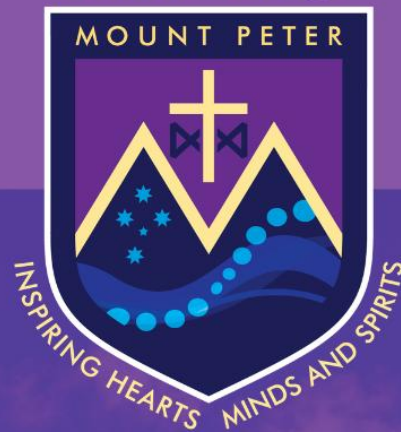


MacKillop
Catholic College



SUBJECT SELECTION HANDBOOK

Year 9 2027

INTRODUCTION

MacKillop Catholic College is committed to creating a dynamic and supportive learning environment where students are provided with opportunities to realise their potential and pursue their aspirations. Students in Year 9 consolidate their foundational learning through participation in subjects and courses that develop skill sets designed to set them up to succeed as independent, self-directed, and motivated learners, who are able to engage collaboratively with their peers to produce meaningful and relevant products of their learning.

Throughout Year 9, students will begin to consider their future directions and pathway options for the QCE Phase of the curriculum in years 10 - 12, by acknowledging their personal strengths, skills, and past successes. Subjects studied in Year 9 should enable such future decisions to be made in confidence.

There are two specialist lines in Semester 1 and three specialist lines in Semester 2, one of these lines will encompass JSS. This means that students who wish to participate in JSS do so as part of their specialist classes and will do two other specialists.

This handbook is designed to support our Year 8 students make best decisions when selecting specialist courses of study for Year 9. It contains relevant information pertaining to curriculum structures and courses that will be offered in 2027.

YEAR 9 CURRICULUM

In Year 9 all students will study a total of eight (8) courses each semester (5 core + 3 specialist). The structure of the subject offerings for Year 9 2027 will be as follows:

Core Subjects

- ▶ Religious Education
- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Health and Physical Education
- ▶ Humanities and Social Sciences – History (included in elective lines – must be chosen for one semester)

Specialist Subjects

- ▶ Philosophy, History, Inquiry and Literature (PHIL): English Extension
- ▶ Geography
- ▶ Economics and Business
- ▶ Civics and Citizenship
- ▶ Japanese
- ▶ Science Extension: Introduction to Marine and Aquatic Practices
- ▶ Drama
- ▶ Music
- ▶ Visual Arts
- ▶ Digital Technologies (semester based and year-long)
- ▶ Fibre Production (Textiles) (semester based only)
- ▶ Design and Technologies (Food Specialisation) (semester based only)
- ▶ Design Technologies (semester based only)
- ▶ Industrial Technology (semester based only)
- ▶ Health and Physical Education Extension
- ▶ JSS – Semester 2 only

In selecting Specialist Subjects in Year 9, it is important that students consider:

- ▶ Areas that are of interest
- ▶ Achievement and success experienced in Year 7 and Year 8
- ▶ Potential pathways after school - university, VET, career and associated prerequisites
- ▶ Subjects that will extend and challenge
- ▶ Likely subjects to be studied in Years 11 and 12

Students should not choose a subject based on

- ▶ Friends taking it
- ▶ They've heard it's easy
- ▶ They have heard they need to do it even though they hate it and haven't passed it previously

How can parents help?

- ▶ Supporting students in the subject selection process by discussing the topics studied in the subject outline provided in this handbook
- ▶ Encouraging participation in subjects where students can feel success
- ▶ Being aware of the College's expectations and assessment programs
- ▶ Taking opportunities to communicate with teachers to discuss their child's options for future pathways

Religious Education



Why study this subject?

- Appreciate the diversity of belief and faith systems
- Understand the importance of faith and belief systems
- Develop critical and creative thinking skills
- Appreciate the spiritual and the divine

Possible topics covered

- Beliefs
- Sacred Texts
- Church
- Christian Life

What will students do?

- Develop 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).
- Understand 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
- Explore 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.
- 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
- Develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

How will students be assessed?

- Exams
- Research assessment
- Critical analysis of source material
- Visual representations
- Biblical criticism

Pathways to Senior Subjects

- Study of Religion (General)
- Catholic Faith in Action

Recommendations

- Core Subject

English



Why study this subject?

- The study of English is central to your learning and development.
- It helps create confident communicators, imaginative thinkers and informed citizens.
- It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

Possible topics covered

- Media Texts and Opinionative Writing
- Gothic Literature and Narrative Intervention
- Dramatic Monologues
- Analytical Writing

What will students do?

- In English, the students engage with a range of literary texts for enjoyment and understanding.
- These contemporary and classic texts are aimed to support and challenge new ways of thinking.
- Using these texts, students will develop skills around knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

How will students be assessed?

- Students will complete assessment tasks that allow for creative responses using imaginative, informative, and persuasive text types. This may include:
 - Essays
 - Feature articles
 - Multimodal presentations
 - Short Stories

Pathways to Senior Subjects

- An “at standard” achievement in English is a pre-requisite for a number of subjects in the Senior Years
- Essential English (Applied)
- English (General)
- Literature (General)
- English and Literature Extension (Extension)

English Extension: Philosophy, History, Inquiry and Literature



Why study this subject?

- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in Philosophy, History and Literature
- Work covered will provide an extension of students' knowledge and skills outside the areas studied in English and Humanities. Topics are designed to cater for the needs of students looking for a challenge beyond the scope of what is available in Core courses
- Develop skills that will provide a solid basis for students planning on selecting specialised subjects in senior secondary.

Possible topics covered

- Moral and Ethical Philosophy – Politics of Fear
- Climate Change, STEM and Speculative fiction, and Solar Punk

What will students do?

- Develop your understanding of how disciplines are connected and rely on each other for comprehensive understanding
- Explore a range of ideas and concepts and how these are reflected across the disciplines
- Investigate the representation of ideas and create your own representations
- Challenge and extend your thinking beyond the realms of core learning
- Examine texts that represent climate change and STEM ideas and the importance of literature in conveying these concepts.

How will students be assessed?

- Assessment may include:
 - Independent inquiry
 - Projects
 - A range of creative and analytical responses

Pathways to Senior Subjects

- English (General)
- Literature (General)
- English and Literature Extension (Extension)
- Philosophy and Reason (General)
- Ancient History (General)
- Modern History (General)

Recommendations

- An interest and demonstrated ability (B range and higher) in English and Humanities subject.

English Extension: Philosophy, History, Inquiry and Literature is a semester-based subject.

Humanities and Social Sciences

History



Why study this subject?

How did ordinary people survive—and challenge—a world being transformed around them?

Year 9 History explores a period when the world changed dramatically. Between 1750 and 1918, industrialisation transformed how people lived and worked, empires expanded across the globe, people were displaced from their land, new political ideas challenged old systems of power, and Australia emerged as a nation before being drawn into the First World War.

Rather than simply learning what happened, students investigate power, resistance and human experience. Why were people transported across the world? How did First Nations peoples respond to colonisation? Why did workers rebel against new economic systems? Why did Australians volunteer to fight on the other side of the world—and how should that war be remembered?

History develops the ability to question evidence, recognise different perspectives, evaluate claims and construct arguments—skills that help students make sense not only of the past, but of the information and debates that shape the world around them.

What will students do?

- students will work as historians—asking questions, investigating evidence and developing explanations about the past. They will:
- analyse diaries, letters, photographs, maps, propaganda, oral histories, official records and historical datasets
- investigate competing perspectives and interpretations
- evaluate the usefulness and reliability of historical evidence
- explain cause and effect, change and continuity, and historical significance
- research historical questions and use evidence to construct convincing historical arguments.
- These skills are explicitly embedded across both units in the Year 9 program.

YEAR 9 HISTORY COURSE OVERVIEW

How did the modern world – and modern Australia – take shape? From industrialisation and empire to resistance and world war, this course explores the people, ideas and conflicts that transformed societies between 1750 and 1918.



QUESTION
the past



ANALYSE
evidence



EVALUATE
perspectives



CONSTRUCT
arguments

SEMESTER 1 – UNIT 1

EMPIRE & OUTCASTS

REPRESSION • EXPLOITATION • RESISTANCE



Explore how revolution and industrialisation transformed Britain and helped drive the colonisation of Australia. Investigate poverty and crime, convict transportation, the exploitation of land and labour, the dispossession of First Nations peoples – and the many ways people resisted and challenged empire.



ASSESSMENT

SOURCE-BASED SHORT RESPONSE EXAMINATIONS

Repression, Exploitation & Resistance
Weeks 5 & 10

SEMESTER 2 – UNIT 2

THE WORLD AT WAR

EMPIRE • CONFLICT • EXPERIENCE • MEMORY



Investigate how nationalism, imperial rivalry and militarism led to the First World War. Follow Australia's experience from enlistment and Gallipoli to the Western Front and the home front, and explore how the war was fought, experienced and remembered.



ASSESSMENTS

- HISTORICAL RESEARCH INVESTIGATION**
Australia and World War I Week 9
- EXTENDED RESPONSE – HISTORICAL ESSAY**
600–800 words Week 10

POWER,
RESISTANCE
& CHANGE
1750–1918

AS HISTORIANS,
WE DEVELOP SKILLS TO...



INVESTIGATE

Use a range of primary and secondary sources to gather information.



ANALYSE

Interpret sources and identify different perspectives.



EVALUATE

Consider the usefulness, reliability and significance of evidence.



EXPLAIN

Identify cause and effect, change and continuity, and historical significance.



ARGUE

Construct and communicate clear, evidence-based historical arguments.

Understand the past.
Think critically.
Shape the future.

