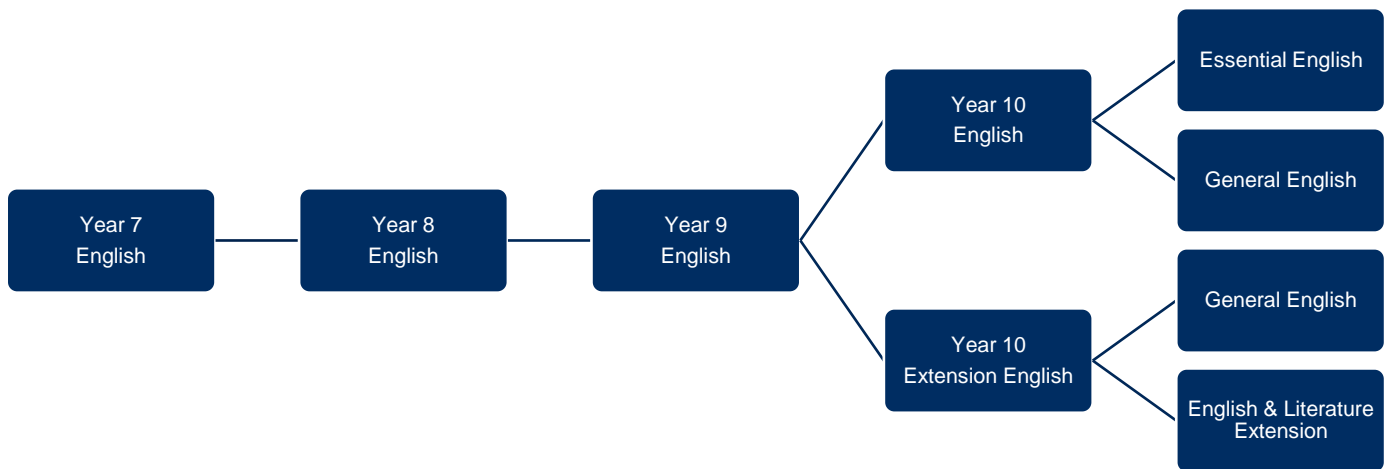
The College uses MK Educational Supplies and you can order from this link: [Year 9 booklist](#)

## Core Subject Information

### English | [English | V9 Australian Curriculum](#)

|                         |  |
|-------------------------|--|
| Course Overview         | In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.<br>Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context. Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences. |
| Learning Focus          | In Year 9, students are introduced to literary analysis. Literary texts such as novels and poetry are studied through the lens of human experience and cultural significance. Students engage in the analysis of media texts to understand the variety of perspectives and biases present in the media. Students also engage with a range of digital and multimodal texts for analysis and enjoyment.  |
| Assessment              | Students will compose and perform a range of texts in Year 9 English, including a multimodal digital narrative, a literary critical analysis and a short film script.  |
| Future Subject Pathways | Essential English, General English, English & Literature Extension   |

### English

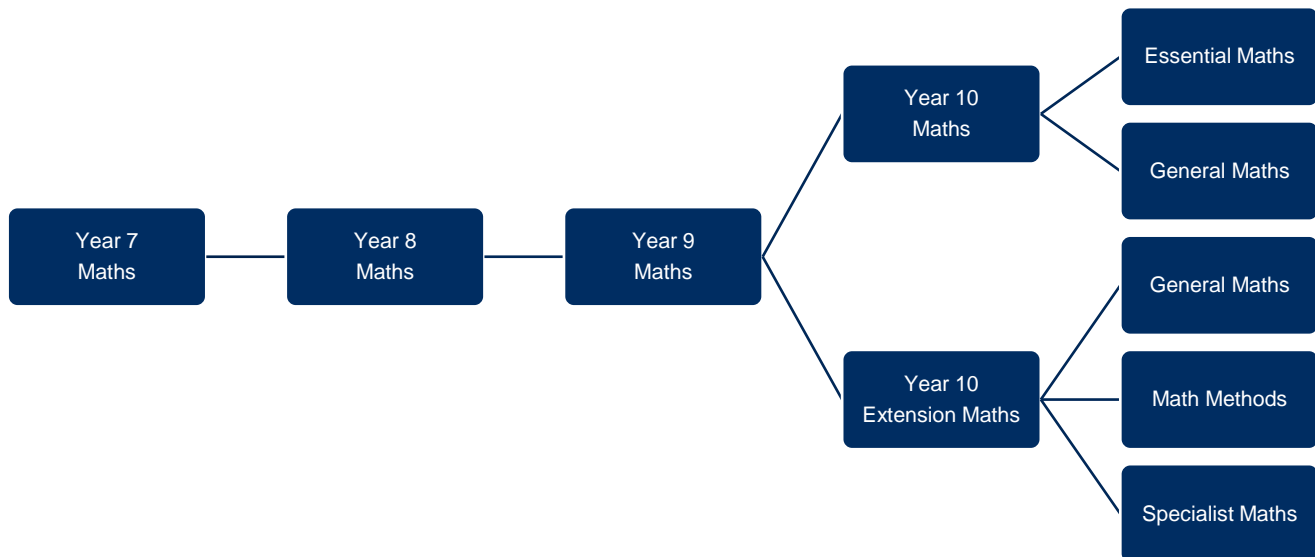




## Mathematics | [Mathematics | V9 Australian Curriculum](#)

|                         |  |
|-------------------------|--|
| Course Overview         | <p>Mathematics is presented in year levels for each year from Foundation to Year 10. Content is organised under six interrelated strands:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Measurement</li> <li>• Space</li> <li>• Statistics</li> <li>• Probability.</li> </ul> <p>The six content strands specify content aimed at progressively developing students' knowledge and use of mathematical, statistical, and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.</p> |
| Learning Focus          | <p>In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures, and processes by making connections, reasoning, problem-solving and practice. Students will build on their proficiency in mathematics to enable them to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p>   |
| Assessment              | <p>Throughout the year students will undertake a number of forms of assessment that are designed to expose them to the types of assessment they will be required to undertake in senior science study. These include.</p> <ul style="list-style-type: none"> <li>• Supervised Examinations.</li> <li>• Problem Solving and Modelling tasks.</li> </ul>   |
| Future Subject Pathways | Maths, Extension Maths, Essential Maths, General Maths, Math Methods, Specialist Maths   |

