



# St Ursula's College

TOOWOOMBA

## YEAR 9 SUBJECT HANDBOOK

2023

CRICOS No. 03033M

# Culture Statement

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of a personal faith and spirituality
- participation and leadership in all facets of today's and tomorrow's world.

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect
- tolerance and acceptance
- care for the individual and the environment
- interdependence and collaboration
- service

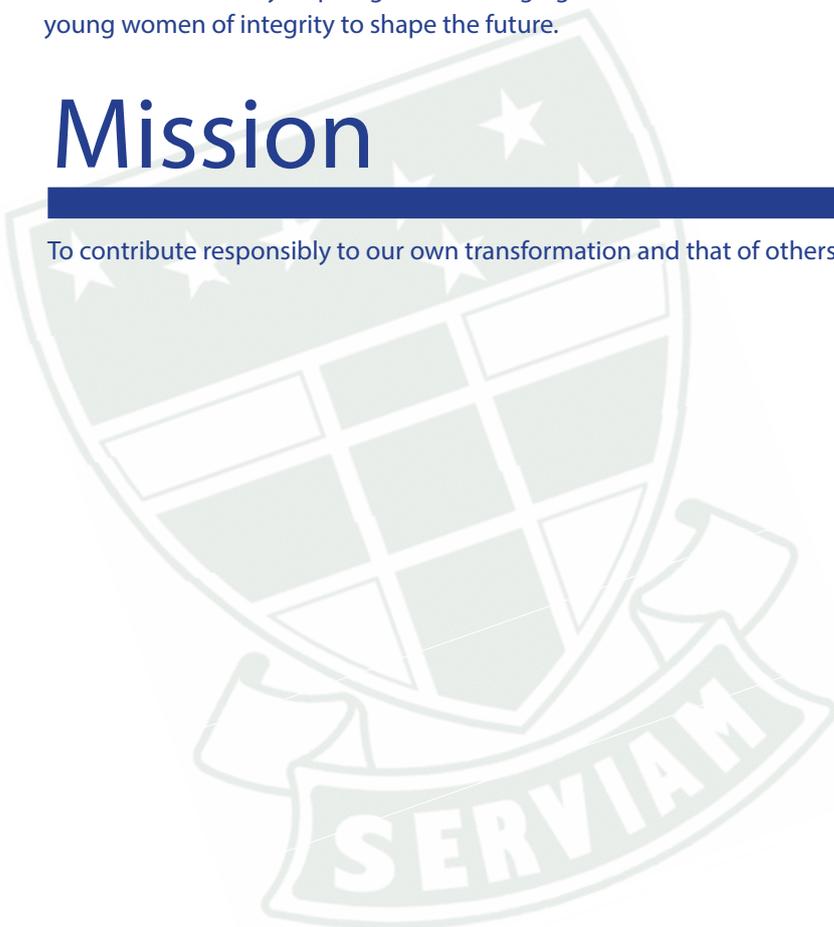
so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.

## Vision

A vibrant community inspiring and challenging future-focused learners. Empowering courageous and compassionate young women of integrity to shape the future.

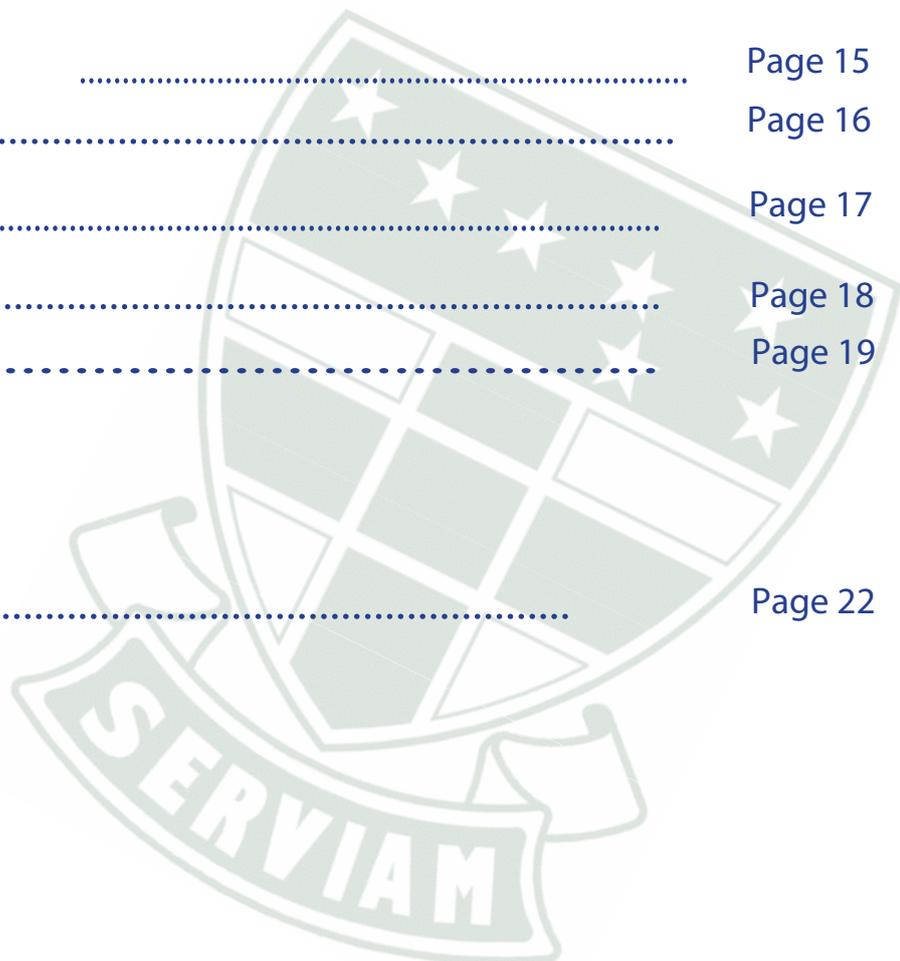
## Mission

To contribute responsibly to our own transformation and that of others in society.



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# Academic Care

At St Ursula's College, education is focused on both the heart and mind and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College's response to the understanding that each student and her development are the focus of all activities which take place in the College.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

To ensure that your daughter is supported and encouraged in all aspects of her development, **pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.**

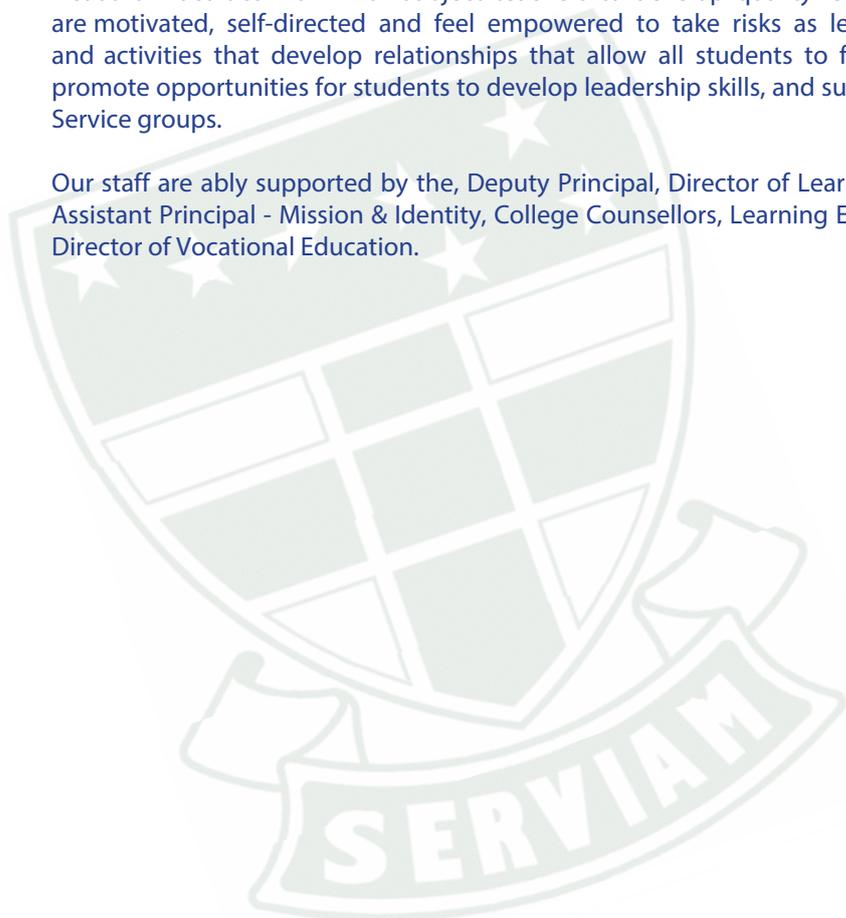
St Ursula's College Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