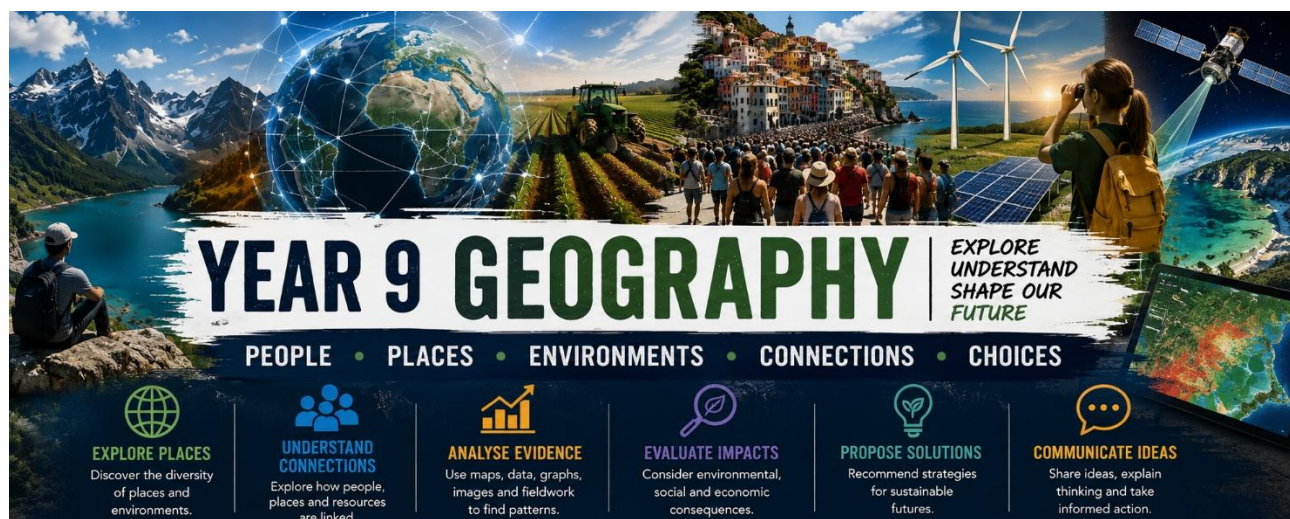
Pathways to Senior Subjects

- Ancient History (General)
- Modern History (General)

Recommendations

- Core Subject

Geography



Why study this subject?

How will we feed a growing world? Why are some of the world's most beautiful places being loved to death? And how are your choices connected to places thousands of kilometres away?

Geography helps us understand the relationships between people, places and environments in a rapidly changing world.

In Year 9 Geography, students investigate two major challenges facing our future: feeding a growing global population sustainably and managing the impacts of an increasingly interconnected world. From farms and food security to tourism and overtourism, students explore how decisions made in one place can have consequences somewhere else.

Students work with maps, climate graphs, satellite imagery, photographs, statistics and spatial data to identify patterns, investigate problems and evaluate possible solutions.

It is a subject for students who are curious about the world around them—and how we can manage it more sustainably.

YEAR 9 GEOGRAPHY

PEOPLE • PLACES • ENVIRONMENTS • CONNECTIONS • CHOICES

Understand our world. Investigate places. Explore connections. Make informed choices for a sustainable future.

UNIT 1

A WORLD OF PLENTY?

BIOMES • FOOD PRODUCTION • FOOD SECURITY • SUSTAINABILITY

How can Earth's biomes sustainably provide food for a growing population?

WHAT WE INVESTIGATE
Explore the world's major biomes and how climate, soils and vegetation create different environments. Examine how humans transform these environments to produce food, the challenges to global food security, and strategies for feeding a growing population sustainably.

ASSESSMENT
BIOMES & FOOD SECURITY – COMBINATION EXAMINATIONS

Interpret maps, climate graphs, photographs, statistics and geographical data to explain biome patterns, human impacts and challenges to sustainable food production.

UNIT 2

TOO MUCH OF A GOOD THING?

CONNECTIONS • TOURISM • GLOBALISATION • SUSTAINABILITY

How do global connections shape places and people's lives?

WHAT WE INVESTIGATE
Investigate how tourism, trade, technology and globalisation connect people and places across the world. Explore overtourism to understand the social, economic and environmental impacts of these connections and how places can be managed more sustainably.

ASSESSMENT
COMBATTING OVERTOURISM – GEOGRAPHICAL DATA REPORT

Investigate an overtouristed destination, analyse geographical evidence, evaluate impacts and recommend strategies for a more sustainable future. 600–800 words.

What will students do?

Students work as geographers, using evidence to investigate real-world places and problems. They will:

- INQUIRE — ask geographical questions about contemporary challenges
- USE GEOGRAPHICAL TOOLS — interpret maps, climate graphs, photographs, satellite imagery, statistics and spatial data
- ANALYSE — identify patterns, trends and relationships
- EVALUATE — weigh environmental, social and economic impacts
- PROPOSE — develop and justify sustainable management strategies
- COMMUNICATE — use geographical evidence to support conclusions and recommendations.

Pathways to Senior Subjects

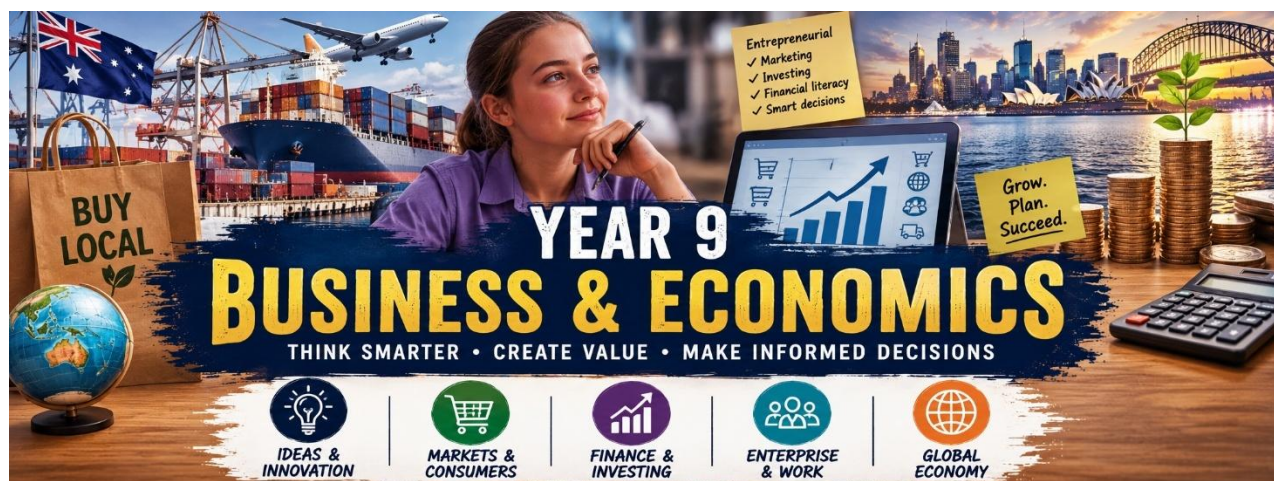
- Geography (General)