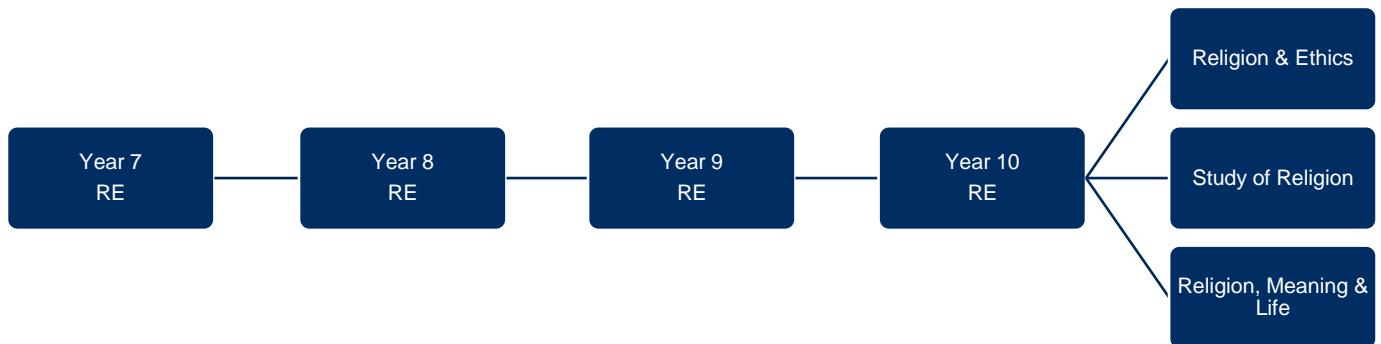
## Mathematics



**Religious Education** | [BCE Curriculum \(bne.catholic.edu.au\)](http://BCE_Curriculum_(bne.catholic.edu.au))

|                         |  |
|-------------------------|--|
| Course Overview         | In Year 9, students develop their understanding of 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, Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths. Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers. |
| Learning Focus          | In Year 9, students will cover a range of topics including Human Dignity and humans being made in the image of God; an historical study of the Church in the early modern world, including Catholic responses to the First World War; a Catholic approach to studying and deconstructing the Bible as both a sacred and historical text; and a study of vocations and how all humans are called to live a life of joy and fullness.  |
| Assessment              | Students will complete a range of assessment types throughout Year 9 Religious Education, including: <ul style="list-style-type: none"> <li>• Research folio</li> <li>• An examination</li> <li>• A structured Biblical analysis</li> <li>• A project responding to stimulus</li> </ul>  |
| Future Subject Pathways | Religion & Ethics, Study of Religion, Religion, Meaning & Life   |

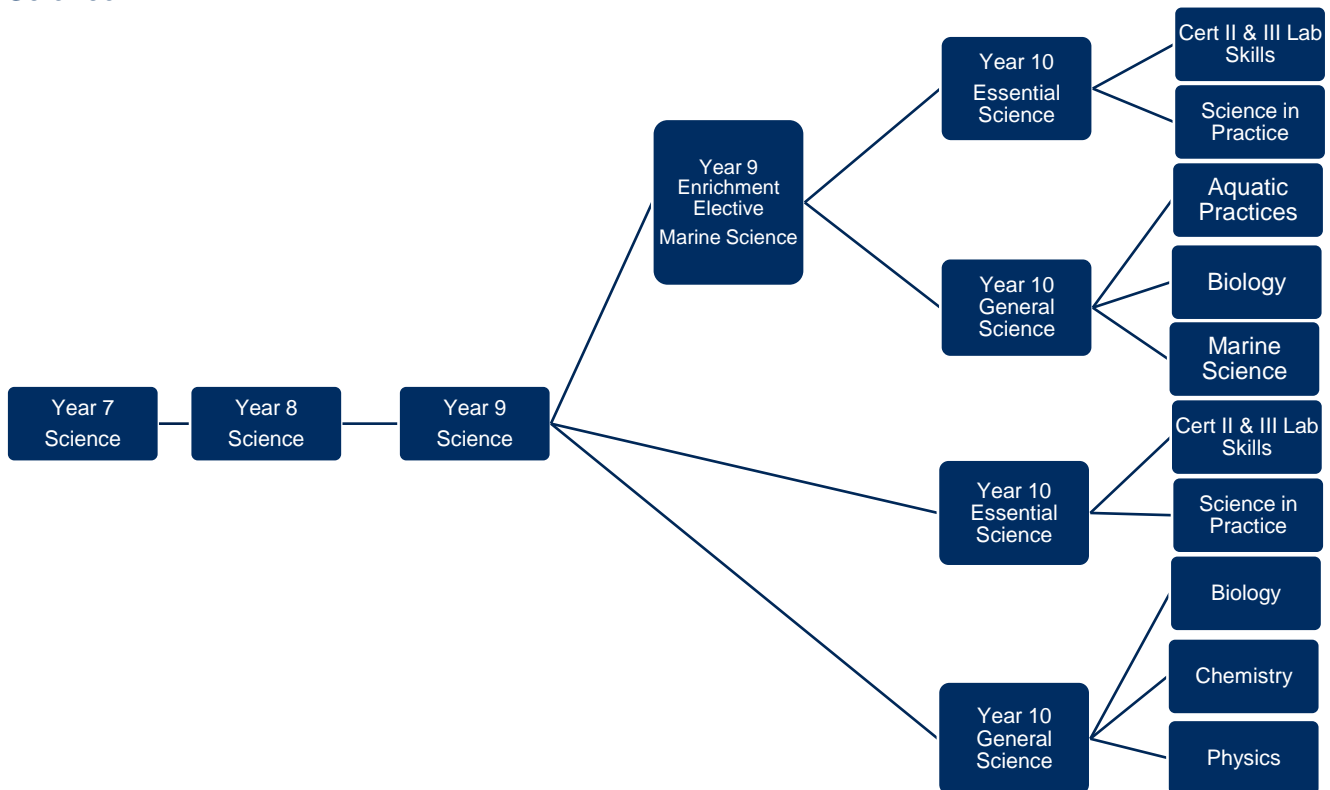
**Religious Education**



**Science** | [Science | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | <p>In accordance with the Australian curriculum the content is science is organised under three interrelated strands:</p> <ul style="list-style-type: none"> <li>• Science understanding</li> <li>• Science as a human endeavour</li> <li>• Science inquiry.</li> </ul> <p>Together, the three strands 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 practices.</p>  |
| Learning Focus          | <p>In Year 9 students follow a course of study that integrates the 3 strands of Science Study, Understanding, Skills and Science as a Human Endeavour.</p> <p>In Biology students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability.</p> <p>In Chemistry they are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.</p> <p>In Physics they are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. Earth and Space science explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.</p> |
| Assessment              | <p>Throughout the year students will undertake a number of forms of assessment that are designed to expose them to the types of assessment they will be required to undertake in senior science study. These include:</p> <ul style="list-style-type: none"> <li>• Supervised Examinations</li> <li>• Research Investigations</li> <li>• Student Experiments</li> </ul>   |
| Future Subject Pathways | <p>Essential Science, General Science, Cert II &amp; III Lab Skills, Science in Practice, Aquatic Practices, Biology, Chemistry, Marine Science, Physics</p>  |

