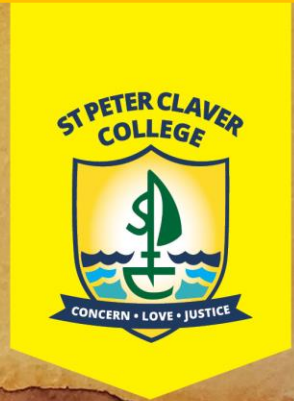


YEAR 9 2026

CURRICULUM
HANDBOOK AND
SUBJECT SELECTION



PILGRIMS OF HOPE

Look Beyond





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UNDERSTANDING THE CURRICULUM IN YEAR 9

St Peter Claver College is part of Brisbane Catholic Education which has set as the overarching goal for education in Catholic schools:

Empowering learners of all ages to shape and enrich their changing world, by living the Gospel of Jesus Christ.

The achievement of this overarching goal involves students learning to become lifelong learners. In all courses, teachers plan for students to learn through the Brisbane Catholic Education Learning and Teaching Framework.

All subjects offered in Year 9 follow the Australian Curriculum. Religion is developed from the Brisbane Catholic Education Religion syllabus.

The Australian Curriculum emphasises the common teaching of seven general capabilities across all learning areas. These are Literacy, Numeracy, Information and Communication Technology (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding capabilities. These form a common curriculum that connects all subjects.

The Year 9 curriculum at St Peter Claver College is based around the principles of **CHOICE, CHALLENGE** and **COMPETENCE**. Year 9 students at St Peter Claver College have substantial choice in their curriculum offerings. This is deliberately designed to engage and challenge students to learn and excel. As well, a core program is structured to develop each student's competence in Literacy and Numeracy. Different levels are offered within these areas to enable all students to be challenged and strive for improvement and achieve success.

Year 9 students will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) in Term 1 2026. These tests are designed to measure their learning against State and National benchmarks. The results of these assessments are particularly useful in assisting the College to refine how its teaching and curriculum meet the needs of students. Students are also assessed through ACER (Australian Council for Educational Research) Reading and Numeracy tests. Teachers use this information in combination with NAPLAN data to establish learning needs.

Please read the options carefully and select the desired course using the Web Preferences process explained in this booklet. Please use the Username and Password provided.

To be considered for the most sought-after preferences, students need to have their preferences entered online by 8.00 am, Thursday 4 September 2025. Web Preferences will be closed after this date. If you do not have access to the internet at home, you are welcome to enter your child's preferences at the College. The Library is open before and after school (until 3.30 pm) and your child and you may use his/her laptop in the Library for this purpose.

Shane Tooley
Assistant Principal Curriculum





YEAR 9 CURRICULUM STRUCTURE

Students study eight subjects each semester as well as Pastoral and Access.

COMPULSORY CORE SUBJECTS (WHICH ARE SELECTED FOR STUDENTS)

- Religion (year-long).
- English (year-long).
- Mathematics (year-long).
- Science (year-long).
- History (single semester).

COMPULSORY CORE SUBJECTS (IN WHICH STUDENTS HAVE SOME CHOICE)

Health and Physical Education (Single Semester)

Theoretical units:

- Food for Performance: Focus on Nutrition for Physical Activity.
- Exploring Me: Focus on Sexuality and Relationships.

Practical subjects:

- Dance Development.
- Football/Futsal Development.
- Life Sports.
- Netball Development.
- Rugby League Development.
- Volleyball Development.

ELECTIVE SUBJECTS (SINGLE SEMESTER OR YEAR-LONG)

Students study up to six units across the year from the following subject options within the learning areas below:

Health and Physical Education (Single Semester)

- Exercise Physiology and Sociology.

Humanities (Single Semester)

- Business.
- Geography.

Languages (Single Semester)

- Japanese.





Technologies

- Design and Technologies - Materials (Fashion) (single semester).
- Design and Technologies - (Food Specialisations) (single semester).
- Design and Technologies - Engineering (single semester).
- Design and Technologies - Woodwork (single semester).
- Design and Technologies - STEM (single semester).
- Digital Technologies (single semester).

The Arts (Single Semester or Year-long)

- Dance.
- Drama.
- Media.
- Music.
- Visual Art.

Please note that individual elective subjects will only be offered if there is sufficient demand.





HOME LEARNING

Teachers work in partnership with parents/caregivers, keeping them informed through email notifications so that they are better able to discuss learning with their child. **Home learning is important**, as effective learning requires full engagement with learning at school as well as some focused home learning. Teachers work with students to set a variety of opportunities for home learning. In some cases, this home learning is purely optional. However, there will be some learning tasks that are expected to be completed at home. Home learning enhances learning, provides good habits for Senior years and lifelong learning. It also assists parents/caregivers to understand what their child is learning and to assist in an effective learning partnership.

ASSESSMENT

In Year 9, while most assessment occurs during class time, some assessment is completed at home in order to develop organisational skills for Senior studies. Students learn most effectively when they are engaged and determined. If students find tasks difficult, they are encouraged to persist and if required seek help from teachers and peers (as appropriate). Students need to be organised to meet due dates (seeking extensions in the case of illness or other special circumstances). Success for students develops from effective goal setting and reflection.

TEACHER ASSISTANCE AND GRIEVANCES

The most important time to seek teacher assistance is during lessons. If students do not understand, they are encouraged to ask questions and seek clarification. Students need to really focus during classes so that they can gain the most from the expertise of the teacher and other students. If the activities are not helping them to learn, students should let their teacher know by telling them in class or emailing them.

The teacher will provide the student with feedback on how they are progressing. Students are encouraged to use this to improve. If they are unsure about or disagree with the feedback or their results, please discuss any concerns with the teacher. If you are still dissatisfied after this discussion, you may discuss the issue with the Curriculum Leader for that subject area (see list below), or the Assistant Principal Curriculum, Shane Tooley.