Recommendations

Choose Geography if you are curious about places, environments and the wider world; enjoy working with maps, data and real-world evidence; are interested in issues such as food, sustainability, travel, tourism or globalisation; or like investigating problems and deciding what should be done about them.

Geography is a semester-based subject.

Economics and Business



Why study this subject?

Why do some businesses succeed while others disappear—and how can you make smarter decisions with your own money?

Economics and Business is about understanding the decisions happening around you every day: what you buy, how businesses persuade you to buy it, where products come from, why prices change, and what you can do with the money you earn.

In Year 9, students move between the worlds of entrepreneurship and personal finance. They investigate how Australian businesses operate in a connected global economy, how products compete for our attention and money, and how entrepreneurs build a competitive advantage. They then turn the focus to their own financial future—exploring saving, investing, financial risk and the choices that can build wealth over time.

It is a practical subject for students who want to become confident consumers, creative entrepreneurs and financially informed decision-makers.

UNIT 1 (Term 1)

GLOBAL MARKETS & PRODUCT PITCH

TRADE • MARKETING • ENTREPRENEURSHIP • COMPETITIVE ADVANTAGE

Discover how Australia connects with the world through trade and global markets. Investigate how businesses adapt their products and marketing to suit different cultures, overcome challenges and build a competitive advantage. Then, create your own product and develop a marketing plan to pitch to the market!

ASSESSMENT 1
SUSTAINABLE MARKETING PLAN
Create a product and develop a strategic marketing plan designed for the teen market.

PROJECT
600–800 words

UNIT 2 (Term 2)

PERSONAL FINANCE & INVESTING

MONEY • RISK • INVESTMENT • FINANCIAL DECISIONS

Learn the essentials of managing money and investing for the future. Explore saving, shares, property and other investments, and understand how risk and reward shape financial decisions. Develop the skills to make smart choices and achieve your financial goals.

ASSESSMENT 2
FINANCIAL ADVISOR
Develop a Statement of Advice for a young client about strategies to manage finances and build future savings.

PROJECT
600–800 words

What will students do?

Students will investigate real economic and business problems, interpret data, research markets, develop products, analyse competitors, make financial decisions and justify recommendations.

Across the course they learn to:

- INVESTIGATE — ask questions and research contemporary business and financial issues
- ANALYSE — interpret market, economic and financial information
- CREATE — develop products, strategies and solutions
- EVALUATE — weigh costs, benefits, risks and rewards
- DECIDE — use evidence to recommend a course of action.

Pathways to Senior Subjects

- Economics (General)
- Certificate III in Business (VET)

Recommendations

Students who are curious about business, money, investing, entrepreneurship, marketing or how the economy works—including anyone who has wondered about owning or running a business of their own.

Economics & Business is a semester-based subject.

Civics and Citizenship



Why study this subject?

Who makes the rules? What makes a law fair? And how much power do ordinary people really have to change things?

Politics and law shape everyday life—from what appears on your social media feed to the rights you have at school, online and in the community. Civics & Citizenship takes students beyond simply knowing how Parliament and courts work. It asks them to investigate who holds power, how decisions are made, whose voices are heard and how citizens can create change.

Students explore Australian democracy and the legal system through real political debates, contemporary legal issues and current affairs. They investigate competing perspectives, question the way issues are represented in the media and use evidence to form and defend their own views.

It is a subject for students who are interested in politics, law, justice, current affairs—or simply understanding how the decisions that affect their lives are made.

UNIT 1

POWER, POLITICS & PARTIES

DEMOCRACY • POWER • MEDIA • PARTICIPATION

How does Australia's democratic system work—and how can citizens influence decisions that affect their lives?

Explore the Constitution, Parliament, elections and political parties. Investigate how policies are made, the role of media and interest groups, and the many ways citizens can participate and create change in Australian society.

ASSESSMENT 1
SHORT RESPONSE EXAMINATION
Analyse sources and perspectives about contemporary political and civic issues.

TERM 1
Week 9

UNIT 2

THE RULE OF LAW

RIGHTS • JUSTICE • COURTS • CHANGE

How do laws protect our rights and freedoms—and what responsibilities do we have in a fair and democratic society?

Investigate how laws are made, interpreted and applied in Australia. Explore our courts, key legal participants and real cases that impact young people, and consider whether legal decisions are fair and effective.

ASSESSMENT 2
YOUR OPINION MATTERS:
LEGAL ISSUES INVESTIGATION
Research a contemporary legal issue, compare perspectives, evaluate solutions and defend an evidence-based position.

TERM 2
Weeks 8–10

What will students do?