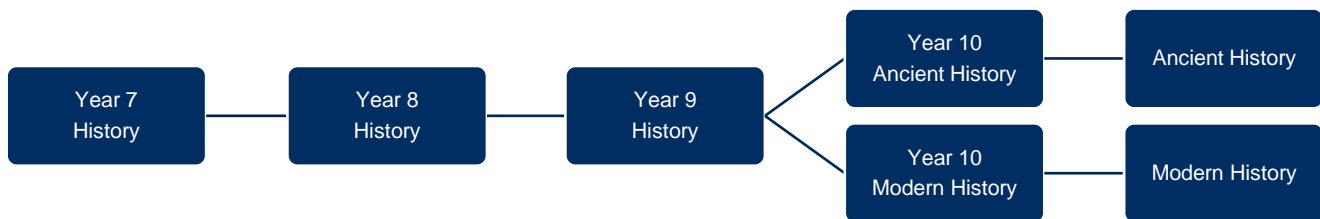
**Science**



**History** | Humanities and Social Sciences | V9 Australian Curriculum

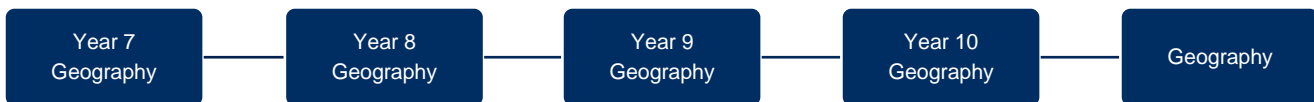
|                         |   |
|-------------------------|---|
| Course Overview         | <p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.</p> <p>An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.</p> |
| Learning Focus          | <p>Over two units of study, students will investigate a range of issues and perspectives on the early modern world from 1750 to 1918, including:</p> <ul style="list-style-type: none"> <li>• What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?</li> <li>• What were the causes, developments, significance and long-term effects of imperialism in this period?</li> <li>• What were the causes and significance of First World War?</li> <li>• What were the perspectives of different people at the time?</li> <li>• What are the contested debates and reasons for different historical interpretations?</li> </ul>  |
| Assessment              | <p>Students will complete a range of assessment types throughout Year 9 History, including:</p> <ul style="list-style-type: none"> <li>• A research investigation</li> <li>• An examination</li> <li>• A project responding to stimulus</li> </ul>  |
| Future Subject Pathways | Ancient History, Modern History   |

**History**



|                         |   |
|-------------------------|---|
| Course Overview         | <p>The Year 9 Geography curriculum involves the study of 2 sub-strands:</p> <p><b>Biomes and food security</b> – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. This topic draws on studies from Australia and countries in Asia.</p> <p><b>Geographies of interconnections</b> – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places. This topic draws on studies from Australia and other countries.</p> |
| Learning Focus          | <p>Over two units of study, students will investigate a range of issues and concepts related to the interconnectedness of humans and their environment, including:</p> <ul style="list-style-type: none"> <li>• What are the causes and consequences of change in places and environments, and how can this change be managed?</li> <li>• What are the future implications of changes to places and environments?</li> <li>• Why are interconnections and interdependencies important for the future of places and environments?</li> </ul>   |
| Assessment              | <p>Students will complete a range of assessment types throughout Year 9 Geography, including:</p> <ul style="list-style-type: none"> <li>• A research investigation</li> <li>• An examination</li> <li>• A project developing a strategy for action to solve a problem</li> </ul>   |
| Future Subject Pathways | Geography   |

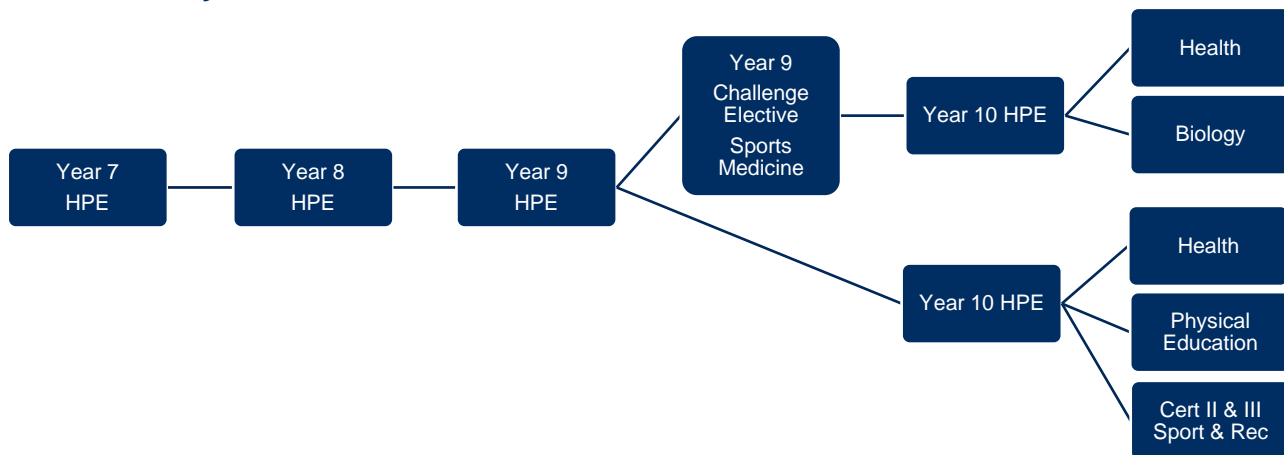
## Geography



## Health and Physical Education | [and Physical Education | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | <p>In Year 9, students will explore Health and Physical Education through theoretical and practical learning experiences.</p> <p>During Theory units, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. Students synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.</p> <p>In practical units of study, students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.</p> |
| Learning Focus          | <p>Students explore health topics relating to sexuality and respectful relationships. They critique health information relating to body image and healthy eating messaging, as well as, investigate a range of mental health issues and strategies to support wellness.</p> <p>In practical units, students will engage in a range of initiative games to support creative thinking and teamwork. They will apply the rules and skills associated with AFL, Oz Tag, Lacrosse and Hockey. Finally, students will have the opportunity to experiment with rhythm, learning to move their bodies in a coordinated manner.</p>  |
| Assessment              | <p>Students will be assessed via a variety of assessment methods including;</p> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Physical demonstration</li> <li>• Composition</li> </ul> <p>Creation of material such as profiles and infographics</p>  |
| Future Subject Pathways | HPE, Health, Biology, Physical Education, Cert II & III Sport & Recreation  |

