



HOLY SPIRIT COLLEGE

FITZGIBBON

Curriculum Handbook

Year 9, 2026

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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).

Holy Spirit College directly plans from the ACARA Australian Curriculum V9.0 as per Ministerial advice, and is further informed by the QCAA Queensland Curriculum and Assessment Authority.

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards in an environment of support. The College works to ensure the academic wellbeing of all students. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating student agency and positive contributions.

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*.



Andrew McEwan
Acting 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.



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 core subjects and are studied for the whole year:

- English
- Health & Physical Education
- History (Semester 1) & Humanities and Social Science (HaSS elective – Semester 2)
- Mathematics
- Personal and Social Development (PSD)
- Religious Education
- Science

Elective Subjects

The following subjects are chosen by students to further explore interests, ability and possible links to industry interests as they refine their academic pathways. A number of the offerings employ project-based learning, incorporating skills of creative expression. Students are asked to select from a myriad of interest-based activities and through experiential learning develop knowledge and skills, communication and ability to work collaboratively on projects. Many of the elective offerings share connected curriculum in order to offer a more authentic mode of learning centred in the real world.

Students choose any four (4) electives for the year and study two (2) per semester. Students wishing to study a Language (**Japanese**) **must choose the subject as an elective in both Semesters 1 and 2**. For an elective subject to run, a minimum of 20 students is required.

Elective offerings include the following:

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

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

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

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
Acting Deputy Principal	Katie Pacey	kpacey@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	karen.Davidson@bne.catholic.edu.au
Acting Assistant Principal Pathways	Troy Schultz	Troy.M.Schultz@bne.catholic.edu.au
Acting Head of Senior Years	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (English, Religious Education)	Amy Callaghan Karen Davidson	Amy.Callaghan@bne.catholic.edu.au Karen.Davidson@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (Mathematics, Science, Health and Physical Education)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	mark.toohey@bne.catholic.edu.au
Learning and Teaching Leader – Curriculum Investigation (Language, Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning and Teaching Leader – Student Engagement Year 10	Blake Kroning	blake.kroning@bne.catholic.edu.au
Guidance Counsellor	Anna Wallace	anna.wallace@bne.catholic.edu.au
Learning and Teaching Leader – Inclusive Education	Elyse Clarke	Elyse.Clarke@bne.catholic.edu.au

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.

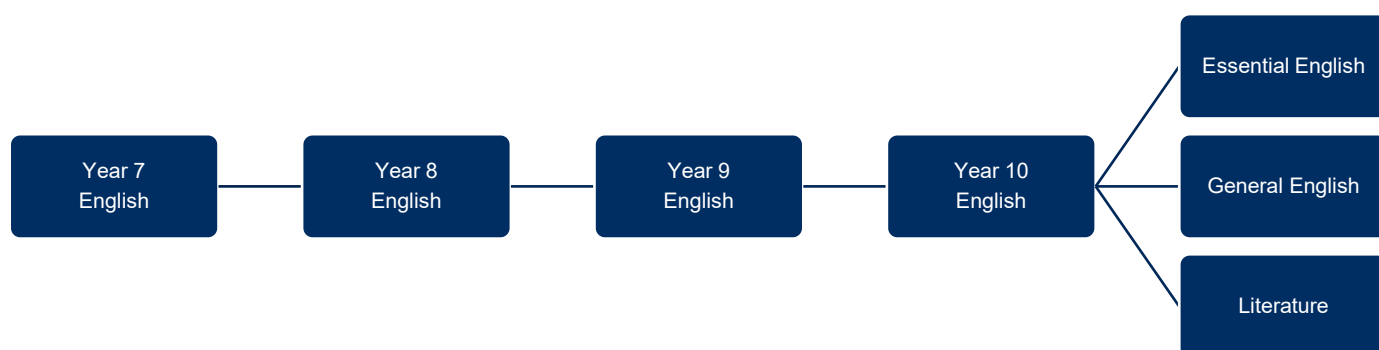
Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (Casio FX100 AU Plus) IF NOT ALREADY PURCHASED IN YEAR 7
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
General requirements for all subjects	
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

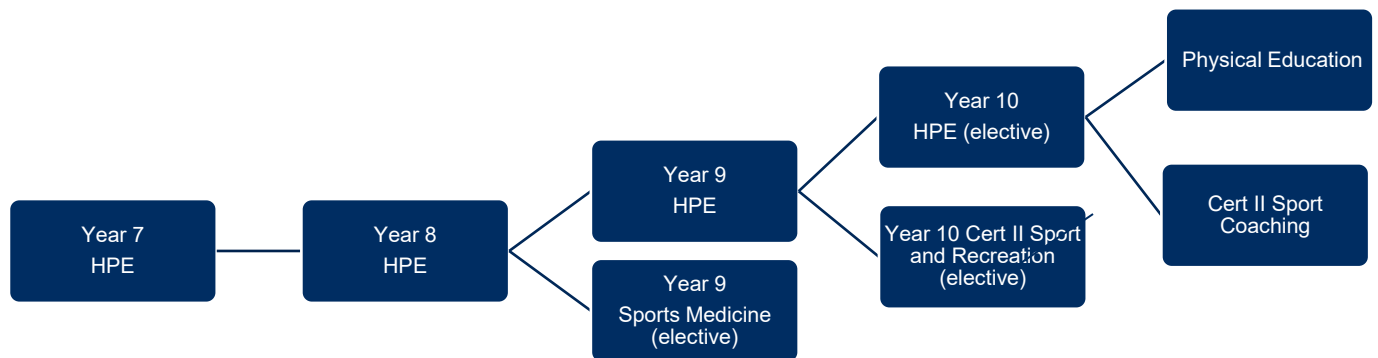
English | [English | V9 Australian Curriculum](#)

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. 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, Literature



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"> • Examination • Physical demonstration • Composition <p>Creation of material such as profiles and infographics</p>
Future Subject Pathways	HPE, Physical Education, Cert II & III Sport & Recreation