CURRICULUM LEADERS

- | | |
|---------------------------------|--------------------|
| • Religious Education | Clare Gilliland |
| • English and Literacy | Alex Daley |
| • Mathematics and Numeracy | Amy Fatialofa |
| • Science | Jason Cripps |
| • Humanities and LOTE | Sarah Cassin |
| • Technology | Michael Weier |
| • The Arts | Charmaine Chambers |
| • Health and Physical Education | Rebecca Vaux |





COMPULSORY CORE SUBJECTS

RELIGION

What will you do and learn?

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work.

They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts.

They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths. Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

What topics will you study?

Semester 1

- Examining the foundational beliefs of the Incarnation, Resurrection and Ascension of Jesus.
- Biblical criticism including form and narrative criticism and applying these techniques to investigate miracle stories and parables.
- Applying biblical criticism including form and narrative criticism to understand and interpret New Testament texts.
- Demonstrating an understanding of the co-existence of good and evil in the world throughout human history by making connections between the experience of sin throughout human history, God's gift of free will to humanity and the imperfect nature of God's created world.
- Examining the significance of the Sacraments of Healing in the lives of the believers past and present.

Semester 2

- Investigating the priestly, prophetic and kingly work of Jesus Christ and how religious orders live their Christian vocation responding to social justice issues.
- They examine some of the ways in which the Catholic Church responded to social upheaval in the past (c.1750-1918 CE)
- They consider how Christians, and themselves, might be inspired by Catholic social teachings to make a difference in the world
- They explore the writings of Christian spiritual fathers and mothers and the impact these writings have on religious orders, and others.





What assessment will you do?

Semester 1

- Biblical Criticism and Digital Storybook.
- Research Report.

Semester 2

- Multi-Media Presentation on a Religious Order from the Time.
- Social Justice Action Plan.

How will Religion make a difference to you?

- Religion enables you to develop skills in communication, teamwork, planning and organisation.
- It enables you to develop your spiritual life through prayer and reflection.
- It teaches you knowledge of religion and how to be religious in a particular way.
- It teaches you to be an empathetic, critical thinker who can engage in respectful dialogue with others.





ENGLISH

What will you do and learn?

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English is a compulsory subject.

Units of work are designed using the Australian National Curriculum: English to ensure students are well prepared for the NAPLAN tests.

The Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

What topics will you study?

Semester 1

- 'Coming of Age' Novel Study.
- Romeo and Juliet - Close Analysis.

Semester 2

- Visual Literacy in Short Films.
- Poetry.

What assessment will you do?

Semester 1

- Written Assessment: Imaginative Short Story.
- Spoken: Persuasive 'Who is to Blame?' in Romeo and Juliet.

Semester 2

- Written Analytical Essay (Summative).
- Spoken Digital Poem (Summative).





How will English make a difference to you?

Throughout Year 9 English, you learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. You learn to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power. It is through the study of English that you learn to build relationships with others and with the world around you.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps you become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.





MATHEMATICS

What will you do and learn?

Mathematics at St Peter Claver College offers students the opportunity to develop mathematical knowledge, techniques and skills in the areas of Number, Algebra, Measurement, Space, Statistics and Probability. These units of work have been designed using the Australian Curriculum: Mathematics, thus students are prepared for their transition into Senior Years Mathematics, as well as for standardised testing like NAPLAN. Furthermore, students are encouraged to apply learnt procedures to real life, authentic situations and to critically analyse and reflect on how and why these procedures work.

The Year 9 Mathematics program aims to:

- Allow students of all levels of ability to demonstrate their understanding, fluency, reasoning and problem-solving skills using some digital tools to support learning.
- Use purposeful teaching to assess and report on students' progress by collecting evidence, monitoring and making sure there is continuity across units of work.

What topics will you study?

Semester 1

- Index Laws, Pythagoras' Theorem and Trigonometry.
- Statistics and Probability.

Semester 2

- Co-ordinate Geometry, Binomial Products and Quadratic Factorisation, Graphs of Straight Lines and Using Scale for Reductions and Enlargements.
- Surface Area and Volume, Solving and Graphing Quadratic Functions.

What assessment will you do?

Semester 1

- End of Term 1 Exam.
- End of Term 2 Exam.

Semester 2

- End of Term 3 Exam.
- Term 4 Modelling Task - Proportion, Scale and Ratio.
- End of Term 4 Exam.

How will Mathematics make a difference to you?

Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines (ACARA, 2022).





SCIENCE

What will you do and learn?

Science provides the ability to answer interesting and significant questions to make sense of our world. It expands the curiosity of students and increases their willingness to explore, ask questions and speculate on the changing world in which they live. An ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

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

What topics will you study?

Semester 1

- Atoms, Ions and Isotopes.
- Chemical Reactions.
- Unstable Atoms and Radioactivity.
- Balancing Equations.
- Explosions.
- Earth Systems.
- Renewability.
- Cycling of Matter and Energy.
- The Survival of Species.
- Reproduction Strategies.

Semester 2

- The Immune System.
- Infectious Disease.
- Disease Control Measures.
- Disease Modelling.
- Plant Organs.
- Photosynthesis.
- Plant Reproduction.
- Waves - Light and Sound.
- Energy Conservation.
- Non-Contact Forces.
- Links between Magnetism and Electricity.





What assessment will you do?

Semester 1

- Quizzes.
- Research Report.

Semester 2

- Stile Exams.

How will Science make a difference to you?

There are many skills associated with the study of any of the Sciences, and as such, Science prepares students for further studies and for living and working in the real world. Students are equipped to make informed and mature decisions about scientific and technological issues that arise in their own lives. These scientific skills are increasingly important for anyone living in a technological society to enable an understanding of the processes of the human body and the world around us. The skills and understandings developed in Science include:

- Questioning and Predicting.
- Observing and Hypothesising.
- Designing and Performing Experiments.
- Processing and Analysing Data and Information.
- Evaluating.
- Effective Communication.





HISTORY

What will you do and learn?

History is an inquiry into the past and enriches our appreciation of how the world and its people have changed. The study of history enables students to contribute more effectively to creating the future. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It 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 the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914 to 1918), the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Students will investigate historical sources to understand different points of view of events that took place.

What topics will you study?

- Making and Transforming the Australian Nation (1750 - 1914).
- Australia's Involvement in World War I (1914 - 1918).