## Health and Physical Education

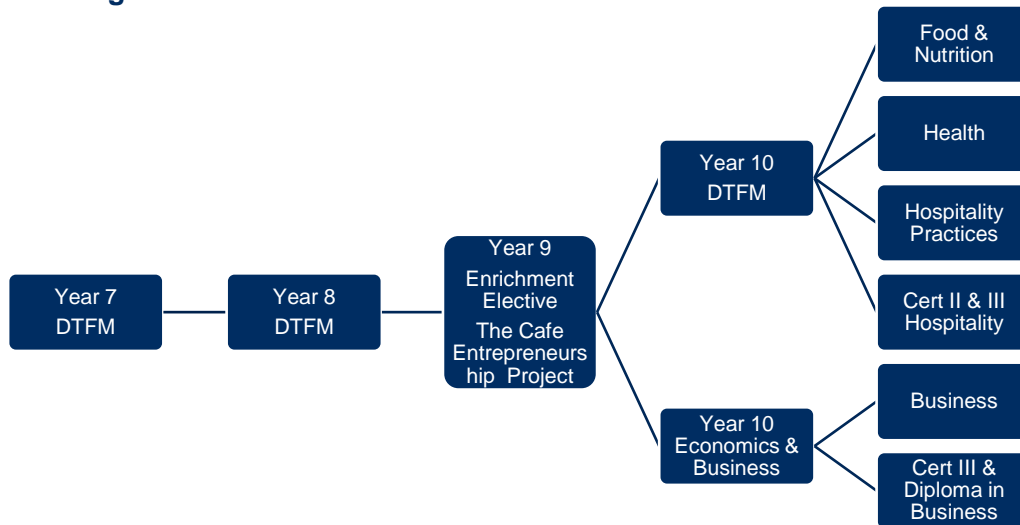


## Enrichment Electives

### The Café Entrepreneurship Project | [Humanities and Social Sciences | V9 Australian Curriculum](#); [Technologies | V9 Australian Curriculum](#)

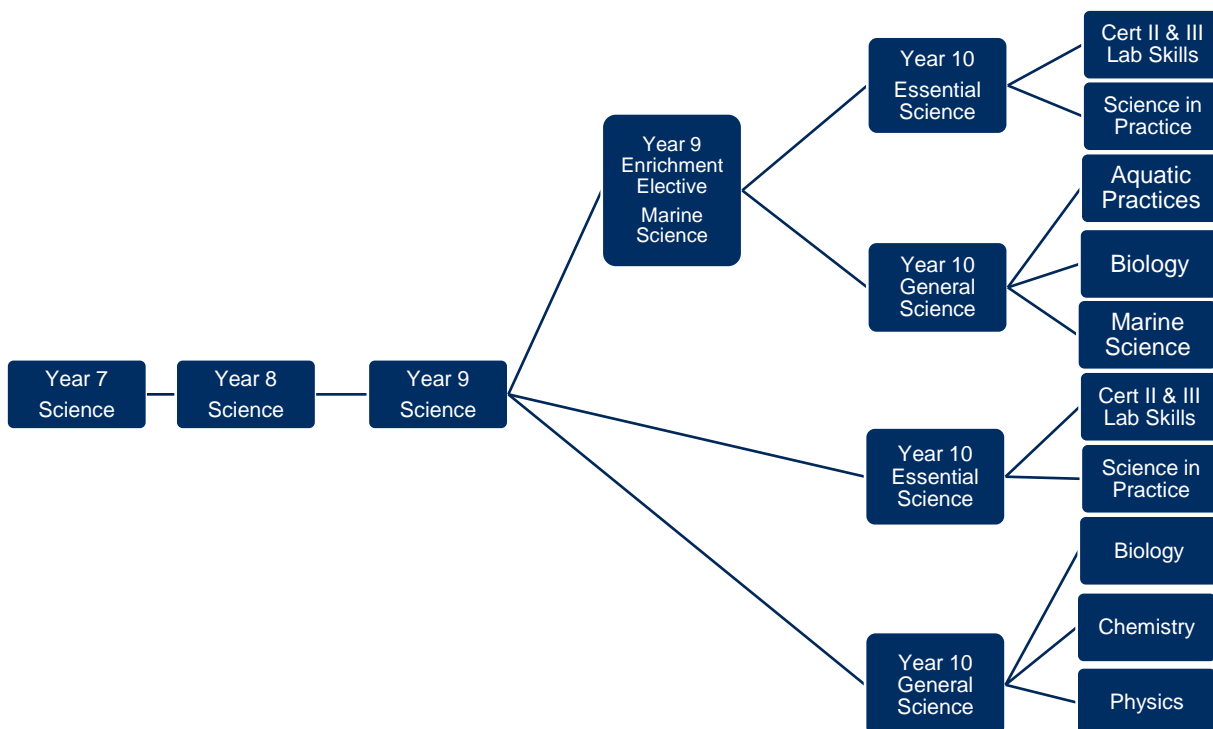
|                         |   |
|-------------------------|---|
| Course Overview         | Design technology/Business Economic students will explore the requirements for adult and childhood nutrition by designing their own family-oriented, kid-friendly cafe that includes a nutritionally well balanced menu for adults and children from ages 3-12. This project is designed for teams of up to six people. The Cafe Entrepreneurship Project can easily be a prelude to multiple Cert qualifications, that the students can explore in year 10. I can be a lead in to courses such as Hospitality, Tourism and Sport and Recreation and the Entrepreneurship competitions in Business and Economics.   |
| Learning Focus          | <ul style="list-style-type: none"> <li>investigate, generate, iterate, and analyse ethical and innovative designed solutions for sustainable futures</li> <li>use design and systems thinking to generate design ideas and communicate these to a range of audiences</li> <li>produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems, and components creatively, competently, and safely; and managing processes</li> <li>evaluate processes and designed solutions and transfer knowledge and skills to new situations</li> <li>understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.</li> <li>an understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy</li> <li>a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions in relation to contemporary issues drawn from local, national, Asian, and global contexts</li> <li>an appreciation of economic and business issues affecting contemporary Australian society, an understanding of how Australia and Asia are interdependent through economic and business connections, and consideration of sustainable patterns of living</li> <li>skills to engage in inquiries, including questioning and researching, interpreting, and analysing, decision-making, and communicating</li> <li>capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.</li> </ul> |
| Assessment              | Students will perform various skill, and design based tasks such as Media, and Promotion of Business, creation of a menu, marketing and running their own Café. There will be a business journal that will accompany their designs along with a final report on the process that they went through and the evaluation of the success of their business.   |
| Future Subject Pathways | Hospitality, Tourism, Business, Economics, Sport and Recreation.  |