- **QUESTION** contemporary political and legal issues
- **INVESTIGATE** reliable evidence and current affairs
- **COMPARE** competing perspectives
- **ANALYSE** media and political messages
- **EVALUATE** strategies for creating change
- **ARGUE** and defend an evidence-based position

Pathways to Senior Subjects

- Modern History
- Geography
- Certificate IV Crime and Justice

Recommendations

Students who are interested in politics, law, justice or current affairs; like discussing issues where there is more than one side; want to understand your rights and responsibilities; enjoy investigating evidence and forming your own conclusions; or are considering future study or careers connected to law, government, journalism, advocacy or public policy.

Civics & Citizenship is a semester-based subject.

Japanese



Why study this subject?

- Continue to develop knowledge and appreciation of the Japanese language
- Develop critical thinking skills
- Continue to develop an understanding and appreciation of Japanese culture.

Possible topics covered

- At the Restaurant
- Dream Home
- Daily Routine
- Weather & Seasonal Activities

What will students do?

- Students will continue to explore Japanese culture and build upon the foundational language learnt in year 8 Japanese
- Students will consolidate and extend their knowledge of Hiragana and Kanji and be introduced to Katakana, as well as grammatical structures to communicate with ease
- In the My Personal History unit, students use language to describe the major milestones in their life and examine to what extent where they live influence their milestones
- In Unit 2, students explore various tourism attractions around Japan
- In the unit Weather & Seasonal Activities, students compare and contrast the weather and seasonal change between Australia and Japan, and learn the various seasonal activities and festivals Japanese people treasure and enjoy in each season
- As the end of Year 9 approaches, students become more conscious of their subject selections for Year 10 and their future career options so they will learn various vocabulary for their dream jobs.

How will students be assessed?

- Assessment may include:
 - Dialogues
 - Speeches
 - Oral presentations
 - Vocabulary tests
 - Grammar tests
 - Writing tasks
 - Reading comprehension tasks
 - Listening comprehension tasks
 - Bilingual research presentations

Pathways to Senior Subjects

- Japanese (General)

Recommendations

- A C Grade in Year 8 Japanese

Japanese is offered as both a semester-based and a year-based subject.

Mathematics



Why study this subject?

- Continue to develop essential mathematical skills, knowledge and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Continue to develop the numeracy capabilities required in their personal, work, and civic life
- Develop the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Topics covered

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What will students do?

- Apply Index Laws to numerical expressions with integer indices and Scientific notation
- Investigate the simple interest formula and its application
- Explain similarity in shapes and explore scale factor
- Investigate surface area and volume
- Calculate the area of composite shapes and the surface area and volume of prisms
- Use the distributive law to extend and expand algebraic expressions including binomials
- Investigate Pythagoras and applying trigonometry to solve problems
- Investigate linear and non-linear relationships
- Find the midpoint and gradient of a line segment and solving linear equations
- Calculate probability of two-step experiments
- Use statistics to analyse everyday questions and issues using primary and secondary numerical and categorical data, constructing back-to-back and stem and leaf plots and histograms to describe data.

How will students be assessed?

- Examinations (80%)
- Problem-solving and modelling tasks (20%)

Pathways to Senior Subjects

- Essential Mathematics (Applied)
- General Mathematics (General)
- Mathematic Methods (General)
- Specialist Mathematics (General)

Recommendations

- Core subject

Science



Why study this subject?

- Develop an interest, curiosity and willingness to explore, ask questions about and speculate on the changing world in which you live. Science unites Numeracy and literacy in a targeted inquiry model for the curious lifelong learner
- Continue to develop your critical and creative thinking skills to solve problems
- Develop a stronger understanding of the scientific disciplines to support decision making process for senior subject selection and possible vocation preparation.

Topics covered

- Chemistry
- Physics
- Biology
- Earth Science

What will students do?

- Experience a range of scientific disciplines and topics to help them identify their strengths and interests for future subject selection and better preparedness for potentially participating in specialised year 10 science trimesters
- Apply the law of conservation of energy and analyse its applications in systems and model the wave and particle model when it transfers and transforms to predict, describe and explain phenomena
- Compare the role of body systems in regulating and co-ordinating the bodies response to a range of stimulus and describe the form of function of cells in ensuring species survival
- Explain the model and arrangements of atoms in chemical equations, explain the models discovery to include sub-atomic particles and be able to describe radioactive decay and how to utilise the phenomena for positive outcomes
- Describe, investigate and analyse carbons role in various earth systems with a focus on combustion, photosynthesis and respiration
- Develop and foster key inquiry skills in numeracy and literacy to help develop their analysis and justification ability and to identify and plan
- Supplement and reinforce the curriculum with regular practical experiments designed to reinforce and challenge students and convert theory to long term memory via application and consistency

How will students be assessed?

- Data Analysis
- Experimental Investigations
- Research Investigations
- Examinations

Pathways to Senior Subjects

- Biology (General)
- Chemistry (General)
- Earth and Environmental Science (General)
- Marine Science (General)
- Psychology (General)
- Physics (General)
- Science in Practice (Applied)

Recommendations

- Core

Introduction to Marine and Aquatic Practices



Why study this subject?

- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest Marine Biology and Aquatics Practices
- Work covered will provide an extension of students' knowledge and skills outside the areas studied in their science courses. Topics will develop skills and foster inquiry into potential pathways in the marine science disciplines
- It is stressed that the course will not duplicate what is covered in either the junior or senior science courses. The skills developed and topics covered will provide a solid basis for students planning on selecting specialised Marine and Aquatic Practices subjects both academic and practical.