**The Pastoral Care Group** – the student is placed in a small Pastoral Care group where they will remain for the time they are at the College. This group is vertical which allows the older students to mentor and care for the younger ones, whilst developing their leadership skills. The Pastoral Care teacher, meets with the group each morning. The Pastoral Care teacher is a very important part of this structure - this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships. They are there to guide, support, challenge and advise the students ensuring that the relationships formed are based on mutual respect, tolerance and acceptance.

**House Groups** - each student belongs to one of the four House groups. All members of the Pastoral Care group belong to the same House, which allows for the students to engage in team work and spirit, strengthening their experiences and connections to our community.

Heads of Faculties work with subject teachers to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. Heads of Year provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support involvement in other aspects of College life, e.g. Service groups.

Our staff are ably supported by the, Deputy Principal, Director of Learning and Teaching, Assistant Principal - Pastoral Care, Assistant Principal - Mission & Identity, College Counsellors, Learning Enrichment staff (including EALD), Careers Adviser and Director of Vocational Education.



# The Curriculum

## ST URSULA'S COLLEGE FRAMEWORK FOR CURRICULUM AND LEARNING

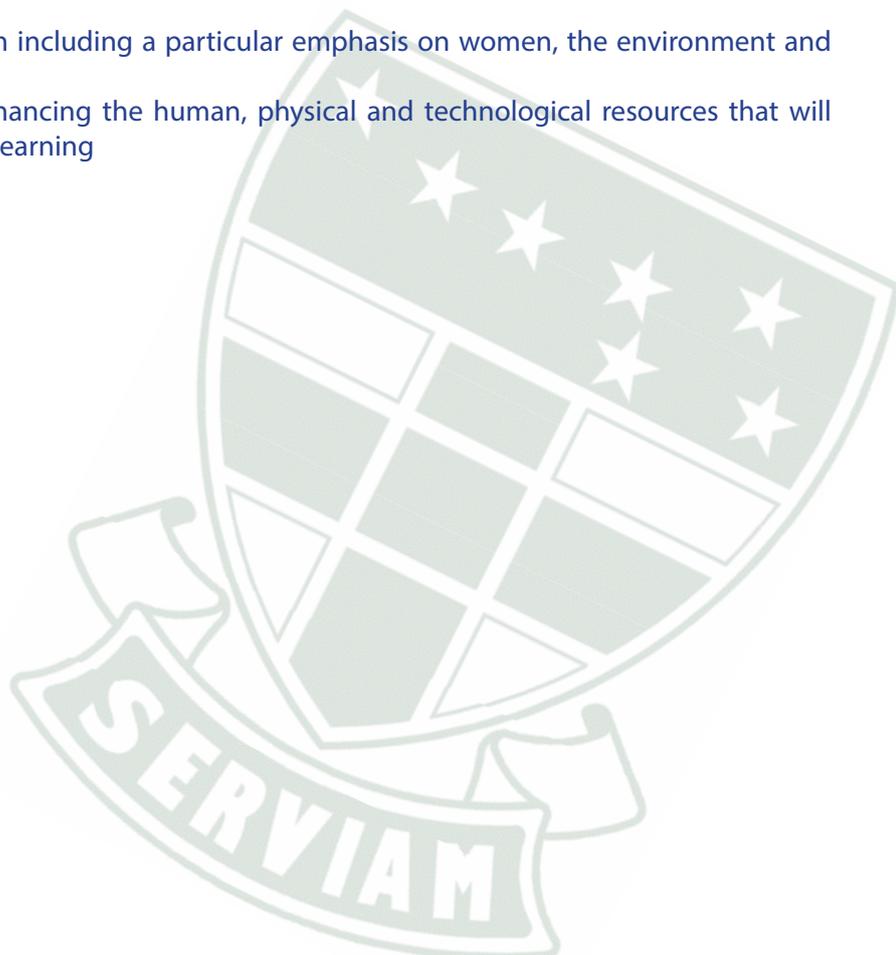
At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is connecting with life in the twenty-first century.

### Transformative Learning for Young Women

- a vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- an integrated holistic approach with a focus on academic rigour and deep disciplinary learning
- a diverse curriculum with emphasis on design, creativity and collaboration
- learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- an integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning

### Key Characteristics of Teaching and Learning at St Ursula's College:

- a vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- an integrated holistic approach with a focus on academic rigour and deep disciplinary learning
- a diverse curriculum with emphasis on design, creativity and collaboration
- learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- an integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning



# Core Units

Subjects	
ENG901 - English (Full year)	MAG901 - Mathematics (Full year)
HPE901 - Health and Physical Education (one semester)	REL901 - Religion (Full year)
HIS901 - History (one semester)	SCI901 - Science (Full year)

# Elective Units

Students are able to select four elective units to study throughout the year. Each is studied for a **semester**. Subjects are offered dependent on student interest and College resourcing availability.

Subjects	
ADA901 - Dance	LFR901 - French (Full year course)
ADR901 - Drama	LJA901 - Japanese (Full year course)
AMA901 - Media Arts	TDI901 - Digital Technologies
AVA901 - Visual Arts	TDE901 - Design
AMU901 - Music	TFO901 - Food Studies
HBU901 - Business	TTE901 - Textiles
HGE901 - Geography	WRA901 - Writing Reading Advancement Program

# English

## COURSE ORGANISATION

English is a core subject and, as such, all students study English for both semesters.

The English program reflects current educational practice and is based on the requirements of the Queensland Curriculum and Assessment Authority (QCAA), the Australian Curriculum Assessment and Reporting Authority (ACARA) and the St Ursula's College Framework for Curriculum and Learning.

Our English program focuses on the development of resilient, transformative and independent lifelong learners. Our students become confident communicators, imaginative and critical thinkers, as well as informed citizens, who are able to connect with life in all its elements.

The study of English helps our students to develop the knowledge and skills needed for education, training and the workplace. It assists them in becoming ethical, thoughtful, informed and active members of our society.

The English program incorporates numerous opportunities to develop skills in speaking, listening, reading, viewing, writing and creating whilst allowing students to consolidate and demonstrate evidence of their learning over time. It prepares students for senior English subjects and introduces them to various and increasingly complex concepts, texts, tasks and conditions. All English units have literacy, literature and language elements.