## Design & Technologies: Food & Materials



**Below the high-water mark (Marine Science)** | [Humanities and Social Sciences](#) | [V9 Australian Curriculum](#); [Science](#) | [V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | Welcome to Year 9 Below the high-water mark. In this exciting course, students will dive into the captivating world of marine ecosystems and gain a deeper understanding of the diverse and fragile environments that covers more than 70% of our planet. Throughout the year, we will explore various marine habitats, marine life forms, and the interactions that shape the dynamic oceanic ecosystem. This course provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. It also provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.   |
| Learning Focus          | <ul style="list-style-type: none"> <li>• Introduce Marine Science: Students will be introduced to the field of Marine Science, understanding its significance and the role it plays in environmental conservation, sustainability, and human well-being.</li> <li>• Oceanography: Explore the vastness of the world's oceans, studying ocean currents, tides, waves, and the profound impact they have on marine life and coastal communities.</li> <li>• Marine Geology: Investigate the geological processes that shape the ocean floor, including plate tectonics, volcanic activity, and the formation of coral reefs.</li> <li>• Marine Biodiversity: Delve into the incredible diversity of marine life, from microscopic plankton to majestic marine mammals, and learn about their adaptations to the marine environment.</li> <li>• Marine Ecology: Understand the intricate relationships between organisms in marine ecosystems, examining food webs, trophic levels, and the influence of abiotic factors.</li> <li>• Human Impacts on Marine Environments: Analyse the human activities that threaten marine ecosystems, such as pollution, overfishing, climate change, and explore potential solutions to mitigate these issues.</li> <li>• Marine Conservation and Sustainability: Investigate the importance of preserving marine environments and discuss strategies for sustainable practices to protect marine life and ecosystems.</li> <li>• Marine Technology and Research: Explore the cutting-edge technologies used in marine research, including remote sensing, underwater robotics, and their applications in studying and monitoring marine ecosystems.</li> <li>• Coastal Systems: Study the interface between land and sea, examining coastal processes, erosion, and the impact of human development on coastal environments.</li> <li>• Climate and Oceans: Understand the vital role oceans play in regulating the Earth's climate and the potential consequences of climate change on marine ecosystems.</li> </ul> |
| Assessment              | <p>Option 1 - Research Investigation – students will research a chosen topic relating to human impact on the marine environment.</p> <p>Option 2 - Virtual Ocean Exploration:<br/>Students will engage in a virtual ocean exploration activity using interactive online tools. They will investigate a specific area of the ocean, identifying marine organisms, underwater geological features, and potential environmental challenges in that region. Afterward, students will submit a brief report summarising their findings. This assessment will assess students' practical skills in using digital tools to explore marine environments and their ability to identify marine life and features.</p> <p>Option 3: Paired with option 1 or 2 - Practical assessment of skills</p>   |
| Future Subject Pathways | Biology, Marine Science, Aquatic Practices  |

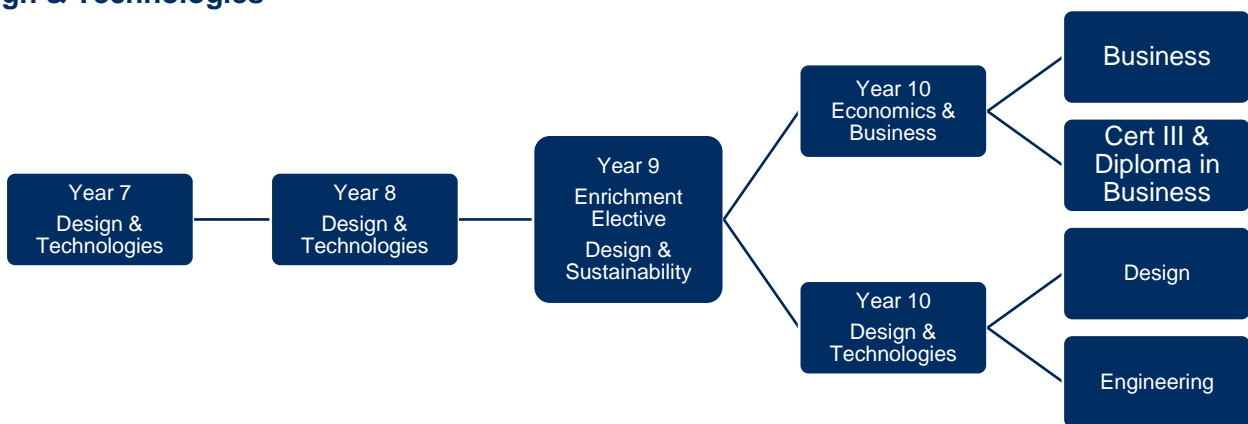




## Design and Sustainability | [Technologies | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | <p>Students will participate in a full-day workshop at QUT Gardens Point; Clean Energy: wind power. This program will allow students to identify design elements and sustainability of wind farms. <a href="#">QUT - Clean energy: wind power</a></p> <p>Students will assess the sustainability of simple processes and products within our school community and using the Design Thinking Model, will problem solve a sustainable solution.</p> <p><a href="#">Tinkercad</a>   Create 3D digital designs with online CAD</p> <p>Other potential links include:<br/> <a href="#">Design-led City - a design strategy for Brisbane   Brisbane City Council</a><br/> <a href="#">Designworks   Brisbane Industrial Design &amp; New Product Development Consultancy (designworksgroup.net)</a> – product design<br/> <a href="#">Home - DesignInc</a> – sustainable architecture</p> |
| Learning Focus          | Design Technologies   |
| Assessment              | Students will collate their learning through a folio communicating their design thinking process. They will assess the sustainability of materials used in prototyping and how they can develop their design to be more sustainable in the manufacturing and packaging processes.   |
| Future Subject Pathways | Technologies: Design, Engineering, Business, Cert III & Diploma in Business   |