Possible topics covered

- Recreational boating
- Snorkelling
- Fisheries and Aquaculture
- Marine Ecology
- Navigation
- Oceanography
- Careers

What will students do?

- The course is structured to develop lifelong learning skills: such as critical thinking, divergent thinking, information literacy, self-awareness and interconnectedness, transfer of learning and teamwork through the lens of the ocean and its systems
- The course has a high degree of practical work. The theoretical component encourages, through open ended investigations, critical and creative thinking. It is most suitable for independent students who take responsibility for their own learning and utilises a student-centred approach to learning

How will students be assessed?

- Projects
- Research and Investigation Reports

Pathways to Senior Subjects

- Marine Science (General)
- Biology (General)
- Aquatic practices (Applied)

Recommendations

- While practically based it is strongly recommended that students should be performing comfortably at a B or more in Year 8 Mathematics, Science and Technology.

Introduction to Marine and Aquatic Practices is a semester-based subject.

The Arts

Drama



Why study this subject?

- Build personal confidence and express individuality and social identity
- Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups
- Learn to be an innovative thinker
- Become adept at communicating
- Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning.

Possible topics covered

- Improvisation
- Directorial visions
- Performing scripted Drama

What will students do?

- Explore the dramatic form of Improvisation
- Work collaboratively to devise their own scripted and non-scripted dramatic works which they perform at the end of each unit
- Create a Dramaturgical portfolio, encompassing all aspects of theatre making including costuming, sets and lighting

How will students be assessed?

- Journaling
- Performance critique/evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performances

Pathways to Senior Subjects

- Drama (General)

Recommendations

- C or higher in Year 8 Drama
 - Enjoyment of and commitment to live performance
- Drama is a semester-based subject.*

Music



Why study this subject?

- Learn practical performance skills on the Piano and Guitar so you can learn songs that you enjoy and play music with other musicians
- Learn to read and write music so you can independently learn songs that you are interested in performing
- Learn to compose music so you can create original songs for your personal self-expression
- Learn to use music technology so you can record and produce your own original music
- Learn about a range of music genres and styles, which will lead you to a deeper understanding and appreciation of music you listen to

Possible topics covered

- Performance – Piano and Guitar
- Theory – reading and writing Music
- Composition
- Responding – Analyse and evaluate the Elements of Music

What will students do?

- interpret, rehearse and perform songs and instrumental pieces demonstrating technical and expressive skills
- students identify and analyse how the elements of music are used in Music and apply this knowledge in their compositions
- evaluate musical choices they make to communicate meaning as composers
- manipulate the elements of music and stylistic conventions to compose music
- Record music using music hardware and software
- use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

How will students be assessed?

- Performance
- Composition
- Responding

Pathways to Senior Subjects

- Music (General)
- Music Extension (General)
- Music in Practice (Applied)

Recommendations

- Enjoyment in performance
- Involvement in College Music Instrumental or Choir Programmes
- C or higher in Year 8 Music

Music is offered as both a semester-based and a year-based subject.

Visual Arts



Why study this subject?

- Gain a thorough foundation for further study in Visual Art
- Problem solve through self-directed learning
- Embed your own ideas, thoughts, feelings and observations into your learning
- Develop as an individual equipped with 21st century, transferrable skills.

Possible topics covered

- Making Art
- Responding to Art

What will students do?

- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks
- Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

How will students be assessed?

- Folio of Work
- Projects
- Visual Journal
- Written Assignments

Pathways to Senior Subjects

- Visual Art (General)
- Visual Arts in Practice (Applied)

Recommendations

- C or higher in Year 8 Visual Art

Visual Arts is offered as a semester-based subject.

Creative Technologies

Digital Technologies



Why study this subject?

Year 9 Digital Technologies is offered as two separate courses: **Semester 1** and **Semester 2**. Each semester is selected separately and explores different areas of Digital Technologies.

The study of Digital Technologies provides students with opportunities to:

- Build practical digital literacy and technology skills.
- Use critical, creative and innovative thinking to solve real-world problems.
- Develop coding, data analysis and computational-thinking skills.
- Work collaboratively to design, test and improve digital solutions.
- Explore cybersecurity, technological impacts and emerging technologies.
- Prepare for future study and careers in technology-related fields.

Possible topics covered

Term 1	Term 2	Term 3	Term 4
Data Wranglers – Data & Information	Robotics – Design, Code, Succeed	Privacy in the Digital Era: Are We Really Entitled to It?	Drones – Airborne Algorithms
Organising, analysing and visualising data using Microsoft Excel	Designing algorithms, writing code and programming robotic systems	Exploring digital privacy, relational databases and SQL	Developing algorithms and code to control drones and complete flight challenges

What will students do?

Students may:

- Create spreadsheets to organise, analyse and visually represent data.
- Use formulas, charts and graphs to identify patterns and communicate findings.
- Design algorithms and develop programs using languages such as Python.
- Program robots and drones to complete practical challenges.
- Test, debug and refine code and digital solutions.
- Create and query relational databases using SQL.
- Investigate how organisations collect, store and use personal information.
- Explore privacy, cybersecurity, encryption and responsible digital citizenship.
- Work independently and collaboratively on project-based learning activities.

How will students be assessed?

Assessment may include:

- Folios of work
- Coding and practical projects
- Multimodal presentations and practical demonstrations
- Written assignments
- Exams

Pathways to Senior Subjects

- Digital Solutions (General)
- Information and Communication Technology (Applied)
- Certificate III in Information Technology (VET)

Fibre Production (Textiles)



Why study this subject?