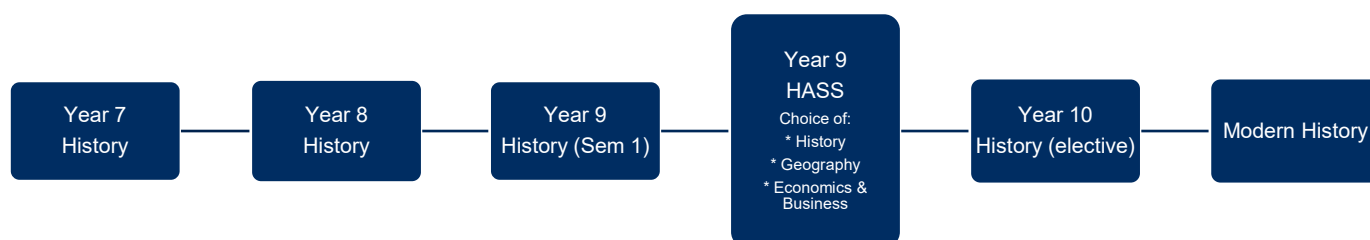


History (Semester 1) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

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> <p>Students will complete core History in Semester 1 of Year 9 and then for Semester 2 have a choice of:</p> <ul style="list-style-type: none"> • History • Geography • Economics & Business
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"> • What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918? • What were the causes, developments, significance and long-term effects of imperialism in this period? • What were the causes and significance of First World War? • What were the perspectives of different people at the time? • What are the contested debates and reasons for different historical interpretations?
Assessment	<p>Students will complete a range of assessment types throughout Year 9 History, including:</p> <ul style="list-style-type: none"> • A research investigation • An examination • A project responding to stimulus
Future Subject Pathways	Modern History

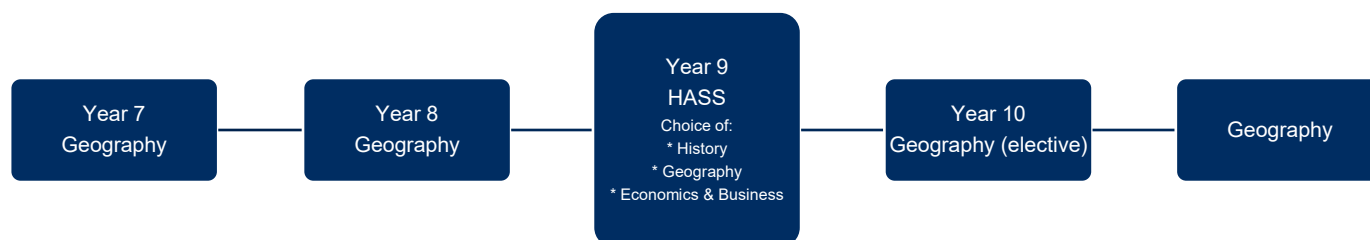
History (Semester 2 – choose from one of History, Geography or Economics & Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	<p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1914, focusing on the Industrial Revolution, the movement of peoples, and Asia's role in global interactions. This unit explores how industrialisation led to significant changes in the way people lived and worked, driving migration within and between countries. Additionally, students will examine the impact of European imperialism on Asia, including the cultural, economic, and political responses of Asian societies to these pressures. Through this study, students will gain insights into the key events, ideas, and movements that shaped the modern world.</p> <p>Students will complete core History in Semester 1 of Year 9 and then for Semester 2 have a choice of:</p> <ul style="list-style-type: none"> • History • Geography • Economics & Business
Learning Focus	<p>Over two units of study, students will investigate a range of issues and perspectives on the early modern world</p> <ul style="list-style-type: none"> • What were the significant changes brought by the Industrial Revolution, and how did they influence the movement of peoples? • How did European imperialism affect Asia, and what were the responses of Asian societies? • What role did global trade networks play in shaping interactions between Europe and Asia? • What are the long-term effects of these transformations on the modern world?
Assessment	<p>Students will complete a range of assessment types throughout Year 9 History, including:</p> <ul style="list-style-type: none"> • A research investigation • An examination • A project responding to stimulus
Future Subject Pathways	Modern History



Geography (Semester 2 – choose from one of History, Geography or Economics Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	<p>The Year 9 Geography curriculum involves the study of 2 sub-strands:</p> <p>Biomes and food security – 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.</p> <p>This topic draws on studies from Australia and countries in Asia.</p> <p>Geographies of interconnections – 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.</p> <p>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"> • What are the causes and consequences of change in places and environments, and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments?
Assessment	<p>Students will complete a range of assessment types throughout Year 9 Geography, including:</p> <ul style="list-style-type: none"> • A research investigation • An examination • A project developing a strategy for action to solve a problem
Future Subject Pathways	Geography



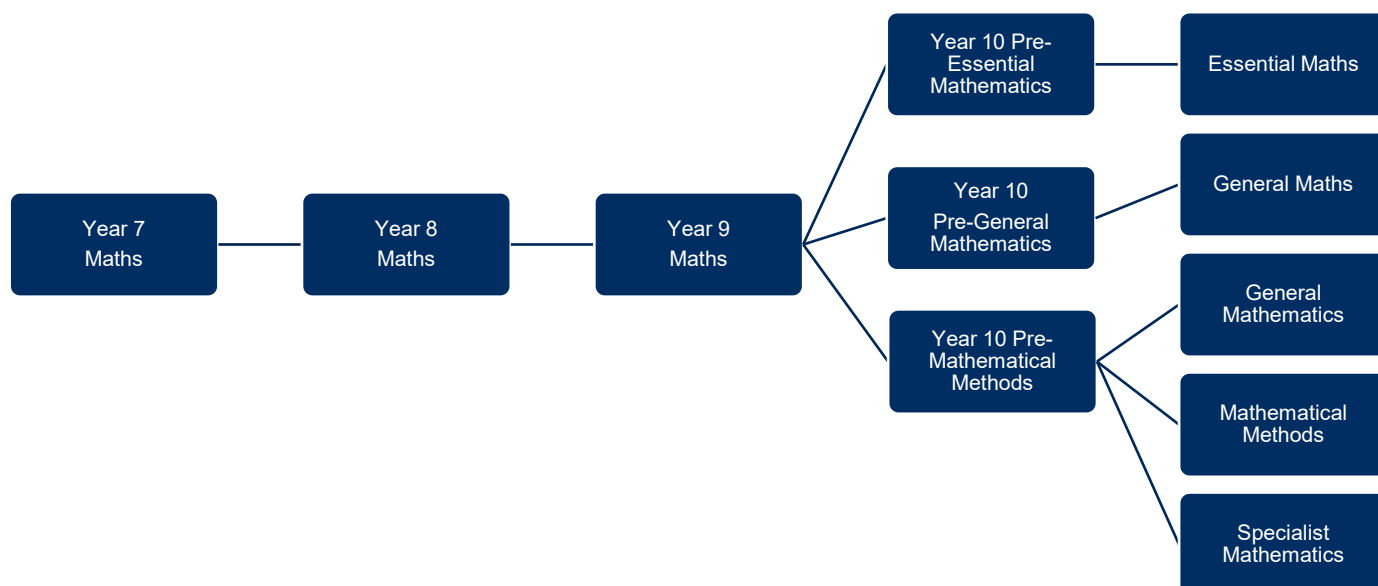
Economics & Business (Semester 2 – choose from one of History, Geography or Economics & Business) | [Humanities and Social Sciences | V9 Australian Curriculum](#)