The Wide Reading Program, an initiative of the English Faculty, encourages students to read for pleasure outside of what is expected in the classroom. We believe that reading allows students to experience the greater global context and improve their spelling, vocabulary and comprehension skills.

Please be aware that English is never static as the department constantly re-works its programs to ensure that it best meets student needs, syllabus requirements and Australian Curriculum directives.

### Semester 1:

#### **The Power of Language and the Spoken Word**

Students explore the power of the English language and the ways contemporary and historical writers influence their audience and promote social change. Using their knowledge of the parts of speech, students work to understand and appreciate the impact of their language choices. This is achieved through an exploration of a variety of persuasive speeches and creative texts.

Tasks may include:

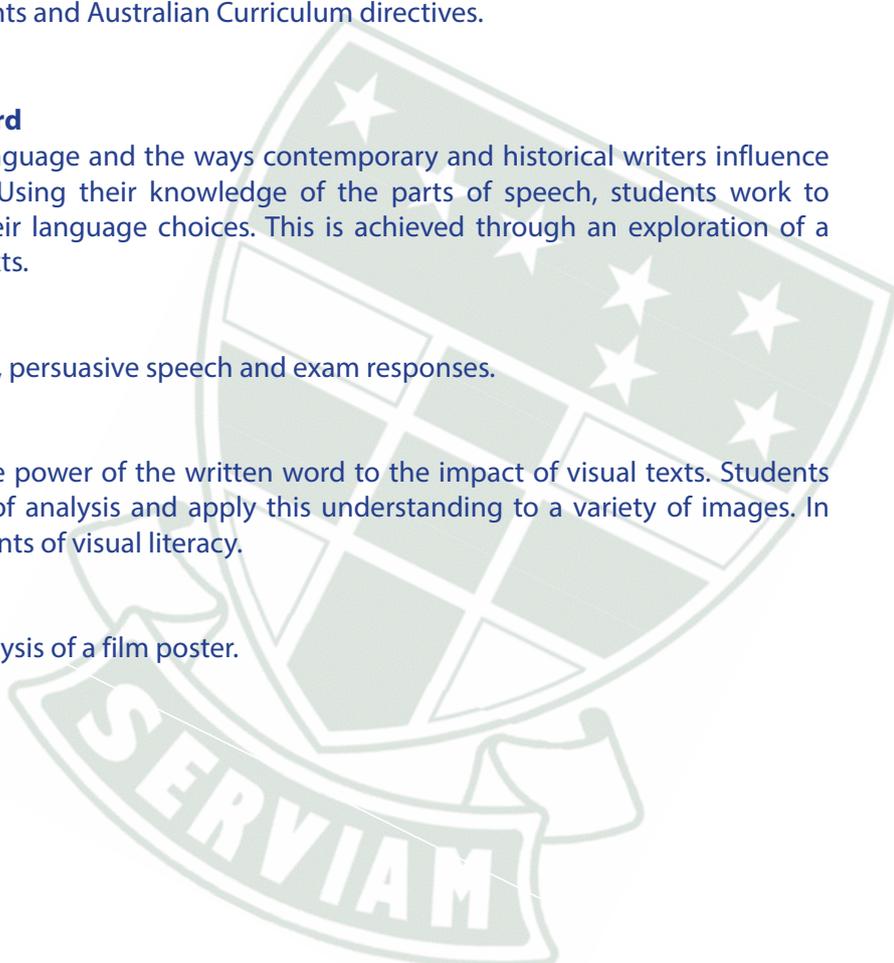
- a folio of work, including a TEEL paragraph, persuasive speech and exam responses.

#### **The Power of the Image**

In this unit, students shift their focus from the power of the written word to the impact of visual texts. Students undertake an in-depth study of the process of analysis and apply this understanding to a variety of images. In doing so, they become familiar with the elements of visual literacy.

Tasks may include:

- an online analytical essay based on an analysis of a film poster.



## **Semester 2:**

### **Minorities and Literature**

Students explore representations of issues through the construction of characters in contemporary literature. They also explore marginalised and silenced characters in texts whilst consolidating their research skills through wider and related readings. Students begin to develop an understanding of the codes and conventions required in the essay genre.

Tasks may include:

- a written analytical essay.

### **Unpacking Shakespeare**

Students develop their understanding of the Shakespearean tragedy, Romeo and Juliet. They study the construction of Shakespeare's characters, their ethics, and the language features that help create them.

Tasks may include:

- a persuasive oral that pitches a modern spin-off of Romeo and Juliet.
- a written exam.

### **Assessment Types**

- Monologue
- Analytical essay
- Feature article
- Short story



# Health and Physical Education

Health and Physical Education is a core subject and, as such, all students study Health and Physical Education in Year 9.

The benefits of studying Health and Physical Education include:

- students learn how to live healthy, active lives.
- positive associations have been found between increased levels of physical activity, good nutrition and physical fitness, healthy body weight, psychological wellbeing, musculoskeletal health, cognition and readiness to learn.
- a healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and has the potential to reduce the burden of chronic disease.
- it allows students to begin to acquire and establish patterns of healthy behaviours for lifelong benefits.

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world. Literacy skills will be taught to students in each unit and they will be encouraged to use ICTs in their classwork and in their assessment tasks.

Health and Physical Education is compulsory for all students and provides opportunities for students to:

- enhance their physical development while “learning and doing”
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others’ self-concept and self-esteem

## **COURSE ORGANISATION**

**All Students in Year 9 will study (HPE901) for one semester.**

### **Assessment Types**

- Multimodal presentation
- Short response exam
- Exam essay
- Practical and/or performance



# Humanities and Social Science

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

## HISTORY - Core

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. 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.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world in which they live. 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 identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society (ACARA, 2011).

### HIS901: The Making of the Modern World

#### 1. Making a better World?

One of the following in-depth options is studied: The Industrial Revolution, Progressive Ideas and movements or Movement of peoples.

#### 2. Australia and Asia

One of the following in-depth options is studied: Asia and the World or Making a Nation

#### 3. Australia and World War One

### Assessment Types

- Research Journal
- Exam
- Extended response
- Source analysis

## **ECONOMICS AND BUSINESS - [Elective = 6 months]**

“Those who invest in themselves, go further”. To invest in yourself means to invest in your future. Material things come and go, but your knowledge stays with you. “Investing in yourself is the best investment you will ever make.”

Nothing says this more than starting a future in Business.

Business refers to enterprising activities undertaken to meet needs and wants of society, including you. Business activity affects the daily lives of all Australians as they work, spend, save, invest and travel. Business is the fastest growing industry in the world and is the most popular course studied after school.

The two focus topics in HUB901 are: Marketing and Managing Money.

### **Marketing**

Marketing are activities of a business associated with buying and selling a product or services. It includes, selling and delivering products to people.