What assessment will you do?

- Source Investigation and Persuasive Paragraph.
- Source Analysis Exam.

How will History make a difference to you?

History prepares students for life, work and further studies. The knowledge and skills acquired help students to make informed decisions about what they will do with their lives, in order to become active and informed citizens.

The skills and understandings developed during the semester include:

- Planning and conducting research.
- Investigating issues.
- Using and analysing sources.
- Drawing conclusions and making decisions.
- Communicating in a variety of written and non-written formats.
- Responding and reflecting on findings.
- Working independently and with others.





History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively.

An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.





COMPULSORY CORE SUBJECTS

(In which students have some choice)

HEALTH AND PHYSICAL EDUCATION

What will you do and learn?

The Key Learning Area of Health and Physical Education (HPE) provides a foundation for developing active and informed members of society, capable of managing their interactions and lifestyle in the pursuit of good health.

HPE is a core subject across Year 9. The theoretical component of the course is standard across all of the elective development classes and are dictated by the National Curriculum documents.

All students study common **theoretical units**. These are:

- **Food for Performance:** In which students study Nutrition, including food labels and how the body converts food into energy. Students will learn multiple formulae calculations to assess their own nutritional intake and analyse their energy consumption with and without physical activity to include an understanding of nutrient poor and nutrient rich foods.
- **Exploring Me:** In which students undertake study of gender identity, sexual identity, intimate relationships, sexual health and the complexity of these issues. A focus of the unit is on exploring community health services and resources and the assistance these agencies can provide to support individuals struggling to cope with the changes they are experiencing.

Students select **one** of the following HPE **practical development subjects**:

- **Dance Development**

Dance Development is suited to all students with a love of dance and movement to music, who are also interested in becoming involved in the St Peter Claver College Dance program.

Dance focuses on developing skills in dance and physical conditioning. Students will learn skills in Hip Hop styles of dance. They will learn choreographed routines, as well as have the opportunity to choreograph, prepare and perform their own dance routines. Students will participate in dance classes with a professional dance teacher/choreographer and workshops focusing on how to create their own dance moves using everyday movements.

- **Football/Futsal Development**

Football/Futsal Development is suited to students who want to be part of the St Peter Claver College Football and Futsal programs. Students are encouraged to represent the College in Football and/or Futsal if they choose this subject.

Football/Futsal Development focuses on developing skills in Football and Futsal. Students will complete various fitness assessments and participate in tactical game play. They will participate in Football and Futsal skills, game play, fitness, weights and resistance training sessions. Students will also reflect on and evaluate their personal performance of the specialised skills, tactics and teamwork required when playing Football/Futsal.





- **Life Sports**

Students will participate in a variety of recreational activities including but not limited to a range of the following physical activities: Basketball, Fitness, Soft Crosse, Softball and Volleyball.

Students undertake skill development and socialisation in, about and through undertaking physical activity. A focus on skill development and teamwork is aimed at preparing individuals for a lifelong involvement in being physically active.

- **Netball Development**

Netball Development is suited to those students who have played Netball before and want to be part of the St Peter Claver College Netball program.

Netball Development focuses on developing skills in Netball. Students will complete various fitness assessments and participate in skill development and tactical game play. They will participate in Netball skills, game play, fitness, weights and resistance training sessions. Students will reflect on and evaluate their personal performance of the specialised skills, tactics and teamwork required when playing Netball.

- **Rugby League Development**

Rugby League Development is suited to students who want to be part of the St Peter Claver College Rugby League program. Students will be introduced to the practical and technical aspects of the following football codes: Rugby League, Rugby Union and Touch Football. They will participate in physical skills and training drills in the various football codes, fitness, weights and resistance training sessions. Students will also reflect on their personal performance of the specialised skills, tactics and teamwork required when playing the various football codes.

- **Volleyball Development**

Volleyball Development is suited to those students who want to be part of the St Peter Claver College Volleyball program. Students will develop their practical skills whilst learning tactical requirements of the sport. They will participate in fitness and skills drills, as well as game play required when competing in Volleyball.

What topics will you study?

- Nutrition.
- Energy Requirements.
- Diet Choices.
- Decision Making.
- Gender Identity.
- Inclusivity.
- Sexual Identity.
- Respectful Relationships.
- Technology and Cyber Safety.
- Legal Issues.

What assessment will you do?

- Combination Exam.
- Case Studies.
- Practical Application of Physical Skills.





How will Health and Physical Education make a difference to you?

In Health and Physical Education, students develop the skills, knowledge and understanding to strengthen their sense of self and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and resources to enhance safety and wellbeing. They evaluate and challenge norms and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. The development of physical movement skills and concepts enable students to participate in a range of physical activities. The participation in physical activity allows students to develop an understanding how the body moves and develops positive attitudes towards participation in physical activity.





ELECTIVE SUBJECTS

HEALTH AND PHYSICAL EDUCATION

EXERCISE PHYSIOLOGY AND SOCIOLOGY

What will you do and learn?

Exercise Physiology and Sociology is designed for those who have a high level of interest in developing their understanding of physical education with a focus on preparing students for theoretical content and physical activities required in the Senior Physical Education course. Most of the physical activities prepare students for the General Subject - Physical Education, whilst the theoretical units focus on the Australian Curriculum requirements. Students participate in physical activities similar to those assessed in the Senior Physical Education course. Topics, including systems of the body, sports medicine, energy systems, aquatics and lifesaving are amongst the options available in this course.

Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal learning at home; however, it is recommended that students perform private study and completion of assignments is to be completed by students in their own time.

What topics will you study?

- Motor Learning.
- Practice and Feedback.
- Systems of the Body.
- Sports Medicine.
- Injury Management.

What assessment will you do?

- Folio of Evidence.
- Combination Exam.
- Ongoing Building of Practical Skills.

How will HPE - Exercise Physiology and Sociology make a difference to you?

Students participate in physical activities which are assessed in the Senior Physical Education course. Senior Physical Education in Year 11 and 12 is a highly academic course. Hence, preparing students adequately by exposing students to physical activities they will be assessed on in Senior Years will build skills and develop deeper understanding of the tactical aspects of the sport. By the time students reach Senior Physical Education, focus can be on tweaking skills and developing their theoretical knowledge and understanding.