Course Overview	<p>The focus of learning in Year 9 is the topic international trade and interdependence within a global context, including trade with the countries of Asia.</p> <p>Students will investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They will examine the implications of interdependence of participants in the global economy for decision-making.</p> <p>Students focus on consumer and financial risks and rewards. They will examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills.</p>
Learning Focus	<p>Over two units of study, students will investigate a range of issues and concepts related to international trade and interdependence:</p> <ul style="list-style-type: none"> • Why does Australia trade with other nations? • How do participants in the global economy interact? • What is the role of the financial sector in the Australian economy? • How does creating and maintaining a competitive advantage benefit businesses? • What processes can be used to manage financial risks and rewards?
Assessment	<p>Students will complete a range of assessment types throughout Year 9 Economics & Business, including:</p> <ul style="list-style-type: none"> • A research investigation • An examination • A project
Future Subject Pathways	Economics, Diploma of Business



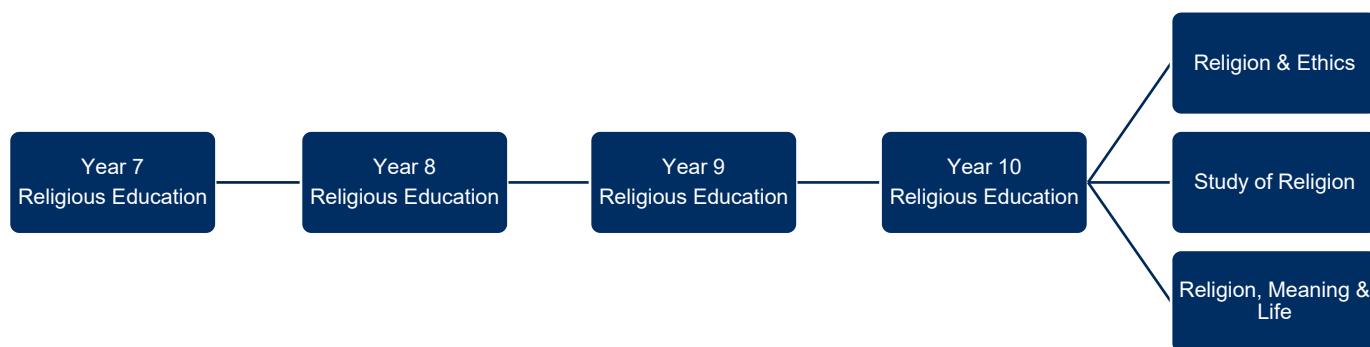
Mathematics | [Mathematics | V9 Australian Curriculum](#)

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"> • Number • Algebra • Measurement • Space • Statistics • Probability. <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.</p> <p>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"> • Supervised Examinations. • Problem Solving and Modelling tasks.
Future Subject Pathways	Mathematics, Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

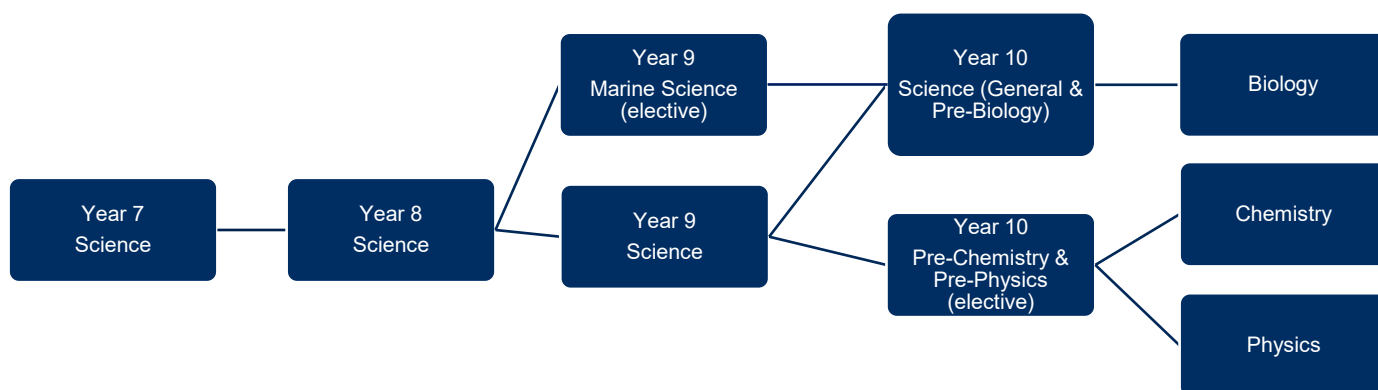


Religious Education | [BCE Curriculum \(bne.catholic.edu.au\)](https://bce.curriculum.bne.catholic.edu.au)