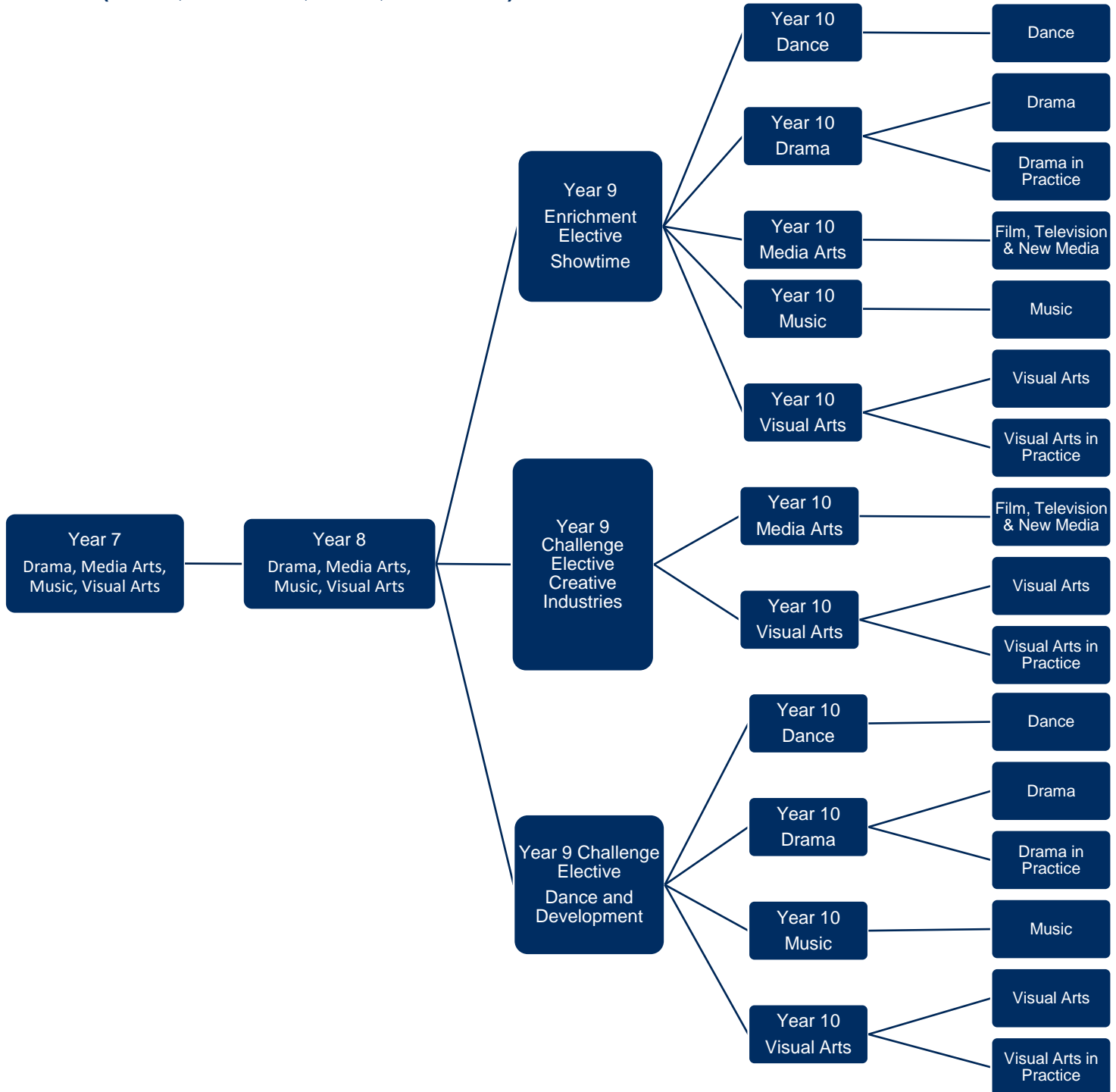
## Design & Technologies



**Showtime** | [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#)

|                         |  |
|-------------------------|--|
| Course Overview         | Students combine the practical elements from Drama, Media arts and Music to create a student devised performance that can be presented to the public |
| Learning Focus          | Drama, Media Arts, Music   |
| Assessment              | Student devised performance<br>Student critical review of live performance   |
| Future Subject Pathways | Drama, Drama in Practice, Film, Television and New Media, Media Arts in Practice, Music, Music Extension, Music in Practice                          |

**The Arts (Drama, Media Arts, Music, Visual Arts)**



**Law and Order** | [Humanities and Social Sciences | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | Step into an exploration of justice and civic engagement with our "Law and Order" elective. You'll dissect legal foundations, analyse landmark cases, and tackle ethical challenges. Uncover your rights, simulate debates, and discover global legal perspectives. Hone critical analysis, engage with legal professionals, and shape your future in law, advocacy, politics and beyond. Elevate your understanding of the legal world while preparing for an impactful role in society. Join us in the "Law and Order" elective as we embark on a transformative educational odyssey, empowering you to be informed, engaged, and responsible citizens while unravelling the fascinating tapestry of law and justice. Your journey starts here, where knowledge meets action, and understanding meets impact. |
| Learning Focus          | <p>Legal Framework and Political Institutions<br/>                     Rule of Law and Justice<br/>                     Legal Systems and Processes<br/>                     Ethical Dilemmas and Social Justice<br/>                     Research and Communication Skills<br/>                     Civic Engagement and Political Activism</p> <p>By the end of this integrated course, students will possess a solid grasp of civics, citizenship, and legal concepts. They will be equipped with the knowledge, skills, and ethical awareness needed to excel in their studies and contribute to their community meaningfully as informed and responsible citizens.</p>   |
| Assessment              | <p>Examination<br/>                     Investigation and inquiry task</p>  |
| Future Subject Pathways | Civics and Citizenship, Legal Studies, Cert IV Crime & Justice  |

**Civics & Citizenship**



## Challenge Electives

### Japanese | [Languages](#) | [V9 Australian Curriculum](#)

|                         |  |
|-------------------------|--|
| Course Overview         | Learning a foreign language is exciting, challenging and rewarding. We learn to communicate within a variety of situations, ranging from practical contexts such as shopping or organising an outing to personal recounts and reflections. In this course, students will develop skills to analyse both spoken and written texts, create texts and exchange information and ideas in Japanese. The skills learned in this subject extend beyond vocabulary and structure of language to include an understanding of culture and non-verbal communication. In Japanese classes, students will be exposed to a wide range of communicative strategies and develop life-long learning skills that will enhance their participation in our rapidly changing world. |
| Learning Focus          | Daily Routines<br>School Routines<br>Hobbies<br>Favourite things   |
| Assessment              | Various assessment techniques will be used throughout the course, including: <ul style="list-style-type: none"> <li>• Short Response Comprehension Examination (Comprehension skills)</li> <li>• Extended Response tasks (Multi-modal)</li> <li>• Combination Response Examination (Comprehension and Composing skills)</li> </ul>   |
| Future Subject Pathways | Japanese   |

## Japanese



\* Students **must** complete the Japanese pathway from **Year 7 to Senior** to be eligible for the trip to Japan