HUMANITIES

BUSINESS

What will you do and learn?

Year 9 Business focuses on international trade and interdependence within a global context, including trade with the countries of Asia. Students 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. Students also focus on consumer and financial risks and rewards. They 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.

What topics will you study?

- Australia's Trading Connections.
- Role of the Financial Sector in the Australian Economy.

What assessment will you do?

- Examination - Short Response.
- Investigation.

How will Business make a difference to you?

Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. Business aims to ensure students develop:

- Enterprising behaviours and capabilities that can be transferable into life, works and business opportunities and will contribute to the development and prosperity of individuals and society.
- Understanding of work and business environments within the Australian economy.
- Reasoning and interpretation skills to apply business concepts to make informed decisions.
- Understanding of business decision making and its role in creating a prosperous, sustainable and equitable economy for all Australians.





GEOGRAPHY

What will you do and learn?

In a world of increasing global integration and international mobility it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

People who understand Geography are better prepared to make decisions about their own lives and for the community. This is because Geography uniquely integrates knowledge from sciences, humanities and information communication technologies to develop a better understanding of the world. Geography is about places and the way people value places in different ways and how this can lead to competing interests and even conflicts about human actions in that place.

In Year 9 Geography students will develop an understanding of how places are valued, the challenges they face and then be able to develop strategies for a more sustainable future.

What topics will you study?

- **Biomes and Food Security:** In this unit students will go on a field study to look at local food producers and some of their challenges. They investigate the issue of our food security and whether we will have enough food and whether it will be safe to eat. This is such an important issue in a world facing global warming and other environmental challenges.
- **Global Interconnections:** This unit explores how people are interconnected across the world. Students will look at the positive and negative impacts of technology and the internet and focus specifically on globalisation and the increasing problem of e-waste as well as social media issues.

What assessment will you do?

- Portfolio of tasks requiring students to respond to stimulus and interpret data.
- Field Report.

How will Geography make a difference to you?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. Geography helps students to be regional and global citizens capable of active and ethical participation.





LANGUAGES

JAPANESE

What will you do and learn?

At St Peter Claver College one of the main aims of learning Japanese is to develop communicative competence. Rather than just learning structures and grammar (although these are very important), emphasis is placed on assisting students to develop a working knowledge of the language. Furthermore, students have many opportunities to interact with Japanese people and to use Japanese in an authentic manner. In this course, emphasis is also placed on developing literacy. Therefore, students are given a range of reading and writing exercises covering a wide diversity of topics. These exercises incorporate Hiragana, Katakana and basic Kanji. Japanese in Year 9 is suited to those students who studied Japanese in Year 8 and wish to gain proficiency in the language to enhance future employment or travel prospects.

Traditional models of language study have typically focused on grammar, rules of syntax and rote learning. However, as crucial as these elements are, the study of Japanese, especially at St Peter Claver College is far more encompassing and embraces many new developments in language education. In studying Japanese, students not only study the structure of language, but are encouraged to develop communicative competence and 'try out' their skills in a range of real life contexts. For example, throughout the course students are afforded the opportunity to engage with native speakers and learn about situational language use. In addition to the above, the latest research in language learning strongly suggests that language learning is not an end in itself but assists students to learn other languages more rapidly.

What topics will you study?

- Learning about food and recipes.
- Ordering in restaurants.
- Comparison between Australia and Japanese culture around food, etiquette and hospitality.

What assessment will you do?

- Exam - Reading exchange student reflections on lunch, food and recipes.
- Combination Task - Create a Japanese menu and restaurant roleplay.

How will Japanese make a difference to you?

The study of Japanese language and culture is very important, as Japan is Queensland's largest trading partner and one of Australia's biggest export markets. Furthermore, the continued cultural and technological exchanges between Japan and Australia since World War II have brought the two societies closer together to the point where there is great friendship between Australia and Japan.

There are almost endless career possibilities for students who have studied Japanese. These include hospitality, tour guiding, import and export managing positions, teaching, research, etc. Many students who have studied Japanese go to Japan to work in a variety of positions. Some of these include interpreting for large car firms such as Toyota and Mazda or even acting in Japanese movies requiring foreigner roles. Also, Ipswich's close relationship with its sister city Nerima has created jobs for local residents.

Foreign language learning also prepares them for a future where trans-lingual communication will become important in negotiating their way in a changing world and where English will no longer be so dominant. Already Kanji is the main script used on the internet.





TECHNOLOGIES

DESIGN AND TECHNOLOGIES - MATERIALS (FASHION)

What will you do and learn?

Design and Technologies - Materials (Fashion) is suited to all students who wish to understand and explore various textiles and fibres and increase their understanding of fabric characteristics to produce a useable textile item. Students considering a career in the fashion industry should consider selecting Design and Technologies - Materials (Fashion).

Students will explore a range of textile properties to solve various design challenges. They will design and make a sustainable textile item for a specified use.

Students will be encouraged to be creative problem solvers whilst working with materials - designing, manufacturing and marketing. They will create a sustainable fashion piece that reflects individual style and personality.

This course will also enable students to explore common uses and characteristics of various textiles and fabrics, to learn about technological equipment used in the textile industry and explore the use of embellishment techniques.

What topics will you study?

- Safety with Textiles and Equipment.
- Recycling and Upcycling Textiles.
- Design Process.
- Construction Techniques.
- Embellishment Techniques.
- Dying.
- Fabric Properties.

What assessment will you do?

- Garment Folio.
- Design Folio.
- Project.
- Project Journal.

How will Design and Technologies - Materials (Fashion) make a difference to you?

- Studying Design and Technologies - Materials (Fashion) will enable you to develop knowledge related to sewing machine use and principles of design.
- The study of Design and Technologies - Materials (Fashion) offers students opportunities to discover and develop their critical and creative capabilities.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES (FOOD SPECIALISATIONS)

What will you do and learn?