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 by exploring 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 knowledge 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 the ways in which people live their Christian vocations in relationship with others. Students demonstrate an understanding of the co-existence of good and evil in the world and evaluate the impact of CST (Human Dignity, Common Good, Rights and Responsibilities on an individual's moral behaviour and the church's response to emerging moral questions. Students will also analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).
Assessment	Students will complete a range of assessment types throughout Year 9 Religious Education, including: <ul style="list-style-type: none"> • Community Service Project • Extended Response Examination • An Informative Multimodal • Biblical Analysis Assignment
Future Subject Pathways	Religion & Ethics, Study of Religion, Religion, Meaning & Life



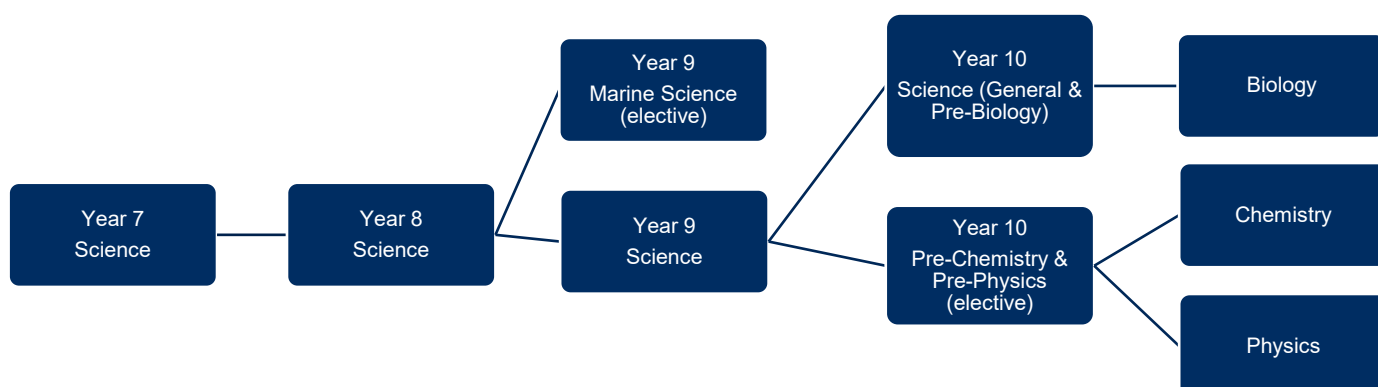
Course Overview	<p>In accordance with the Australian curriculum the content is science is organised under three interrelated strands:</p> <ul style="list-style-type: none"> • Science understanding • Science as a human endeavour • Science inquiry. <p>Together, the three strands provide students with understanding, 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"> • Supervised Examinations • Research Investigations • Student Experiments
Future Subject Pathways	Biology, Chemistry, Physics



Elective Subjects

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	<p>Over two units of study, students will:</p> <ul style="list-style-type: none"> • 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. • 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. • Marine Geology: Investigate the geological processes that shape the ocean floor, including plate tectonics, volcanic activity, and the formation of coral reefs. • 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. • Marine Ecology: Understand the intricate relationships between organisms in marine ecosystems, examining food webs, trophic levels, and the influence of abiotic factors. • 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. • Marine Conservation and Sustainability: Investigate the importance of preserving marine environments and discuss strategies for sustainable practices to protect marine life and ecosystems. • 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. • Coastal Systems: Study the interface between land and sea, examining coastal processes, erosion, and the impact of human development on coastal environments. • 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.
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: 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