Fibre Production (Textiles) is a creative, practical **one-semester course** where students transform their ideas into functional textile products. Students develop valuable skills in sewing, pattern use and textile construction while designing for themselves and real users.

Through hands-on projects, students build confidence using sewing equipment, explore decorative techniques and learn how thoughtful material choices can improve the function, appearance and sustainability of a product.

Possible topics covered

- Safe use of sewing machines and textile equipment
- Hand sewing and embroidery techniques
- Fibres, fabrics and material properties
- Colour, decoration and fabric selection
- Zipper insertion
- Reading and using commercial patterns
- Measuring, pinning and accurately cutting fabric
- Seams, seam finishes, casings and hems
- Quality control and sustainable textile practices
- The Design and Technologies process

What will students do?

Students will complete two practical textile projects:

- **Personalised Pencil Case:** Students design and create a pencil case for a chosen client. They investigate the client's needs, develop and communicate design ideas, and select appropriate fabrics, colours and decorative features. The finished pencil case will include a zipper and personalised hand embroidery.
- **Pyjama Shorts:** Students create a pair of pyjama shorts for themselves using a basic commercial pattern. They learn to take measurements, select the correct pattern size, interpret pattern symbols and instructions, lay out and cut fabric accurately, and construct the garment in the correct sequence. The shorts will include an elastic waistband, appropriate seam finishes and neatly completed hems.

Throughout the course, students will document their design decisions, safely produce their textile products and evaluate the quality, function and finish of their work.

How will students be assessed?

Assessment will include:

- Practical textile products
- Design folios containing research, design criteria, sketches and production planning
- Selection and justification of suitable materials and techniques
- Safe and accurate use of sewing equipment
- Quality, function and finish of completed products
- Evaluation of each product against its design intentions and user needs

Pathways to senior subjects

Year 9 Fibre Production (Textiles) provides a strong foundation for further study in:

- **Year 10 Fibre Production (Textiles)**
- **Design (General)**
- **Related VET certificate courses** in applied fashion, design, textiles or manufacturing

The course also develops practical sewing, design and problem-solving skills that can be used in everyday life and creative industries such as fashion, costume, textile design and product manufacturing.

Food Specialisation



Why study this subject?

Food Specialisations is a practical and engaging **one-semester course** for students who enjoy cooking, experimenting with food and developing skills they can use throughout life.

Students build confidence in the kitchen while learning how ingredients, preparation techniques, nutrition and food trends influence the quality of food products. The course also encourages creativity, problem-solving and informed food choices that support future health and wellbeing.

Possible topics covered

- Food science and the functional properties of ingredients
- Food product development and the design process
- Nutrition and informed food choices
- Food trends from Australia and around the world
- Food safety, hygiene and kitchen organisation
- Preparation techniques and culinary skills
- Presentation and evaluation of food products

What will students do?

Students will:

- Participate in regular practical cooking lessons.
- Develop and refine food-preparation and culinary skills.
- Investigate the science behind ingredients and cooking processes.
- Explore how ingredients work together to affect taste, texture, appearance and quality.
- Design and produce food products for particular purposes or target audiences.
- Plan recipes, organise ingredients and follow safe production processes.
- Evaluate food products and suggest improvements.
- Work independently and collaboratively in a practical kitchen environment.

How will students be assessed?

Assessment may include:

- Food design and product-development projects
- Practical cooking tasks
- Design folios containing research, planning and evaluation
- Practical skills and kitchen-work practices
- Written examinations

Pathways to Senior Subjects

- Year 10 Food Specialisations
- Food and Nutrition (General)
- Certificate II in Hospitality (VET)
- Other vocational pathways in hospitality, cookery and food services

Recommendations

- An interest in cooking and developing practical food skills.
- A willingness to taste, prepare and work with a variety of ingredients.
- The ability to work safely, responsibly and cooperatively in a kitchen.

Industrial Technologies

Design and Technologies



Why study this subject?

The study of Design Technologies provides students with opportunities to:

- experience design through exploring needs, wants and opportunities
- learn the value of creativity and build resilience as they experience iterative design processes
- take risks and experiment with alternatives
- seek creative and innovative solutions to solve basic design problems
- investigate engineering principles of real world situations, applying mathematical and scientific calculations to prove theories

Possible topics covered

- Human Centred Design
- Environmental and sustainable design
- Product Design
- Technical and Ideation Sketches/Drawing Skills
- Engineering design process
- Technical drawing and computer-aided design (CAD)
- Prototyping and testing of models

What will students do?

- Solve design problems using the design process of representing ideas, design concepts and design information using drawing and prototyping
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Create prototypes for designed solutions

How will students be assessed?

- Design folios documenting research, planning, and design decisions
- Practical projects and prototypes demonstrating engineering solutions
- Computer generated modelling and prototyping
- Examination

Pathways to Senior Subjects

- Design (General)
- Engineering (General)

Recommendations

- An interest in, and curiosity in designing to solve problems.

*THIS SUBJECT IS ONLY BEING OFFERED AS A SEMESTER LONG SUBJECT.
STUDENTS WILL NOT BE ABLE TO CHOOSE THIS SUBJECT TWICE*

Industrial Technology



Why study this subject?

- The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment
- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in practical, materials based technologies, such as woodwork and metalwork
- Work covered will provide a practical application of design skills acquired in Year 7 and 8, and will focus on practical and industrial based technologies and construction.