Design and Technologies (Food Specialisations) is suited to all students who wish to understand and explore the when, where, why and how a certain food gets from the farm to your plate and who is involved in getting it there. Students develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Students also learn to evaluate food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors. Students considering a career in the Hospitality industry should consider selecting Design and Technologies (Food Specialisations) as a subject.

Making healthy food choices goes beyond good nutrition. The choices we make about what we eat impacts on our health, our communities, our air, water and climate. Students will explore how food is raised, processed, transported, and eaten and how it affects both people and the environment. They will also learn about seasonal food, local food (where it is grown and how far it has travelled), food traditions (how food nourishes families and communities) and how food is intimately connected to ecosystems (composting and worm farms). In addition, students will be involved in menu planning from the perspective of the amount of water and energy required to make and transport the product and its ingredients, how far the ingredients have travelled, whether the producers have been treated fairly, whether the ingredients are processed or altered and how much packaging is involved. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

What topics will you study?

- Food and Sustainability including Managing Waste/Packaging and Sustainable Dining.
- Food Truck Challenge.

What assessment will you do?

- Sustainable Dining Folio and Final Product.
- Food Truck Folio and final Product.
- Practical Cookery.

How will Design and Technologies (Food Specialisations) make a difference to you?

This subject provides students with a variety of practical skills in food production. Students will also develop knowledge related to nutrition and food choices. A study of Design and Technologies (Food Specialisations) offers students opportunities to discover and develop their critical and creative capabilities.

Design and Technologies (Food Specialisations) allows students to become familiar with and develop their understanding of the design process in a fun, interactive manner. Students will investigate, design, plan, manage, create and evaluate design solutions. The practical nature of food technology allows for the progressive development of practical skills which form a foundation for future study in this area.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - ENGINEERING

What will you do and learn?

Design and Technologies - Engineering is intended to extend students practical manufacturing skills and will build upon the concepts learned in previous design and technologies subjects. With a greater emphasis on alternative construction methods and materials, students will have the opportunity to broaden their knowledge and understanding of manufacturing by working with materials such as metal, plastic and acrylic. A course of study in Design and Technologies - Engineering can establish practical skill and understanding of workshop equipment; and provide a basis for further education and employment in vocational fields of engineering, sheet metal work and plastic forming.

The skills required to respond to a given problem are taught and refined throughout the course. Students will spend time learning how to investigate problems, communicate ideas via sketches and computer models, and produce a prototype using metal, plastic or acrylic.

What topics will you study?

- Safety in the Workshop and with Machines/Equipment.
- The Design Process.
- Sketching and Iteration Skills.
- Construction Techniques.
- Finishing Techniques.
- Ability to Critically Evaluate a Project.

What assessment will you do?

- Research Task and Mood Board Project.
- Written Project Journal.
- Practical Project.

How will Design and Technologies - Engineering make a difference to you?

A study of Design and Technologies - Engineering offers students the opportunity to discover and develop their practical and critical capabilities as well as creative talent. In Year 9, students learn basic hand skills, learn and practice safety in the workshops, construct design folios and develop planning and organisational skills to be used throughout their educational journey in technology based courses.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - WOODWORK

What will you do and learn?

Design and Technologies - Woodwork is suited to students who enjoy a practical workshop/design space environment. The course teaches students a problem-solving methodology using a design thinking process. It is predominantly a hands-on course. The students will create a practical small furniture piece that can be taken home with them.

The skills required to respond to a given problem are taught and refined throughout the course. Students will spend time learning how to investigate problems, communicate ideas via sketches and computer models, and produce a prototype using wood.

What topics will you study?

- Safety in the Workshop and with Machines/Equipment.
- The Design Process.
- Sketching and Iteration Skills.
- Construction Techniques.
- Finishing Techniques.
- Ability to Critically Evaluate a Project.

What assessment will you do?

- Research Task and Mood Board Project.
- Written Project Journal.
- Practical Project.

How will Design and Technologies - Woodwork make a difference to you?

A study of Design and Technologies - Woodwork offers students the opportunity to discover and develop their practical and critical capabilities as well as creative talent. In Year 9, students learn basic hand skills, learn and practice safety in the workshops, construct design folios and develop planning and organisational skills to be used throughout their educational journey in technology based courses.

Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





DESIGN AND TECHNOLOGIES - STEM

What will you do and learn?

Design and Technologies - STEM refers collectively to the teaching of Science, Technology, Engineering and Mathematics to achieve an overall unified design solution.

The subject has two main learning contexts - Design and Practical Application. These two contexts are interwoven in a practical project that students work on throughout the semester. Students will undertake a number of smaller STEM challenges in order to build their problem-solving skills. They will then be challenged to combine these skills to create their own designed solution to a greater presented problem. Students are taught the design process, graphical communication methods, and practical manufacturing skills in order to successfully complete the design and practical application. The project will centre around a problem presented by the teacher and may be completed in any way practically possible in the given context.

What topics will you study?

- Design Process.
- Graphical Communication Methods.
- Practical Manufacturing Skills.

What assessment will you do?

- Design and Practical Application Project.
- STEM Challenges.

How will Design and Technologies - STEM make a difference to you?

STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale.





DIGITAL TECHNOLOGIES

What will you do and learn?

Digital Technologies is suited to students who enjoyed the equivalent Year 8 course and wish to further develop their coding skills in a variety of contexts. The Digital Technologies course will help students to become innovative creators of digital solutions and effective users of digital systems. Students will also develop a range of thinking skills, such as computational thinking, which can be applied in other school subjects and in their personal lives.

Website development will be the main focus in the first half of the course, with students learning how to build web pages using the HTML and CSS programming languages. HTML and CSS are highly valued skills in the Digital Technologies workforce and will give students a better understanding of the web. Students will also explore simple data compression techniques that will help to improve the performance of websites.

In the second half of the course students will be working with a BBC micro:bit, which is a 'computer on a chip'. Using the MicroPython programming language students will write code for the micro:bit to create and display text messages and images on its array of 25 LEDs. They will develop computational thinking skills by solving problems of increasing complexity involving buttons and sensors on the micro:bit.

What topics will you study?