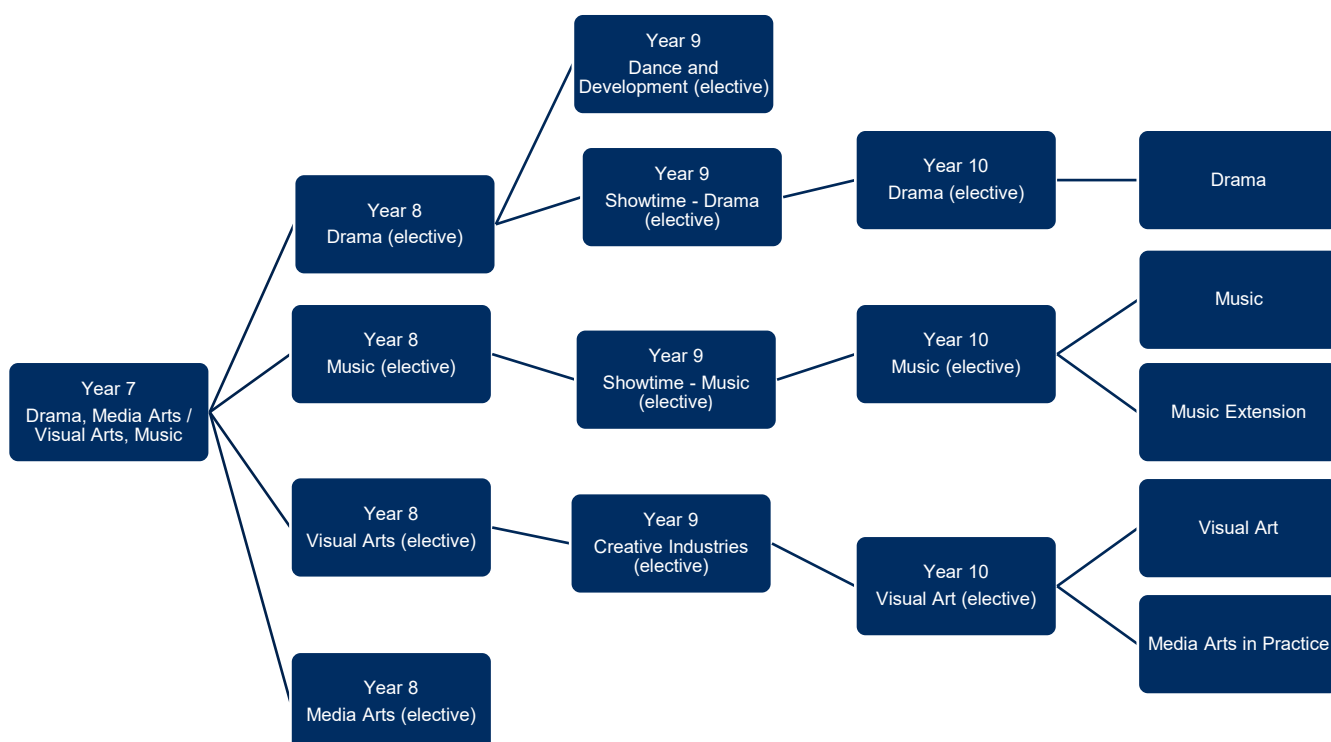
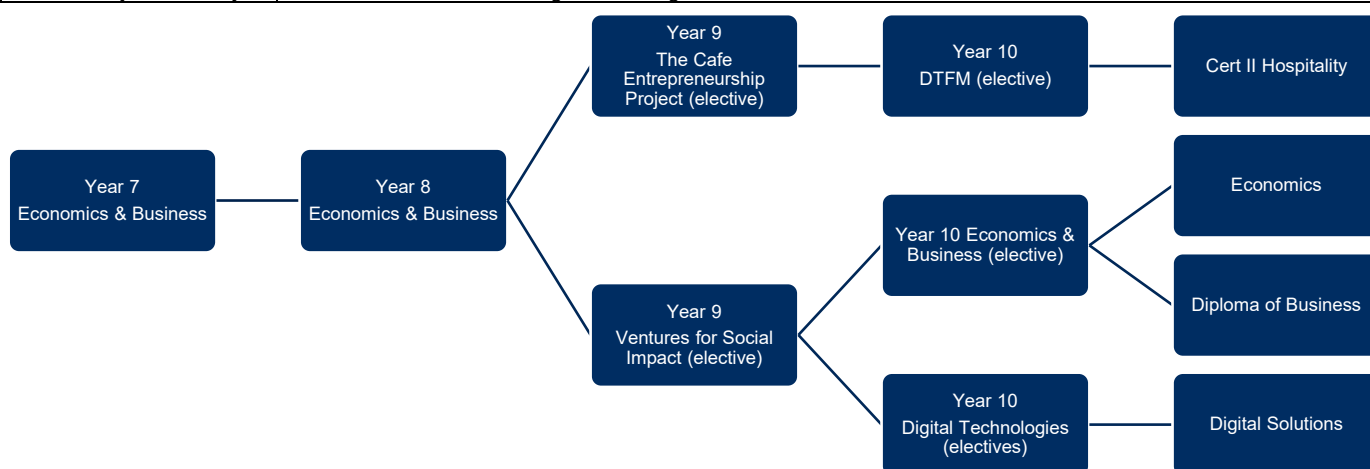
The Café Entrepreneurship Project | [Humanities and Social Sciences | V9 Australian Curriculum](#); [Technologies | V9 Australian Curriculum](#)

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. It 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	<p>Over two units of study, students will:</p> <ul style="list-style-type: none"> investigate, generate, iterate, and analyse ethical and innovative designed solutions for sustainable futures use design and systems thinking to generate design ideas and communicate these to a range of audiences 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 evaluate processes and designed solutions and transfer knowledge and skills to new situations understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society. Gain 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 gain 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 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 skills to engage in inquiries, including questioning and researching, interpreting, and analysing, decision-making, and communicating capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.
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	DTFM, Cert II Hospitality, Diploma of Business



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

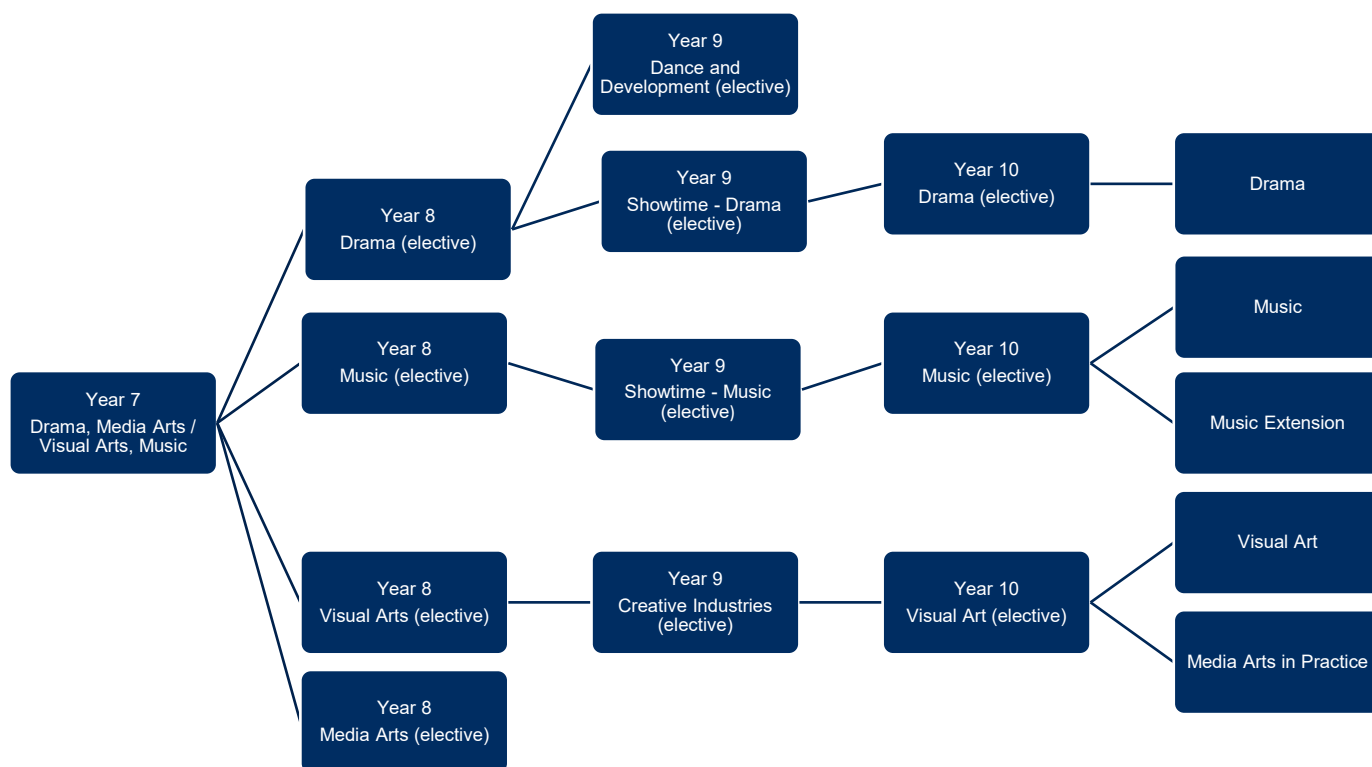
Course Overview	<p>The Creative Industries encompass a wide range of sectors and activities that revolve around the generation of artistic, cultural, and entertainment products and services. It includes areas such as visual arts, design, media arts, film, music, publishing, fashion, architecture, advertising, business and economics and more. 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>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>Over two units of study, students will:</p> <ul style="list-style-type: none"> • understanding the Creative Industries • research and Analysis – Case Studies • understanding the Design Process • build knowledge and skills in marketing and Communications • grow entrepreneurial Thinking
Assessment	<ol style="list-style-type: none"> 1. Theory Assessment: 2. Practical Assessment: <ol style="list-style-type: none"> a. Project Development and Production b. Marketing and Showcase Presentation
Future Subject Pathways	Visual Art, Media Arts, Design Technologies, Film, Television & New Media, Business & Economics, Economics