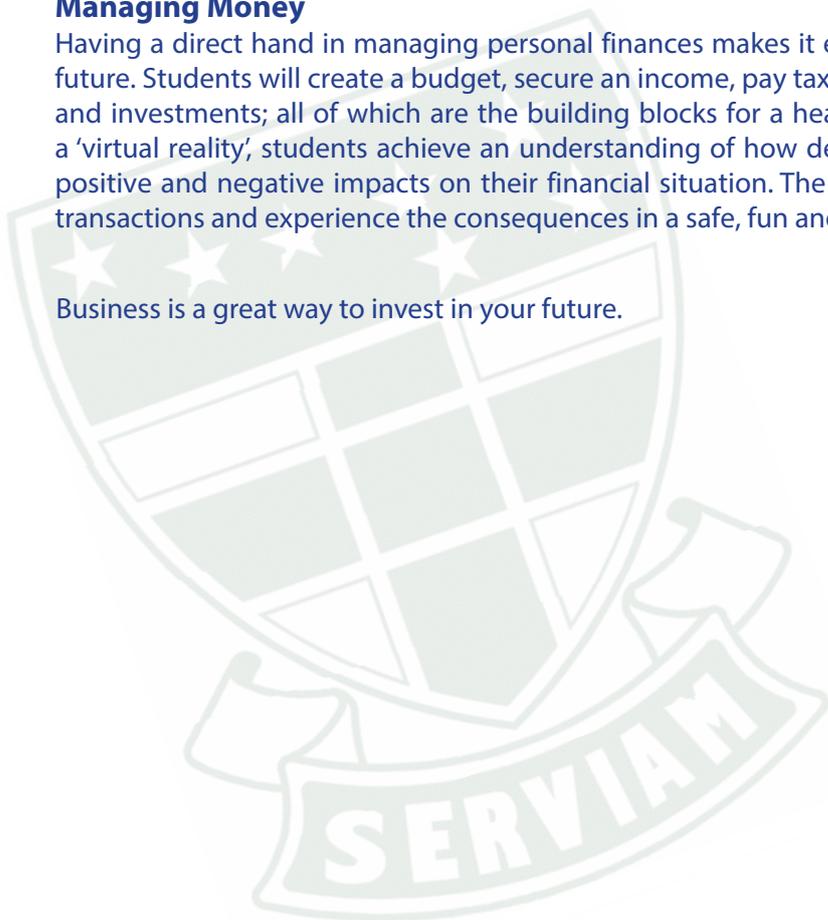
For this focus topic, students undertake two marketing tasks. The first task is to create, plan, promote and participate in a community market day event. The event is held each semester and students work with staff and the services groups to organise the day including stalls, entertainment, logistics, finance, advertising and media. The market day is celebrated by all students in the College and is marked on the College calendar as a day not to miss.

For the second task, students re-brand and advertise a product. In pairs, students take an old product and make a new product that is marketed to their chosen target audience. As a part of the process, students research the old product, then launch a new concept with logo, slogan and mass media advertising.

### **Managing Money**

Having a direct hand in managing personal finances makes it easier to make informed and smart decisions in the future. Students will create a budget, secure an income, pay tax, manage expenses and be money savvy with credit and investments; all of which are the building blocks for a healthy financial future. Through game play based on a ‘virtual reality’, students achieve an understanding of how decisions made over a period of time can have both positive and negative impacts on their financial situation. The game allows students to practise real life financial transactions and experience the consequences in a safe, fun and challenging way.

Business is a great way to invest in your future.



# GEOGRAPHY - [Elective = 6 months]

Barack Obama, the 44th President of the United States argued, "The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future.

Geography students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work (ACARA, 2013).

Two topics form the focus for this unit, Food for the Future and Global Connections.

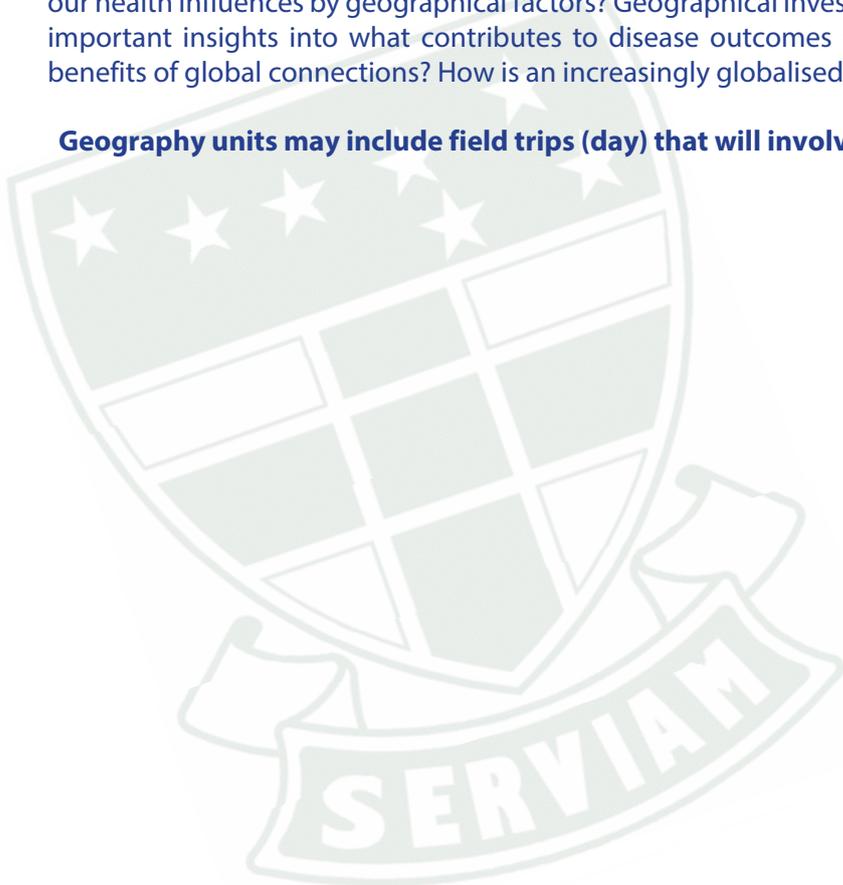
## **Food for the Future?**

This topic focuses on investigating the role of the environment and its role in food production. The unit examines the biomes of the world (aquatic, deserts or forests, their alteration and significance as a source of food and fibre. The environmental challenges are studied as we question if there is enough food to feed the world.

## **Are You Connected? (Global Connections)**

This topic investigates our increasingly globalised world. The topic examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally and for people in isolated rural areas to connect to information, services and people in other places. Connections leads to a study of the Geography of Disease; how is our health influenced by geographical factors? Geographical investigations of the spatial variation of diseases provide important insights into what contributes to disease outcomes and options for disease prevention. What are the benefits of global connections? How is an increasingly globalised world perceived as a threat to some?

**Geography units may include field trips (day) that will involve additional costs charged to student accounts**



# Languages

The benefits of language study are multifaceted and significant in the lives of 21st century (lifelong) learners and emerging global citizens. Research outlines the importance of language study, regardless of fluency in an additional language and regardless of students' intentions of future careers or travel prospects.

The study of a second language benefits students in a number of ways. It gives them a skill for use either when travelling overseas or in the workplace – such as in the fields of commerce, banking or tourism. The development of such a skill not only provides enjoyment and a sense of achievement but also heightens awareness and understanding of other cultures and of language in general. Communication skills are enhanced and the command of English often improves as a result of studying a second language.

## ASSESSMENT

Students are assessed on their ability to use four key communicative skills through analysing, creating and exchanging information and ideas.

## FRENCH

French is the first or second language in more than forty countries across the world. It is an official language of major international organisations, of diplomats and of business enterprises in regions significant to this country. France is an important trading partner of Australia and links in the fields of science and technology are strong.

On a personal level, knowledge of French gives a favoured access to the rich culture of France and the French-speaking world. As part of their studies, students may be offered the opportunity of a short study tour to a French speaking country in Year 10 or Year 11. There are further opportunities for travel for students who go on to complete Year 11 and Year 12 French.

## COURSE ORGANISATION

The units are sequential and developmental, with the students' language skills becoming more sophisticated as they progress to Year 10 units. The introductory unit will give students a taste of the language, allowing them to explore their interests and capabilities.