- Representation of Data.
- Data Compression.
- Web Development.
- Micro:bit Coding.
- Game Development.

What assessment will you do?

- Theory Exam.
- Website Storyboard.
- Project.

How will Digital Technologies make a difference to you?

Digital Technologies provides students with the skills to navigate a world increasingly influenced by rapid technological innovation. It helps students develop systematic problem solving skills and prepares them for various tertiary pathways, including but not limited to: Information Technology, Graphic Design, Animation and Media. Digital Technologies also prepares students for various work opportunities.





THE ARTS

DANCE

What will you do and learn?

Dance is an artform that expresses meaning through movement. Throughout this unit there will be a focus on learning how to perform, choreograph and interpret both popular and professional dance works, in the hip hop and contemporary genres. Term 1 will be focused on Hip Hop, where students will learn a Hip Hop routine for performance, as well as analysing a Hip Hop dance work for their written task.

Semester 1 - Dance Influencer

This unit explores how dance is represented in society, particularly on Social Media platforms such as Instagram and TikTok. Students investigate popular dance styles such as Hip Hop and how this is represented online. They will extend their Hip Hop skills and create a body of content for a dance influencer style platform, using the elements of dance and production elements to engage audiences. The unit will also incorporate technological practices, to showcase how technology can enhance and promote dance. Furthermore, students will experience performing in spaces beyond the studio and stage.

Semester 2 - All That Jazz

In All That Jazz, students dive into the exciting world of jazz dance. They learn key jazz techniques and expressive skills, perform dance routines and create their own choreography. Students also respond to dance works, building confidence and creativity through movement. This fun and energetic unit is all about exploring jazz as a performance style and bringing it to life on stage.

What topics will you study?

Semester 1

- Hip Hop Dance.
- Dance Analysis.
- Communicating Ideas in Dance.

Semester 2

- Jazz Dance Style.
- Dance Concepts and Analysis.
- Creating Jazz Dance Works.

What assessment will you do?

Semester 1

- Responding Task - Hip Hop Analysis (Portfolio of Paragraphs).
- Making (Performance) Task - Hip Hop.
- Making (Choreography) Task - Portfolio of Hip Hop Social Media Content.

Semester 2

- Responding Task - Dance Analysis.
- Making (Performance) Task - Jazz.
- Making (Choreography) Task - Jazz.





How will Dance make a difference to you?

Through your own individual Making (Choreography) Tasks you will develop skills in communication, developing creative ideas, critical reflection, problem solving, decision making, group work, teaching and planning, and organising activities.

In the Making (Performance Tasks), you will develop your ability to listen, work independently and in a group, rehearse and refine through critical reflection, and perform with strength, energy and personality on stage. You will build on your fitness levels, flexibility and performance ability.

In the Responding Tasks, you will develop your knowledge and understanding of dance components and skills to respond to dance texts from differing contexts. Research, analysis, interpretation, synthesis and evaluation are fostered in this dimension.





DRAMA

What will you do and learn?

Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment.

Students will learn how to interpret scripts and break them into units and objectives; perform complex scenes using a range of performance skills; and create a portfolio of performances. In Semester 2, they will learn ways of heightening performances and extending beyond traditional realism.

Semester 1 - The Actor's Dojo

This unit will see students taking on an increasingly complex series of performance challenges, developing a portfolio of work that will expand their confidence and capability with acting and give them the opportunity to make directorial choices. A mixture of scripted work, improvisation, voice-over work, and a mixture of themes, moods and styles will keep students engaged and on their toes. They will learn the skills necessary for modern performers while developing their own artistry and abilities. They will apply this developing knowledge to the analysis of a live production.

Semester 2 - Really Unreal Non-Realism

This unit explores a number of movements that take the rules of Realism and twist them, experimenting with dramatic languages to create new, exciting and challenging works. Students will create original pieces that explore these different systems of rehearsal and conventions of non-realism, presenting them to an audience of peers. They will respond to the works of professionals in this field and independently study creators and movements.

What topics will you study?

Semester 1

- Performance Skills - Voice and Movement in Various Styles.
- Performance Analysis.

Semester 2

- Non-Realism and Non-Realistic Theatre.
- Performance Analysis.

What assessment will you do?

Semester 1

- Portfolio of Short Performances in Various Styles and Contexts.
- Analysis/Case Study of Performance Work.

Semester 2

- Responding Exam.
- Non-Realistic Performance.





How will Drama make a difference to you?

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players.

To simplify that further, the study of Drama builds skills in confidence, quick thinking, improvisation, problem solving, spatial awareness, adaptability, teamwork and empathy that are priceless in the workforce. It strongly reinforces Literacy.





MEDIA

What will you do and learn?

Media involves the close analysis of the images, sounds and text that we experience via the media. It is the study of moving image media texts (such as films, television shows, magazines, web sites) and the modes and means of their production. We analyse them by asking the following questions:

- Who made them ('institutions')?
- How were they made ('technologies')?
- Why were they made ('representations')?
- Who were they made for ('audiences')?
- What rules and conventions were followed when making them ('languages')?

Semester 1 - My Favourite Kind of Genre

This unit explores genre storytelling and how genres are governed by particular codes and conventions. Students will explore a particular genre in-depth (ranging from Horror, Coming-of-Age, Comedy etc.), responding to key works in the genre, before learning how to write and design stories for the screen and create works in that genre. Students will work with a range of Media technologies and develop their skills.

Semester 2 - Songs and Cinema

This unit explores firstly the artform of music videos. Students will explore the history of music videos and use this unique artistic form to develop their skills of production and post-production. They will then explore how the principles of music video are seen in contemporary cinema and the ways that editing, mood and tone are carried through musical choices. Students will experiment with particular pre-production formats, create their own works and respond to high quality existing works.

What topics will you study?

Semester 1

- My Favourite Kind of Genre.

Semester 2

- Songs and Cinema.

What assessment will you do?

Semester 1

- Comparative Essay.
- Screenplay.
- Short Film.

Semester 2

- Responding Exam - Short Response.
- Music Video Design.
- Music Video Production.





How will Media make a difference to you?