## Creative Industries | [Technologies | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#)

|                         |  |
|-------------------------|--|
| Course Overview         | <p>The Creative Industries encompass a wide range of sectors and activities that revolve around the generation of artistic, cultural, and entertainment products and services. It includes areas such as visual arts, design, media arts, film, music, publishing, fashion, architecture, advertising, <a href="#">and more</a>. The creative industries not only contribute significantly to cultural expression and identity but also plays a vital role in driving economic growth, innovation, and societal transformation through a unique blend of imagination, talent, and commercial viability.</p> <p>To study the creative industries students will need to come to the subject with a passion project that they would like to produce and market to a target audience.</p> <ol style="list-style-type: none"> <li>Students will embark on a comprehensive research journey. Initially, they will analyse various sectors within the creative industries, examining trends, consumer preferences, and market demands. By studying successful case studies and failed ventures, they will gain valuable insights into what works and what doesn't.</li> <li>Armed with this knowledge, students will ideate and brainstorm innovative concepts that align with their passion and target audience's needs. Prototyping and testing will then come into play, allowing students to refine their ideas and gather feedback from potential users.</li> <li>Based on the feedback received, students will modify and fine-tune their creative projects to ensure maximum appeal and relevance.</li> <li>Once the idea is polished and ready, they will devise strategic marketing plans, identifying their target audience, channels, and unique selling points.</li> <li>By employing effective marketing techniques, social media platforms, and networking opportunities, students will then showcase their creations to the selected audience, aiming to captivate and engage them.</li> </ol> <p>Throughout this process, students will gain valuable entrepreneurial skills, a deep understanding of market dynamics, and a hands-on experience in developing and promoting their ideas in the dynamic world of the creative industries.</p> |
| Learning Focus          | <p>Understanding the Creative Industries<br/>           Research and Analysis – Case Studies<br/>           Understanding the Design Process<br/>           Marketing and Communications<br/>           Entrepreneurial Thinking</p>   |
| Assessment              | <ol style="list-style-type: none"> <li>Theory Assessment:               <ol style="list-style-type: none"> <li>Creative Industries – Case Study Analysis</li> <li>(Successful Project + Failed Project).</li> <li>Design Process Booklet.</li> </ol> </li> <li>Practical Assessment:               <ol style="list-style-type: none"> <li>Project Development and Production</li> <li>Marketing and Showcase Presentation</li> </ol> </li> </ol>   |
| Future Subject Pathways | Creative Industries Cert II, Visual Art, Media Arts, Design Technologies, Film, Television & New Media   |

For Pathways, refer to *The Arts (Dance, Drama, Media Arts, Visual Arts)*

## Dance and Development | [The Arts | V9 Australian Curriculum](#)

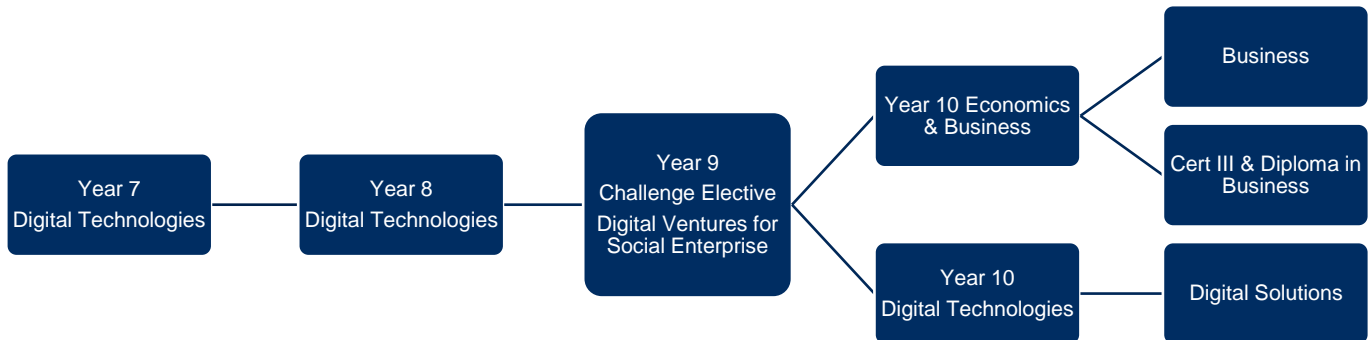
|                         |  |
|-------------------------|--|
| Course Overview         | <p>Students will experience performances from a range of cultures including First Nations, Indian and Latin. They will identify key elements of dance used in each performance, including structure, movement, stillness, symbolism, and the story conveyed. Students will visit ACPA Performing Arts Centre in Brisbane, Australia to watch a performance and participate in a student workshop.</p> <p>They will have the opportunity to see where a future in dance can lead. ACPA alumni include Baker Boy, Kaylah Tyson, and Jeremy Ambrum and is located as part of the Judith Wright Arts Precinct, Fortitude Valley.</p> <p>Students will choreograph their own dance routine, incorporating some of the elements learned in previous dance workshops.</p> |
| Learning Focus          | The Arts: Dance  |
| Assessment              | Students will analyse performances from a First Nations Dance Group as well as a local Indian Dancer to inform their own choreography and performance of a short dance routine. They will communicate ideas about their culture and self through choreography.   |
| Future Subject Pathways | The Arts: Dance  |