**Due to the sequential nature of language study, exiting the course at any point will mean that students cannot undertake further study in this subject.**

Year 7	Year 8	Year 9		Year 10	
<i>Students study one term of French (LFR701) AND one term of Japanese (LJA701)</i>	<i>Students study one term of French (LFR801) AND one term of Japanese (LJA801)</i>	Semester 1	Semester 2	Semester 1	Semester 2
		LFR901	LFR902	LFR101	LFR102

Students who wish to study French in Years 11 and 12 must study all four units offered throughout Years 9 and 10.

### LFR901: Au Lycée et à la Buvette

In this unit students explore likes and dislikes and school life including the school canteen. Students also gain an understanding of how school life is different for a French student. Family, leisure activities and celebrations are explored as part of this unit.

### LFR902: Parlons du Temps et de la Technologie

Topics covered in this unit include sport and leisure, the weather and the seasons, as well as asking for and giving directions and making comparisons. Students will also explore the topics of technology and social media, including how the French communicate in the digital world. By this stage students are developing a grasp of the essentials of French grammar and will begin to express themselves in the past tense.

## LEARNING EXPERIENCES AND ASSESSMENT

The course is broadly based on topics covered in the Ça Roule ! series of textbooks, but with recognition of the fact that language learning is enriched by extending students' experience of French beyond these limits. The aim is to enable students to use the language for communicative purposes.

Language learning focuses primarily on the development of comprehension and composition skills within the target language. During the course of their study students will develop an awareness of French culture and will use this understanding to reflect upon their language use. Grammar is taught within the framework of each topic.

## JAPANESE

Japan is one of Australia's important neighbours. Over the past 30 years Australia has forged strong links with this Asian neighbour. As a result, students have opportunities to meet Japanese people both within the school context and in the wider community. Our students are given the opportunity to use their language in real-life situations so that they will become empathetic, confident communicators in Japanese at a beginner level.

The Japanese course is topic-based, providing students with the knowledge and skills to communicate in Japanese through listening, speaking, reading and writing. As well as language learning, the course emphasises cultural understanding and employs a variety of activities such as games, songs and food experiences.

## COURSE ORGANISATION

The units are sequential and developmental, with the students' language skills becoming more sophisticated as they progress to Year 10 units. The introductory unit will give students a taste of the language, allowing them to explore their interest and capabilities.

**Exiting the course at any point will mean that students cannot undertake further language study.**

Year 7	Year 8	Year 9		Year 10	
<i>Students study one term of French (LFR701) AND one term of Japanese (LJA701)</i>	<i>Students study one term of French (LFR801) AND one term of Japanese (LJA801)</i>	Semester 1	Semester 2	Semester 1	Semester 2
		LFR901	LFR902	LFR101	LFR102

Students who wish to study Japanese in Years 11 and 12 must study all four units offered throughout Years 9 and 10.

### LJA901: All About Me

In this unit students learn how to communicate in more detail about themselves, their leisure activities, their families and their lifestyles. Students also examine the similarities and differences found in Japanese and Australian schools. They will be reading and writing hiragana. Kanji relevant to the topics will also be introduced.

Suggested topics:

- personal identification
- going places
- hobbies, sports and leisure
- school

### LJA902: From Day to Day

Lifestyle and food are important in all cultures. In this unit students learn about Japanese students' daily routine and their eating habits. Students also discover the delights of Japanese cooking. Shopping is seen as a fun pastime in Japan. Students learn the basics for successful shopping of food and clothing items.

# Learning Enrichment

Learning Enrichment at St Ursula's College is transdisciplinary, with layers of support provided across the College community. This support is provided through:

- Effective teacher pedagogy
- Planning for the unique and diverse needs of over learners across curriculum areas
- Quality differentiated teaching practices
- Teacher aide supports
- Additional supports and interventions as identified through a collaborative approach

The delivery of Learning Enrichment is:

A collaboration between parents, students, specialist staff, teacher aides, classroom teacher, boarding supervisors, and a range of ancillary staff across the College

Informed via student data, additional academic testing, specialist reports, external specialist reports provided via parents

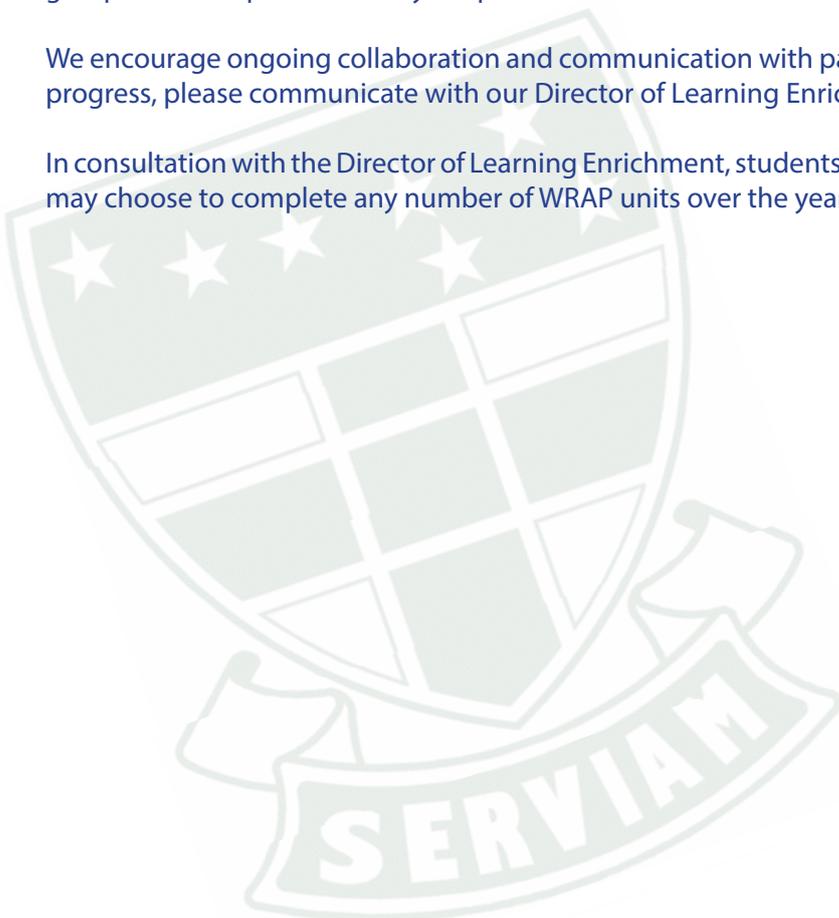
## **WRA- 901, 902: Writing Reading Advancement Program = code WRA**

This program bolsters the learning of literacy skills through opportunities to further develop skills in speaking, listening, reading, writing and creating whilst providing students opportunity and time to consolidate curriculum concepts from their other subject areas.

In this program, students will also have opportunity to develop skills in technology, organisation and planning, alongside promotion of a students' sense of positive self-identity. Students will additionally be provided a layer of support to complete classroom assessments. Opportunities to further develop important skills of working in small groups and independent study are provided.

We encourage ongoing collaboration and communication with parents. If you have concerns regarding your child's progress, please communicate with our Director of Learning Enrichment [sms@st-ursula.qld.edu.au](mailto:sms@st-ursula.qld.edu.au)

In consultation with the Director of Learning Enrichment, students may choose to be in our WRAP program. Students may choose to complete any number of WRAP units over the year.



# Mathematics

Mathematics is a core subject with students completing two semesters in Year 9. The Mathematics curriculum at St Ursula's College is underpinned by the expectations of ACARA, whilst always striving to cater for the varying needs of our students. In Year 9, students are encouraged to improve their numeracy skills and develop their understanding of the fundamental concepts of mathematics. In each semester unit, students are assessed through an assignment, written examination and via MATHTRK (an online program which students also use to revise classwork, practice basic numeracy skills and to improve their problem-solving ability).