- Being able to analyse film, television and new media as primary sources of information and entertainment.
- Potential career in the entertainment or media industries.
- Understanding the control and regulations of media in Australia and the world.
- Understanding of how to use new technology in our ever changing world.
- Developing your skills of organisation, multitasking and managing complex workloads, whilst simultaneously developing your critical thinking skills, and creating a sense of adaptability and flexibility to changing circumstances.





MUSIC

What will you do and learn?

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

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

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

Semester 1 - Ragtime, Blues and Jazz/Music with a Message

Through an exploration of culture, students investigate the beginnings of early Jazz styles, as they listen and perform music examples before creating their own Blues music. Following this unit, students consider that music can empower through positive and protest messages. Students analyse and perform examples that are of personal interest. Students consolidate their use of the elements of music in analysing, creating and performing songs. They engage with the creative practices of the 21st Century as they evolve their skills of critical and creative thinking, authentic use of technology, collaboration and personal and social skills.

Semester 2 - Caribbean Music/TV Themes

Through an exploration of Calypso and Reggae music, students consolidate their ability to perform syncopated and off-beat rhythms in songs. They analyse music and create their own syncopated styles. Following this unit, students consider how music is utilised in TV shows to strengthen the narrative. They analyse and perform relevant examples. Students develop and demonstrate key 21st Century skills in this unit, including critical and creative thinking, authentic use of technology, collaboration and personal and social skills.

What topics will you study?

Semester 1

- Ragtime, Blues and Jazz.

Semester 2

- Caribbean Music/TV Themes.





What assessment will you do?

Semester 1

- Task 1: Exam (Extended Response).
- Task 2: Composition.
- Task 3: Performance.

Semester 2

- Task 1: Exam (Extended Response).
- Task 2: Composition.
- Task 3: Performance.

How will Music make a difference to you?

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

The Washington Post reports that one of the largest scientific studies into music's effect on the brain has found something striking: Musical training doesn't just affect your musical ability - it provides tremendous benefits to children's emotional and behavioral maturation. 'What we found was the more a child trained on an instrument, it accelerated cortical organization in attention skill, anxiety management and emotional control.' James Hudziak, M.D.

The study found increased thickness in parts of the brain responsible for executive functioning, which includes working memory, attentional control and organizational skills. In short, music actually helped kids become more well-rounded. Hudziak's research is an important addition to the field because it shows that music helps us become better people, too. One thing is clear: Learning music is one of the best things a person can do.

In Music students develop:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians.
- Skills to compose, perform, improvise, respond and listen with intent and purpose.
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- An understanding of music as an aural art form as they acquire skills to become independent music learners.





VISUAL ARTS

What will you do and learn?

Art constitutes and contests the wide range of beliefs, values and meanings held and applied in societies. It is a significant means of understanding, transmitting and transforming cultures. People make artworks to interpret, respond to and communicate their experiences. Through art, people give visual form to thoughts, feelings, ideas and beliefs, evaluate and express cultural practices and reflect and challenge values, beliefs and customs.

In Year 9, students study the following units:

Semester 1 - Art and Soul

In this unit, students dive into the world of expressionism by analysing Amedeo Modigliani and his work in portraiture. Students will have the opportunity to develop their portrait photography, digital manipulation, and painting skills by exploring how portraiture is a representation of the artist and the subject. This unit will also discover how First Nations artists use portraiture to convey their identity.

Semester 2 - Dream Land

This unit will explore the Surrealist art movement and Fauvism through a variety of mediums. Students will have the opportunity to develop their skills in clay sculpture, landscape painting, architectural photography, drawing and painting. These skills will unleash students' individual expression, experiences and emotional response to the world around them.

Students are assessed on both making and responding tasks. Whilst a significant part of these tasks is completed within class time, there is an expectation that students need to complete some work during their own time. This course is an energetic and engaging process of developing students' skills within a variety of media, colour mixing, acrylic painting techniques and digital manipulation. It equips students with the necessary creative skills to continue into Year 10 Visual Art.

What topics will you study?

Semester 1

- Art and Soul.

Semester 2

- Dream Land.

What assessment will you do?

Semester 1

- Colour Scheme Portrait.
- Giacometti Wire Sculpture.

Semester 2

- Surreal Clay Creature with Landscape.
- Fauvism Architectural Watercolour Painting.





How will Visual Art make a difference to you?

- Visual Art assists students in becoming visually literate. Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image.
- Using, manipulating and exploring with confidence materials, techniques, processes and technologies.
- Make and appraise artworks, including their own.
- Define problems and flexibly negotiate and consider a variety of solutions.

NOTE

Students who select a single semester of one or more Arts subjects will be placed into which semester option best aligns with the student's other preferences. This means a student could be given their Arts choice for either Semester 1 or Semester 2.

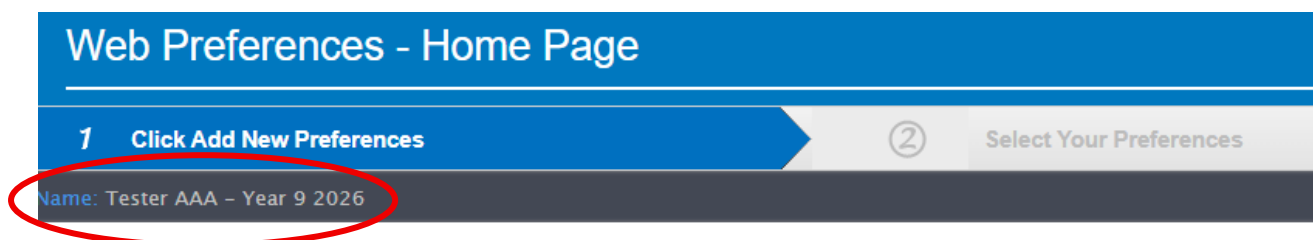




HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

Please follow these simple steps:

1. Read your subject book and discuss with your student the subjects they have to study and the choices available.
2. On your College laptop, open the email sent to you with the Web Preference Manager (WPM) access information.
3. Click on the link in this email to access the WPM portal and complete your subject selection. There are also instructions in the email on to how to manually access the site.
4. The **Add New Preferences** page will appear. Your name and year level will appear in the top left hand corner. You will also see the first set of instructions on how to complete your subject selection, please read these carefully.