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

Course Overview	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. 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. Students will choreograph their own dance routine, incorporating some of the elements learned in previous dance workshops.
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)



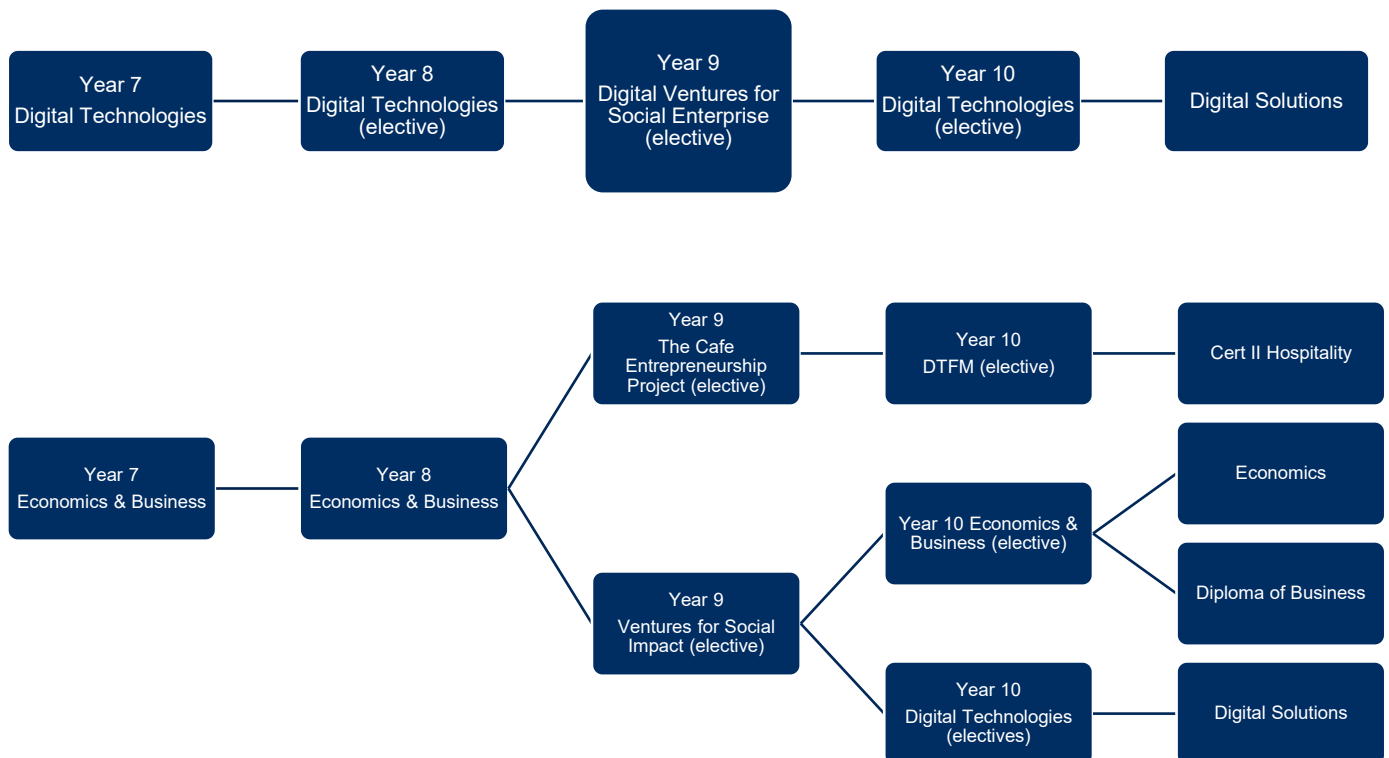
Design and Sustainability | [Technologies | V9 Australian Curriculum](#)

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. QUT - Clean energy: wind power</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>Tinkercad Create 3D digital designs with online CAD</p> <p>Other potential links include: Design-led City - a design strategy for Brisbane Brisbane City Council Designworks Brisbane Industrial Design & New Product Development Consultancy (designworksgroup.net) – product design Home - DesignInc – 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	Design & Technologies, Design



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 YES 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 Final Pitch
Future Subject Pathways	Business and Economics, Digital Solutions, Diploma of Business



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 School Routines Hobbies Favourite things
Assessment	Various assessment techniques will be used throughout the course, including: <ul style="list-style-type: none"> • Short Response Comprehension Examination (Comprehension skills) • Extended Response tasks (Multi-modal) • Combination Response Examination (Comprehension and Composing skills)
Future Subject Pathways	Japanese