Students who found the key concepts of the Year 8 course challenging may be provided the opportunity to complete a modified Year 9 course. This is a specially designed course to provide these students with increased success in mathematics by focusing on the basics and the less abstract aspects of this subject.

## Semester 1

In Semester 1, students study Financial mathematics, Pythagoras' Theorem, Index Laws, Algebra, Measurement, Linear equations and graphing.

## Semester 2

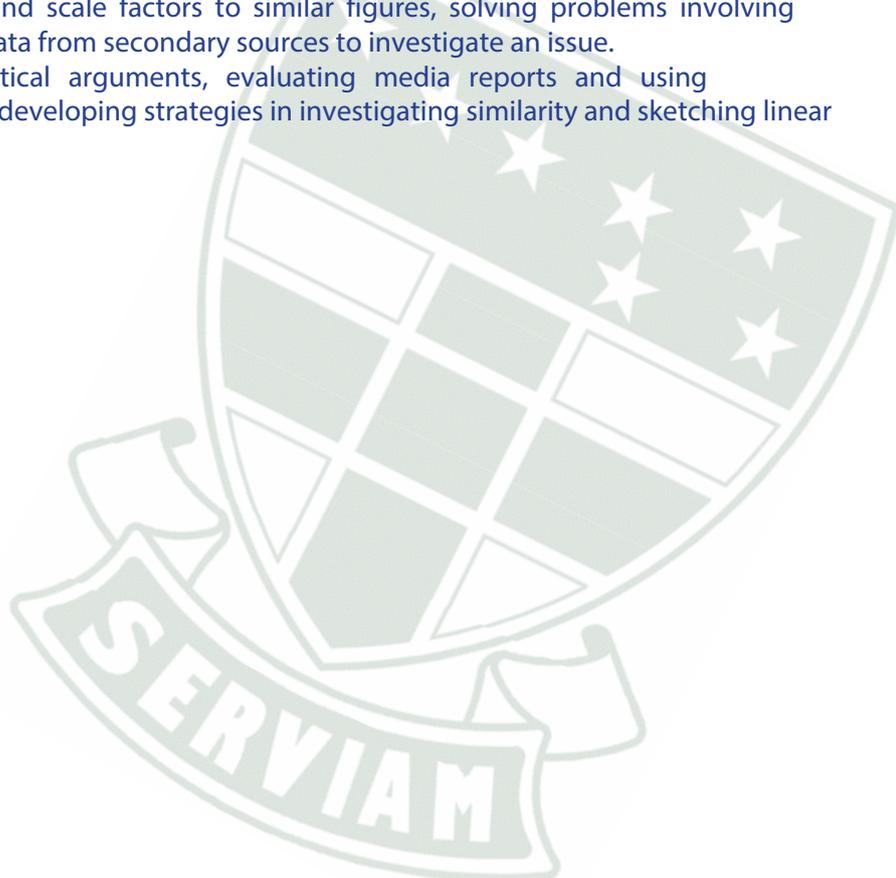
In Semester 2, students study Trigonometry, Geometry, Linear and non-linear relationships, Statistics and Probability.

Throughout Year 9 Mathematics the teaching, learning and assessment will be informed by the Proficiency Strands identified by the Australian Curriculum and enable students to develop:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles.
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue.
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

### Assessment Types

- Assignment
- Written exam
- MATHTRAK



# Religious Education

The vision for Religious Education at St Ursula's College is to challenge students to live the Gospel of Jesus and to be literate in the Catholic and broader Christian context so that they may participate critically and authentically in faith contexts and be a voice in the wider world.

Religious Education seeks to develop the religious literacy of students, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

Religious literacy should not be confused with religious knowledge. Religious literacy encompasses a set of ongoing activities and interactions among people. These include ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Religious Education at St Ursula's College invites students to see their life story in relation to the whole Christian story. It involves developing the capacity to reflect on one's own life experiences and to grow in self-awareness, as well as developing knowledge and appreciation of the experience of others and of different religious ways of seeing reality. It includes learning about God's love, the sacredness of life and the richness of the Christian faith tradition.

## Year 9 Religious Education

In Year 9, students study four units over the course of the year:

- Pentateuch and Miracles of Jesus
- Good, Evil and Forgiveness
- Making Amends and Moving Forward
- World Religions

They will reflect on the nature of the human person, on human dignity, rights and responsibilities, good and evil, sin and forgiveness. Students will also explore how the Church responded to good and evil in the past (c.1750-1918 CE) through the history of the Encyclicals and how they can be enlivened today through the Catholic Social teachings; considering them as sources of inspiration, strength and guidance for believers today. Students are also introduced to ways to assist them in interpreting scripture and develop their ability to help their understanding, interpretation and use of a range of biblical texts.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual mothers and fathers (including Angela Merici and Mary MacKillop), prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths

### Assessment Types

- Presentations
- Assignment
- Projects
- Extended response to stimulus
- Tests

# Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In Year 9, students consider:

- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.
- All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.
- The theory of plate tectonics explains global patterns of geological activity and continental movement.
- Energy transfer through different mediums can be explained using wave and particle models.

The Year 9 course in Science allows students to:

- Formulate questions and plan investigations that will allow for adequate data acquisition. Analyse patterns and trends in data to draw justified conclusions. Evaluate experimental methods and data to suggest possible improvements as required.

**Assessment tasks include:**

- Test
- Experimental report
- Research assignment



# Technologies

Technologies enrich, empower and impact each one of us, locally and globally. Traditional, contemporary and emerging technologies shape our world and innovative design solutions will continue to creatively respond to current and future needs.

Digital Technologies utilises computational thinking and information systems to define, design and implement digital solutions.

Design and Technologies utilises design thinking and technologies to generate and produce designed solutions (products) for authentic needs and opportunities.

Digital Technologies	Design Technologies	Textiles Technologies	Food Technologies
If you enjoyed digital technologies TDI801, creating websites, robotics and coding, then choose TDI901.	If you like to design spaces and clothes, sketch and be creative, choose TDE901.	If you enjoyed TMS801, design, sewing and creating items with fabric, then choose TTE901	If you enjoyed TFS801, cooking, experimenting with food and preparing healthy meals, then choose TFO901.
TDI901 - Your Online Face	TDE901 - Daring Designers	TTE901 - Colour and Create	TFO901 - Fresh and Tasty

## DIGITAL TECHNOLOGIES

The impact of digital technologies on our world is in a constant state of change of which we cannot predict the outcomes. Through engagement in a range of learning experiences where digital technologies are created and used, students will be challenged to assume roles as women of the future, who are knowledgeable users, imaginative creators, effective designers and informed problem solvers.

### **TDI901: Your Online Face**

Focus on digital skills required to interact with online interfaces.

This unit will provide a range of opportunities to develop knowledge, understanding and skills using a range of digital software and devices. The user experience, ethical practices and social responsibilities will also be explored. Taking on the role of designer, students will have the opportunity to embrace a diverse range of digital technologies and consider their potential impact on the lives of those around them. Working within an engaging and collaborative learning environment they will be given opportunities to enhance their skills and knowledge, and develop insightful solutions. This unit will further develop an understanding of animation design, online interfaces, web design and app design to develop problem solving skills and solutions using digital tools and processes.