For Pathways, refer to *The Arts (Dance, Drama, Media Arts, Visual Arts)*

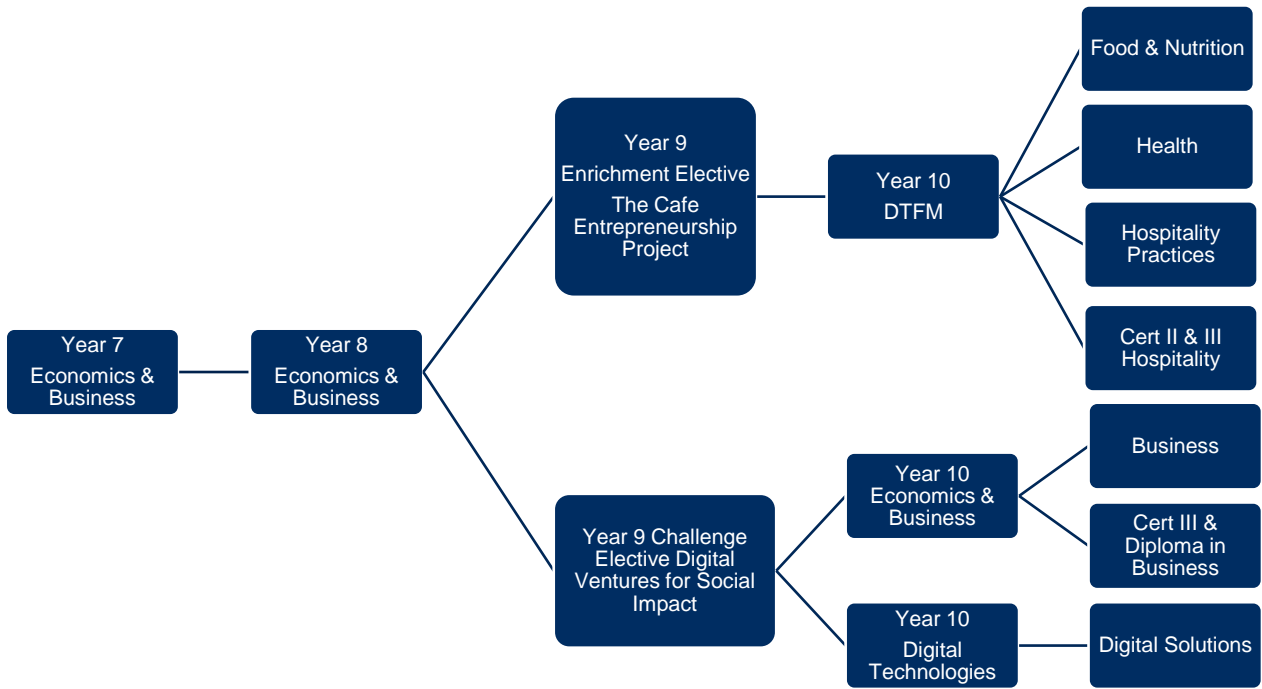
**Digital Ventures for Social Impact** | [Humanities and Social Sciences | V9 Australian Curriculum](#); [Technologies | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | <p>Do you want to make a difference in the world? Do you have a passion for solving problems with technology? Do you dream of becoming an entrepreneur? If you answered <b>YES</b> to any of these questions, then Digital Ventures for Social Impact is the course for you!</p> <p>Digital Ventures for Social Impact is a course that will challenge you to think creatively and critically about real-world issues that affect our planet and our society. You will learn how to use design thinking, business skills, and digital tools to create innovative solutions that can have a positive impact on your community and beyond.</p> <p>You will work in teams to choose a project from a range of options, such as programming drones to deliver supplies in a flood, developing an app for bushfire readiness, or creating a website promoting sustainable, homegrown food. You will research the problem, brainstorm ideas, prototype and test your solution, and refine it based on feedback.</p> <p>You will also have the opportunity to pitch your idea to a panel of experts, including business leaders, local MPs, parents, students, and staff. You will present your solution, explain how it works, and show why it is viable and valuable. You will also look for local investment to launch your product and make it a reality.</p> <p>By taking this course, you will gain valuable knowledge and skills in entrepreneurship, sustainability, and digital solutions. You will also feel empowered as a change-maker who can contribute to a better, more sustainable world.</p> <p>If you are ready to take on this exciting challenge, sign up for Digital Ventures for Social Impact today!</p> |
| Learning Focus          | Entrepreneurship, Sustainability, Digital Solutions   |
| Assessment              | Project Journal – Portfolio of Evidence<br>Final Pitch  |
| Future Subject Pathways | Business, Digital Solutions, Cert III & Diploma in Business   |

**Digital Technologies**



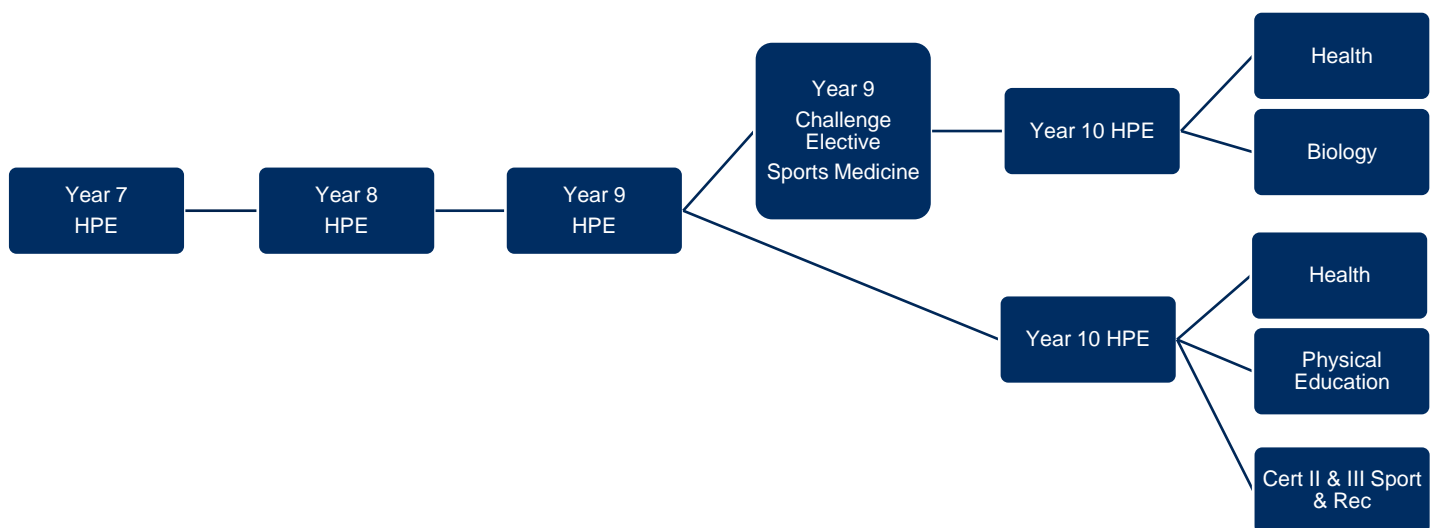
## Economics & Business



## Sports Medicine | [Health and Physical Education | V9 Australian Curriculum](#)

|                         |   |
|-------------------------|---|
| Course Overview         | Students will explore current and emerging procedures and techniques for administering sports medicine. They will investigate the prevention, assessment, management of and recovery from sports injuries. Students will engage in both theoretical and practical workshops aimed at promoting competence in the safe and accurate delivery of sports medicine.   |
| Learning Focus          | <ul style="list-style-type: none"> <li>• Anatomy of the muscular and skeletal systems</li> <li>• The classification and management of sports injuries. <ul style="list-style-type: none"> <li>○ Soft and hard tissue injuries, assessment, and management procedures such as TOTAPS and RICER.</li> </ul> </li> <li>• The role of preventative actions. <ul style="list-style-type: none"> <li>○ Physical preparation including pre-screening, fitness testing, and analysis of skill and technique.</li> </ul> </li> <li>• Taping and bandaging <ul style="list-style-type: none"> <li>○ Sport taping techniques focussing on strapping an ankle for both inversion and eversion sprains.</li> </ul> </li> <li>• Rehabilitation procedures <ul style="list-style-type: none"> <li>○ Case study of a shoulder dislocation.</li> </ul> </li> </ul> |
| Assessment              | <p>Two part assessment: scenario response and written component.</p> <p>Part A: Students will perform assessment procedures to determine the nature and extent of a sports injury in a simulated scenario. Students will be assessed on their ability to classify and manage the sport injury.</p> <p>Part B: Students will further respond to the simulated scenario after they have conducted Part A. This will be done in written form where they will be required to recommend recovery and rehabilitation procedures for the injured athlete.</p>  |
| Future Subject Pathways | Health, Biology, Physical Education, Cert II & III Sport & Recreation   |

## Health and Physical Education



\* Senior subjects are **indicative only** and are **subject to change** due to student interest and changes in courses. They should not be read as the subjects that will be offered and are **provided as a guide** only to assist in subject progression and potential selection.





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