* Students **must** complete the Japanese pathway from **Year 7 to 10** to be eligible for study in this subject in Senior

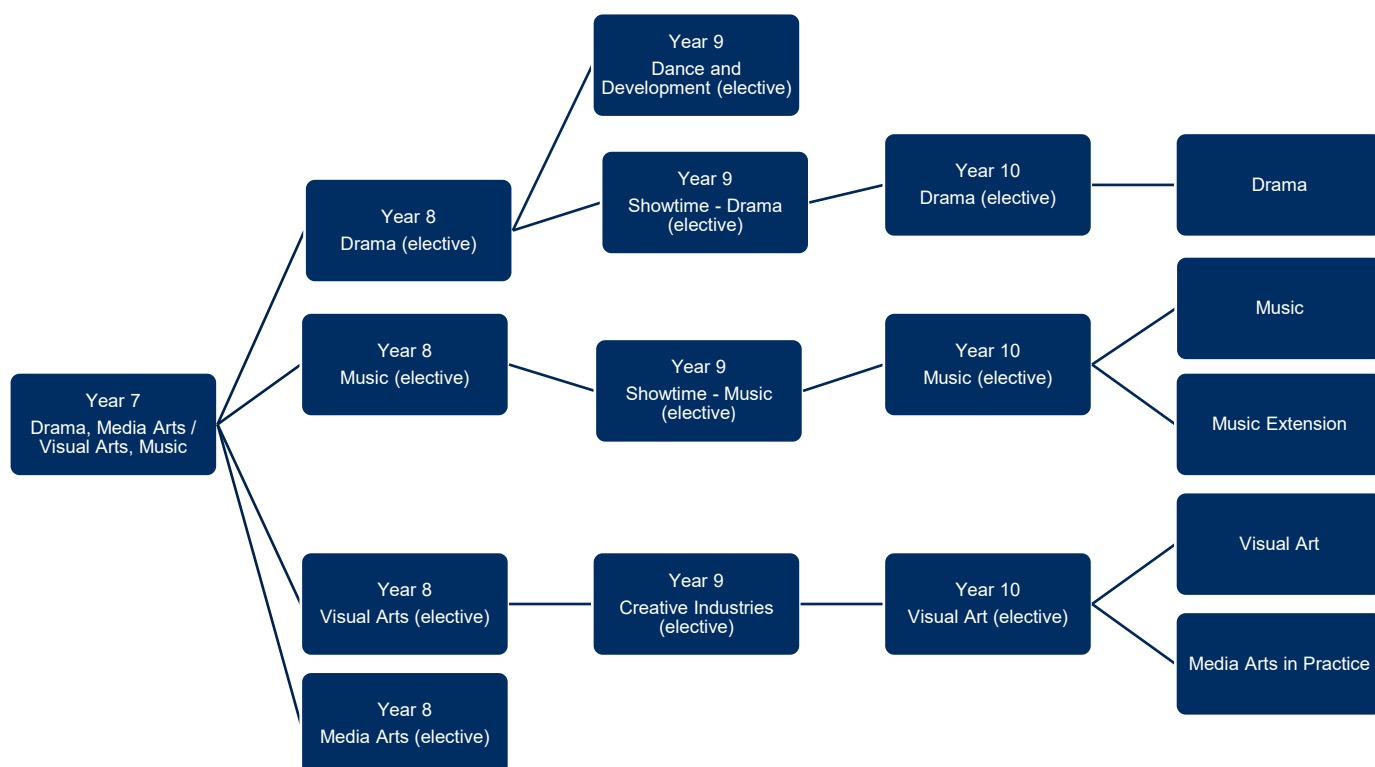
Law and Order | [Humanities and Social Sciences | V9 Australian Curriculum](#)

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</p> <p>Rule of Law and Justice</p> <p>Legal Systems and Processes</p> <p>Ethical Dilemmas and Social Justice</p> <p>Research and Communication Skills</p> <p>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</p> <p>Investigation and inquiry task</p>
Future Subject Pathways	Civics and Citizenship, Cert IV Crime & Justice



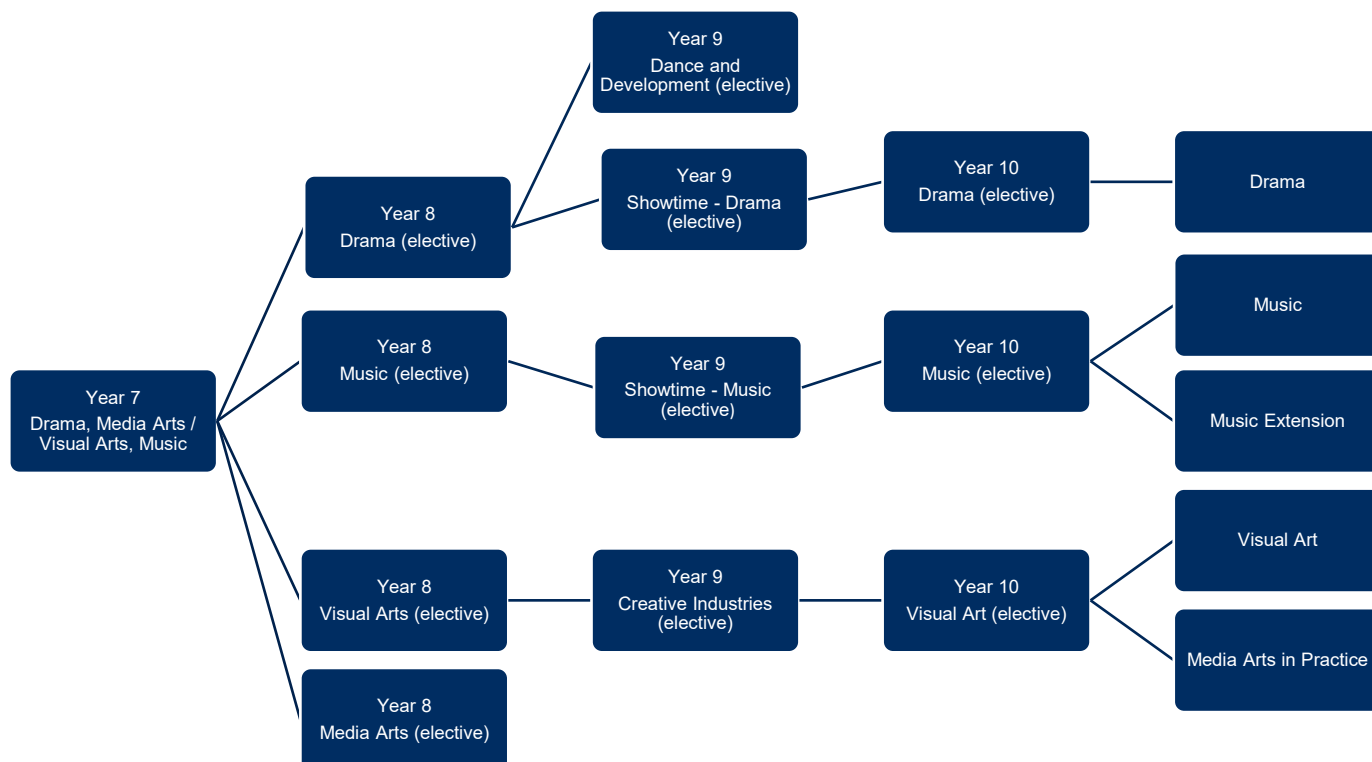
Showtime - Drama | [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#)