# DESIGN TECHNOLOGIES

Design focuses on the knowledge and processes required to generate creative ideas and propose solutions through a range of design disciplines - architecture, fashion design, graphic and digital media design, industrial design, interior design and landscape architecture. Students take on the role of a designer and develop ideas using hand drawing skills and 2D and 3D software. Students will effectively communicate proposed design solutions in creative and convincing ways to suit specific audiences.

## TDE901: Daring Designers

This unit focusses students on discovering their creative flair within the Design Studio as they take on the role of fashion, graphic and interior designer using industry standard software and communication techniques to develop daring designs for the real world.

First, students work as a fashion designer and discover the art of clothing design and aesthetic through exploring haute couture and ready-to-wear fashions. Students will conduct research on fashion trends, learn about sustainable practices, develop an understanding of forward thinking and interpret trends to design for a particular audience. This will lead to the design of a clothing range that is communicated through fashion illustrations.

In the second part of the unit, students will work as a graphic and interior designer to create a retail space for the fashion collection. They will develop an understanding of branding, logo design and interior spaces for shopping. Students conduct research on materials, the elements and principles of design and gain confidence in sketching spaces whilst managing their project. Students will then generate unique design ideas using CAD software to create captivating images of the final space.

**This subject will incur a semester levy.**

### Assessment types:

- Research task
- Fashion Design Project
- Interior Design Project

# TEXTILES TECHNOLOGIES

Textile Technology will provide a range of learning experiences that will equip Year 9 students with the skills and knowledge to be creative with fabrics. Enjoyable and relevant practical experiences will provide opportunities to create textile products and experience the satisfaction of seeing a project evolve from an idea to a unique finished product.

## TTE901: Colour and Create

Students of textiles technologies will apply their creativity to solve two design challenges in this unit. The first involves clothing construction where students design and produce a simple item of clothing that suits their personal tastes and skill level. Some possibilities include skirts, beach pants, dresses or sleepwear. Learning to use a commercial pattern will be an important focus as students build on their design, sewing and organisational skills. A study of the properties of textiles will help inform design decisions.

In the second challenge, students will explore exciting and creative ways to design, make and decorate non-clothing textile items such as a bag, pencil case or cushion. Dyeing and printing will be an important focus. Students will apply a range of new and interesting construction and colouration techniques to design and produce items that reflect their personal creative flair.

**This subject will incur a semester levy.**

### Assessment types:

- Design Challenge- Project (folio and garment)
- Design Challenge- Project (folio and dyed product)

# FOOD TECHNOLOGIES

Food technology will provide a range of exciting learning experiences that will equip Year 9 students with food literacy skills and knowledge to become healthy, creative and well-balanced individuals. Enjoyable and relevant practical experiences will provide opportunities to create food products, work collaboratively and develop a repertoire of recipes suitable for family meals and their future.

## **TFO901: Fresh and Tasty**

This unit focuses on nutrients and healthy food choices.

It provides students with opportunities to observe, taste, research and produce a variety of meal options that suit individual and family food preferences whilst aligning to healthy eating guidelines. Students gain an understanding of the food system whilst investigating the selection and preparation of foods, especially fruits and vegetables. Food experiments are used to analyse the best methods of food preparation for nutrient retention. Students undertake a number of Design Challenges using the Design Process as a means to develop their thinking and decision making. Individual and group cooking experiences to enhance food literacy and practical skills include: freeform apple pie, stir-fry, lasagne, salads and bread-based products.

**This subject will incur a semester levy.**

### **Assessment Types:**

- Design Challenge- Project (folio and practical)
- Exam



# The Arts

## WHY STUDY THE ARTS?

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflects distinct bodies of knowledge, understanding and skills.

St Ursula's College offers all five Arts subjects: Dance, Drama, Media Arts, Music and Visual Arts.

All subjects within our Arts program facilitate the creative and practical realisation of ideas. Creative thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations.

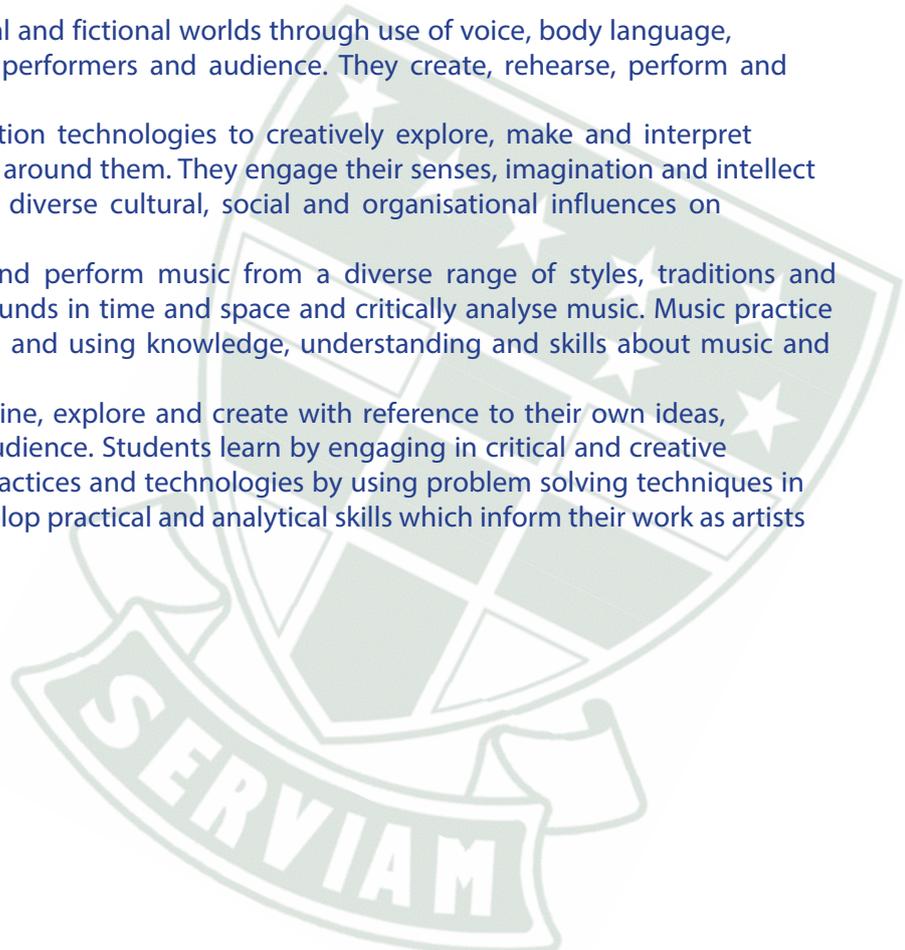
Critical thinking, communication, creative thinking, collaboration and teamwork, personal and social skills and ICT skills are identified and reflect a common agreement, both in Australia and internationally as the 21st century skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. (QCAA 2015)

These 21st century skills are embedded in the objectives and subject matter of all Arts units at St Ursula's College. Studying subjects in the Arts gives students the opportunity to experiment with and build confidence in applying these skills.

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

- In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and response to dance and dance making.
- In **Drama**, students explore and depict real and fictional worlds through use of voice, body language, gesture, and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- In **Media Arts**, students use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
- In **Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.
- In **Visual Arts**, students experience, imagine, explore and create with reference to their own ideas, concepts of artists, artworks, world and audience. Students learn by engaging in critical and creative thinking, through and about visual arts practices and technologies by using problem solving techniques in the fields of art and design. Students develop practical and analytical skills which inform their work as artists and audience.