Possible topics covered

- Woodwork
- Technical and graphic drawing skills

What will students do?

- Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies
- gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements
- Students will be able to confidently transfer their skills and problem-solving abilities to future life situations
- Students will undertake a range of construction projects using a variety of construction and design methods.

How will students be assessed?

- Projects
- Design folios
- Practical skills

Pathways to Senior Subjects

- Engineering Skills (Applied)
- Building and Construction Skills (Applied)
- Certificate II in Furnishing (VET)
- Certificate II in Engineering (VET)

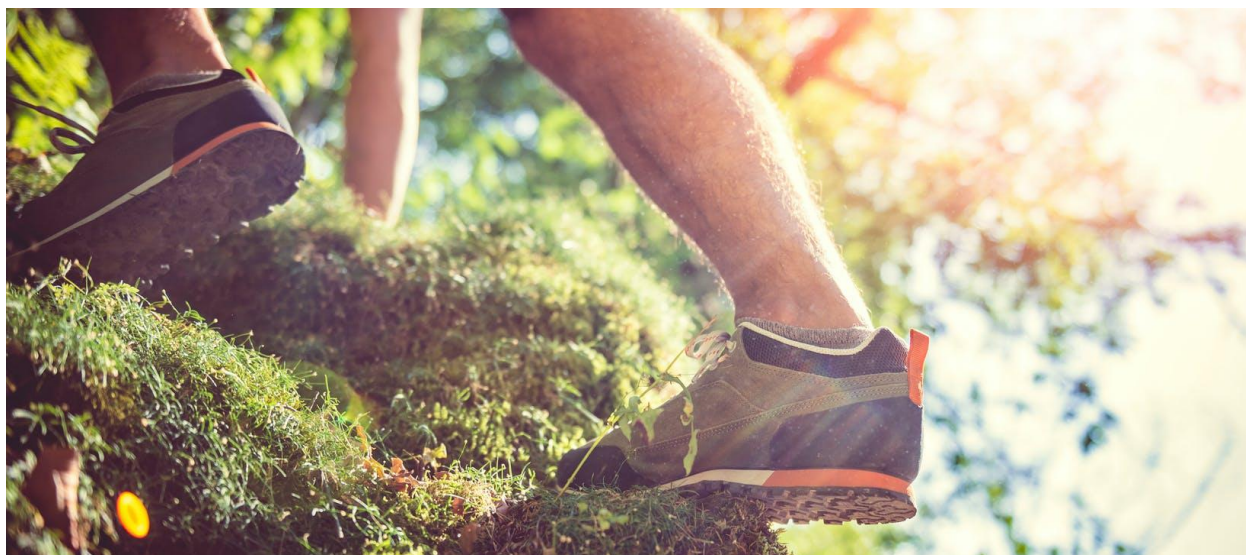
Recommendations

- Interest in practical applications of wood and metalwork

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STUDENTS WILL NOT BE ABLE TO CHOOSE THIS SUBJECT TWICE*

Health and Physical Education

HPE



Why study this subject?

- Enjoy physical activity as part of the school curriculum
- Develop skills and knowledge of a range of sports and physical activity
- Explore a range of health topics that will provide life skills.

Possible topics covered

- The 3Rs: Respect, Relationship & Resilience (Expert) Unit 1:
- Fit for Life (Expert) Unit 2:
- Practical units including European handball, softball, cricket, touch football & athletics
- Alcohol and other drugs
- Food and nutrition
- Australia's sporting identity
- First aid / sports injury management
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships
- Challenge and adventure activities
- Coaching games and sports
- Lifelong physical activities

What will students do?

- refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement concepts
- apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits
- apply more specialised movement skills and complex movement strategies and concepts in different movement environments
- explore movement concepts and strategies to evaluate and refine their own and others' movement performances
- analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures.

How will students be assessed?

- Practical observations
- Research assignments
- Data collection
- Written reports
- Examinations
- Multimodal presentations

Pathways to Senior Subjects

- Physical Education (General)
- Sport and Recreation (Applied)
- Certificate III in Fitness (VET)

Recommendations

- Core

HPE Extension



Why study this subject?

- To find out what it takes to become an elite athlete
- Develop high performance skills, fitness, and behaviours
- Insight from professionals on how to achieve success
- Explore a range of health/fitness topics that will provide life skills.

Possible topics covered

- Strength and conditioning training both in our own fitness gym and community gyms
- Food and nutrition
- Health benefits of physical activity
- Sports psychology and mental health
- Aerobic and anaerobic training
- Video analysis of techniques
- Fitness program design
- Research into professional elite athletes
- Guest speakers from professional coaches, players, fitness/health specialists.

What will students do?

- Refine and apply sports psychology strategies for maintaining a positive outlook and maintaining targeted arousal levels
- Apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits
- Apply more specialised movement skills and complex movement strategies using individualised coaching and video analysis
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances
- Hear and learn from professionals about what it takes to play at the top level.

How will students be assessed?

- Practical observations
- Research assignments
- Data collection
- Written reports
- Examinations
- Multimodal presentations

Pathways to Senior Subjects

- Physical Education (General)
- Health (General)

Recommendations

- Current or recent involvement in a sport at either club or inter-school level
- Passion towards going further in at least one chosen sport

HPE Extension is offered as a semester-based subject.

MacKillop

Catholic College