5. Click the green **Add New Preferences** button on the right-hand side.





6. The **Select Your Preferences** page will open.

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Health and Physical Education	
Preference 1	-----UNSELECTED-----
Reserve 1	-----UNSELECTED-----

Electives (Arts, Humanities, HPE and Technologies)	
Preference 2	-----UNSELECTED-----
Preference 3	-----UNSELECTED-----
Preference 4	-----UNSELECTED-----
Preference 5	-----UNSELECTED-----
Preference 6	-----UNSELECTED-----
Preference 7	-----UNSELECTED-----
Reserve 2	-----UNSELECTED-----
Reserve 3	-----UNSELECTED-----
Reserve 4	-----UNSELECTED-----

VIEW INSTRUCTIONS

In selecting elective subjects for **Year 9 in 2026**, please be aware that you must select the number of subjects indicated in each selection box.

- In Health and Physical Education (HPE) all students select one subject and one reserve (in case your HPE subject is unavailable due to a clash or insufficient enrolments).
- With the Elective Subjects, all students select up to six subjects and three reserves (in case your elective preference subject is unavailable due to a clash or insufficient enrolments).

Give your highest preference to the subjects you want the most.

When selecting **Reserve Subjects**, these cannot be the same subjects as your initial preferences.

7. To choose your subjects click on the drop down box beside each subject area.

Health and Physical Education

Preference 1 - Click on the drop down arrow ▼ and choose one HPE subject and one reserve.

Electives from Humanities, Languages, Arts and Technology

Preference 2 through to 7 - click on the drop down arrow ▼ and choose an Elective subject for each preference. If you select one or more of the year-long elective options, you will not be required to complete all preference boxes.

Reserves 2 to 4 - click on the drop down arrow ▼ and choose an Elective subject for each reserve.

You will notice as you go through this process that the red bar across the top of the page will update, telling you the minimum number of subjects required, and how many you have selected. You will not be able to process your subject preferences until all subjects are entered correctly.

Note: If you repeat a subject anywhere in your preferences you will not be able to click on **Proceed** to submit your preferences. You also cannot select the year-long version and single semester version of the same subject (where offered).



8. Once all your preferences are in, click on:



Your preferences will appear on the screen. Sample below:

Please add Parent/Guardian email for Signature

Parent/Guardian Email Address:

Your Preferences

Preference No	Preference Name	
Preference 1:	HPE - Dance Development (single semester)	1 Unit
Preference 2:	Business (single semester)	1 Unit
Preference 3:	Dance (single semester)	1 Unit
Preference 4:	Design and Technologies - Food Specialisation (single semester)	1 Unit
Preference 5:	Geography (single semester)	1 Unit
Preference 6:	Japanese (single semester)	1 Unit
Preference 7:	Visual Art (single semester)	1 Unit
Reserve 1:	HPE - Volleyball Development (single semester)	
Reserve 2:	Design and Technologies - STEM (single semester)	
Reserve 3:	Music (single semester)	
Reserve 4:	Media (single semester)	
Total:		7 Units

Student Signature

Sign

Type

Upload

Save Signature

9. You will be required to enter your parent/caregiver email address, so that they can be sent an email to approve your subject selections.
10. You will then be required to sign your selections either using the touchscreen on your device or by clicking **Type** and then typing your name. Click **Save Signature**.



11. If you are happy with your preferences click **Submit Valid Preferences**, which opens your **Preference Receipt**.

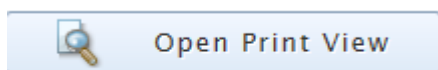


Sample Preference Receipt:

Preference Receipt: ST608-63804-8659740-5404996	
Student Name:	Tester AAA
School Name:	St Peter Claver College (Year 9 2026)
Receipt Date:	21/08/2025 8:57:08 AM
Number of Subjects/Units Selected:	7
Submission No.:	2
<hr/>	
Preference 1: HPE - Dance Development (single semester) (1 Unit)	
Preference 2: Business (single semester) (1 Unit)	
Preference 3: Dance (single semester) (1 Unit)	
Preference 4: Design and Technologies - Food Specialisation (single semester) (1 Unit)	
Preference 5: Geography (single semester) (1 Unit)	
Preference 6: Japanese (single semester) (1 Unit)	
Preference 7: Visual Art (single semester) (1 Unit)	
Reserve 1: HPE - Volleyball Development (single semester) (1 Unit)	
Reserve 2: Design and Technologies - STEM (single semester) (1 Unit)	
Reserve 3: Music (single semester) (1 Unit)	
Reserve 4: Media (single semester) (1 Unit)	



12. You can **Print Your Preference Receipt** by clicking **Open Print View** and clicking **Print Receipt**.



Web Preferences Receipt

St Peter Claver College (Year 9 2026)

Student Name: **Tester AAA**

Home Group:

Date: 21/08/2025 8:57:08 AM

No. of Subjects/Units Selected:

7

Receipt Code: ST608-63804-8659740-5404996

Submission No.:

2

Preference List:

- Preference 1: HPE - Dance Development (single semester) (1 Unit)
- Preference 2: Business (single semester) (1 Unit)
- Preference 3: Dance (single semester) (1 Unit)
- Preference 4: Design and Technologies - Food Specialisation (single semester) (1 Unit)
- Preference 5: Geography (single semester) (1 Unit)
- Preference 6: Japanese (single semester) (1 Unit)
- Preference 7: Visual Art (single semester) (1 Unit)
- Reserve 1: HPE - Volleyball Development (single semester) (1 Unit)
- Reserve 2: Design and Technologies - STEM (single semester) (1 Unit)
- Reserve 3: Music (single semester) (1 Unit)
- Reserve 4: Media (single semester) (1 Unit)

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.

Student Signature

Tester AAA

Parent/Guardian Signature request email sent: 21/08/2025 08:57:09 - mconnah@bne.catholic.edu.au

13. Exit Web Preferences by clicking the **Log Out** button.