**All Year 9 Units are term length.**



# ADA901 - DANCE

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

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

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Dance will enable students to develop:

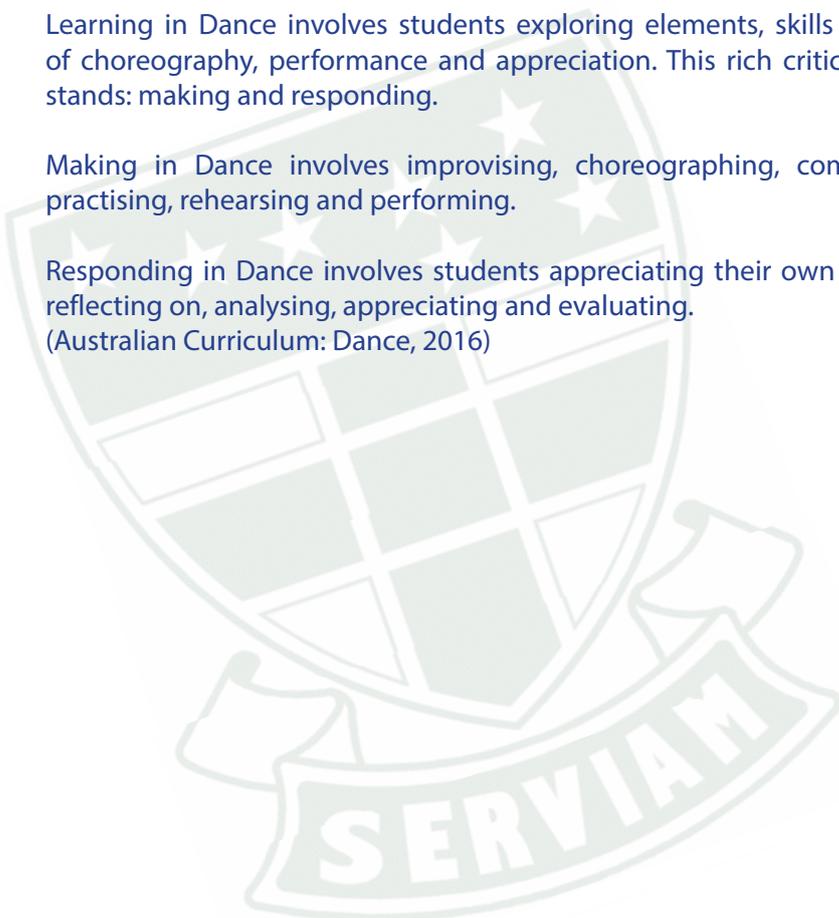
- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. This rich critical and creative thinking is organised under two stands: making and responding.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

(Australian Curriculum: Dance, 2016)



## ADR901 - DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful. Students collaborate and take on responsibilities for drama presentations. They manipulate elements, conventions of drama and emerging and existing technologies.

Drama students develop:

- confidence and self-esteem and take risks that challenge their own creativity
- knowledge and understanding of controlling, applying and analysing dramatic action to engage an audience and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement as drama makers and audiences
- drama knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

Learning in Drama involves students engaging with the knowledge of drama, developing skills, techniques and processes, and exploring a range of forms, styles and contexts. This rich critical and creative thinking is organised under two stands: ***making and responding***.

**Making in Drama** involves improvising, devising, acting, directing, comparing and contrasting, refining, interpreting, rehearsing and performing.

**Responding in Drama** involves students being audience members and listening to, enjoying, reflecting on, analysing and evaluating their own and others' drama works.

## AMA901 - MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

# AMU901 - 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 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

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' musical works.



# VISUAL ARTS

Visual Art is an important means of expressing innate creativity, conveying concepts, imagination, emotions and concerns. Engagement in Visual Art develops innovative, analytical and critical thinking and problem solving skills. Visual Art relates meaningfully to all that makes us human.

The study of Visual Art enables students to explore their world and expand their knowledge, understanding, skills and techniques as makers and viewers of art. As an art form steeped in history and continuing to evolve, Visual Art empowers engagement in visual forms of communication, exploring visual language evident in their own and other's social, cultural and technological worlds to make individual and collaborative artworks in response to ideas.

Students develop creative, aesthetic and imaginative abilities, sensory awareness and discernment. They develop gross motor coordination, spatial awareness, declarative and procedural knowledge and skills using materials, tools and technologies.

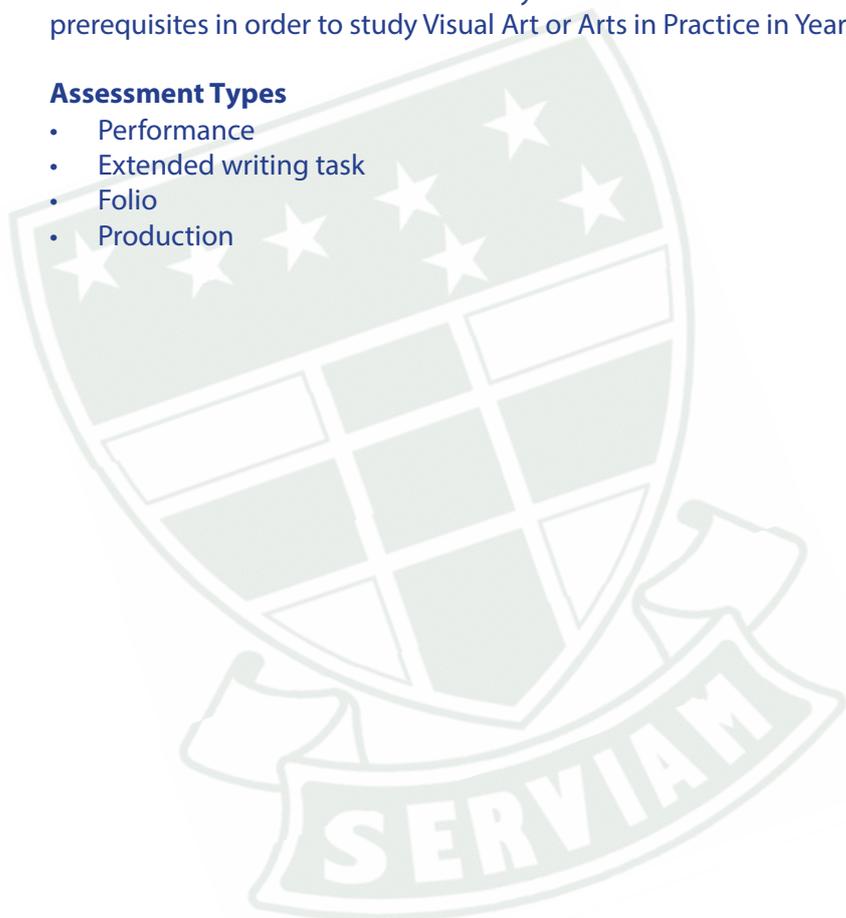
The course is organised with sufficient breadth and depth to allow fun-filled yet rigorous development of skills, knowledge and understanding along with useful habits of mind that encourage life-long learning specifically related to 21st Century Learning.

Each unit offers opportunities for inquiry based learning so that students will research, develop and resolve ideas and practices in Visual Art. Students will explore a variety of media, modes and lenses with the aim of experiencing Art as a powerful, expressive and creative language with reference to a range of contexts. In Making, or creating artworks, all planning, experimentation, thematic or stylistic development and reflection is required to be documented in a Visual Journal. Each unit has related research that constitutes the Responding component of the course.

If intending to study Visual Art or Visual Arts in Practice in senior, it is recommended that students do more than one unit over the course of two years in order to extend their experience. There are, however, no academic prerequisites in order to study Visual Art or Arts in Practice in Years 11 and 12.

## Assessment Types

- Performance
- Extended writing task
- Folio
- Production



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