Course Overview	<p>The Year 9 Drama curriculum is organised under four interrelated strands. These include Exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>Students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.</p> <p>Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.</p>
Learning Focus	<p>In Year 9, the focus is on:</p> <ul style="list-style-type: none"> exploring and responding to drama works, performances, practices and contexts from a range of cultures, times and places exploring ways in which drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity developing practices and skills building and extending creative practices for creating and performing drama using the elements of drama building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others creating drama in improvised, devised and scripted forms presenting and performing drama in informal and/or formal settings; for example, using acting skills and working in an ensemble to perform drama for familiar and unfamiliar audiences.
Assessment	<p>The Drama elective provides exposure a range of assessment modes and techniques. These include:</p> <ul style="list-style-type: none"> Project — devise drama, Performance Extended response Examination
Future Subject Pathways	Drama



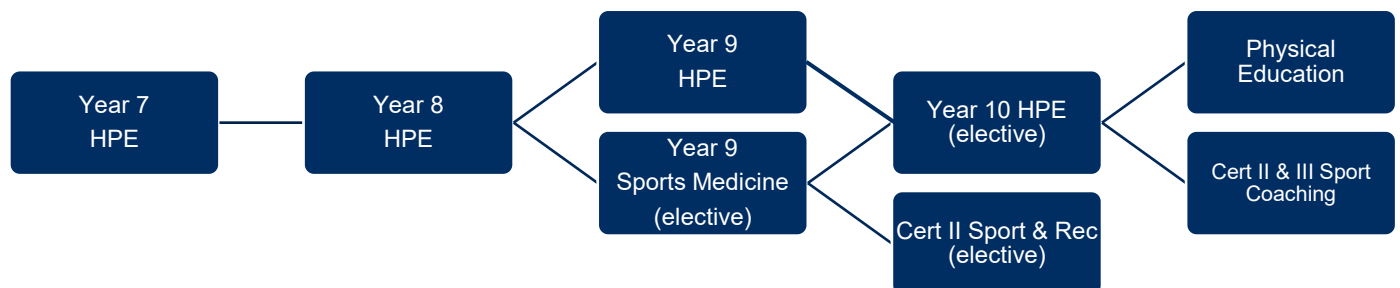
Showtime - Music | [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#); [The Arts | V9 Australian Curriculum](#)

Course Overview	<p>The Year 10 Music curriculum is organised under four interrelated strands. These include exploring and responding, developing practices and skills, Creating and making; and presenting and performing.</p> <p>In Music, students engage in listening to, composing, and performing music from a wide variety of styles, cultures, traditions, and contexts. They create, organize, manipulate, and share sounds in both time and space, critically analysing the music they encounter. Music practices are primarily aural, focusing on the development and application of knowledge and skills through sustained musical engagement and experiences.</p> <p>Active participation in music, through continuous and developmentally sequential learning, fosters skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops unique capabilities that cannot be acquired through any other means. Students will develop their skills in the areas of Analysing, Composing and Performing through the exploration and learnings about numerous musical styles such as World Music, Jazz, Contemporary, Classical, Music Theatre, Film and Game music and many more.</p> <p>As both independent and collaborative learners, students integrate listening, composing, and performing activities, utilizing both established and emerging technologies. Music learning enhances students' ability to perceive and understand musical concepts, recognizing music's role in shaping their identity and their capacity to explore personal, local, and global issues and ideas. Through the study of music, students increasingly appreciate the transformative power of music to touch the heart, soul, mind, and spirit of individuals and communities.</p>
Learning Focus	<p>In Year 9 Music, students will:</p> <ul style="list-style-type: none"> • confidence to be creative, innovative, thoughtful, skilful and informed musicians • knowledge and skills for listening with intent and purpose, composing and performing • aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions • understanding of music as an aural art form as they acquire skills to become independent music learners.
Assessment	<p>The Music elective provides exposure a range of modes and techniques. These include:</p> <ul style="list-style-type: none"> • Project — compose music • Performance • Examination • Extended response
Future Subject Pathways	Music, Music Extension



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"> Anatomy of the muscular and skeletal systems The classification and management of sports injuries. <ul style="list-style-type: none"> Soft and hard tissue injuries, assessment, and management procedures such as TOTAPS and RICER. The role of preventative actions. <ul style="list-style-type: none"> Physical preparation including pre-screening, fitness testing, and analysis of skill and technique. Taping and bandaging <ul style="list-style-type: none"> Sport taping techniques focussing on strapping an ankle for both inversion and eversion sprains. Rehabilitation procedures <ul style="list-style-type: none"> Case study of a shoulder dislocation.
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	HPE, Physical Education, Cert II Sport & Recreation, Cert II & III Sport Coaching



* 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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