



LORETO COLLEGE

Coorparoo

Year 9 Subject Guide 2024

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General Information

The Year 9 curriculum offers students a core of subjects that the school considers to be essential learning in the compulsory years. Consolidation and development of a knowledge base in these core subjects occurs throughout Year 9.

In Year 9, students are also able to select from a variety of year-long elective subjects which allows each student to pursue areas that may relate to career pathways, interests and abilities. Students must choose two year-long electives for Year 9.

Year 9 Subjects

Core Subjects – Compulsory for all Students

- English
- Mathematics
- Religion
- Science
- Global Studies – Geography (semester long subject)
- Global Studies – History (semester long subject)
- Physical Activity and Wellbeing

Elective Subjects

- Creative Arts - Art
- Creative Arts - Drama
- Creative Arts - Music*
- Enterprise & Technology - Business
- Enterprise & Technology - Digital & Design
- Global Studies – French* / German* / Japanese*
- Health Studies - Food Technology
- Health Studies - Health and Physical Education
- Learning Support (invitation only)

** This subject is an essential prerequisite for the study of comparable subjects in Years 10, 11 and 12.*

Selecting Elective Subjects

A student's choice of Year 9 subjects can have an effect on job and career prospects, the availability of Senior courses, attitude to school life and personal well-being. It is important that considerable discussion takes place between parents and the student and, where necessary, with relevant subject teachers.

In choosing the most suitable subjects the following factors should be kept in mind:

Achievement:	A student who has performed well in a subject in Year 7 and 8 would be likely to continue to do well in that subject.
Aptitude:	A student's natural abilities may be more suited to some subjects than to others.
Interests:	After exposure to a wide variety of subjects in Year 7 and 8 the student should have an idea of the subjects she enjoyed and found interesting.
Further studies:	The student should be mindful of necessary prerequisites or highly recommended subjects for the later progression to Years 10, 11 and 12 courses.

Assessment

At the end of each semester a report will be issued identifying an overall level of achievement for each subject studied based on an 'A – E' scale.

- A – achieving an excellent standard of work
- B – achieving a good standard of work
- C – achieving a satisfactory standard of work
- D – experiencing some difficulty with her work
- E – experiencing very significant difficulty with her work

Levels of achievement are awarded according to the student satisfying the criteria set down in the school's work programs. Results in Years 9 and 10 will be taken into consideration when subject selection for Years 11 and 12 occurs.

Changing Subjects

A well-considered and realistic choice of subjects should make a change of subject unnecessary. As a general rule, subject changes will only be considered in the first or last two weeks of a semester to minimise a detrimental impact on learning. Students should approach the Director of Academics to discuss the desirability and viability of a subject change.

Homework

Home studies should take approximately 1½ to 2 hours for Year 9 students, five to six times per week. Students should not be allowed to work very late at night nor spend a whole weekend studying. On the other hand, a family commitment to a regular study program is necessary and should eliminate panic before exams. Students should plan a regular amount of time for each subject *whether homework is set or not*, and maintain their revision, learning, reading, research, practice, summarising, exercises, etc. as appropriate.

Core Subjects

Year 9 English seeks to develop the study of the English language in a variety of modes and mediums in line with their maturity and interests. Students study a variety of literary and non-literary texts in three main genres: analytical, imaginative, and persuasive. The study of English in Year 9 is aligned to the Australian Curriculum as indicated below.

Objectives

The Australian English Curriculum aims to ensure that students:

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

Structure

English is organised into three interrelated strands that supports students' growing understanding and use of English. Together the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage

The students in Year 9 will study texts such as: novels, short stories, works of non-fiction, poetry, media, multimodal, films, and documentaries.

English in Years 7-9 at Loreto College is organised into three bands: Foundation, Core, and Extension. These bands are designed to ensure the students are best placed where they can focus on their individual development and potential. A recommendation will be made as to where your child will be placed. The recommendation will identify the class in which your child would most likely gain the greatest increase in the depth of their understanding and skills. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. Placements in these banded classes are reviewed each semester and may result in movement throughout the year.

Assessment

Assessment is continuous, undertaken in varying conditions and times throughout the course. The student's work is assessed in the following modes:

- Receptive modes (Understanding texts)
- Productive modes (Producing texts)

Each student's folio of work will be matched against the Australian Curriculum Achievement Standards of the year level. This will form the basis of a student's level of achievement.

There may be some adjustments to assessment items and conditions in the banded classes to cater for the learning needs for each class, and in some cases for individual students.

Foundation English

Foundation English will provide the opportunity for selected students to receive carefully paced instruction to develop their skills across persuasive, imaginative, and analytical texts. Eligible students will be invited to join the Foundation class that will be tailored towards supporting their development of communication skills and thinking skills. Key components of this class include:

- Measured delivery of content and skills
- Developing key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and developing independence
- Adjusted or modified assessment and/or assessment conditions
- Exposure to more manageable texts

Semester theme: Fiction vs reality		Semester theme: Identity vs culture	
Term 1: What lies between	Term 2: What lies they tell	Term 3: Identity in my world	Term 4: Identity in my life
Students engage with short story texts with a focus on important issues. Students will read several short stories to explore how writers position audiences on issues. They will learn how to identify perspectives and how some are ignored. They will challenge these by experimenting with gaps and silences in a re-interpretation of an existing story.	Students will engage with a range of media texts, to examine ways they are being influenced. They will develop an understanding of how the media reports on issues, particularly those relevant to teenagers. They will practice their own persuasive techniques in a persuasive speech about an issue that is important to them.	Students will read the novel <i>Parvana</i> by Deborah Ellis. They will read the story as a class to understand the story, setting, and characters. They will learn to analyse the key themes and how to use evidence from a text. They will practice writing analytical essays about the novel and will write an essay under examination conditions.	Students will view the film adaptation of <i>Parvana</i> called <i>The Breadwinner</i> . They will investigate what decisions were made to create the filmed version and evaluate the extent to which it reflects the attitudes, values, and beliefs in the novel. They will practice writing engaging online texts for a public audience.
Throughout all units, there will be targeted activities focused on developing core literacy skills.			

Core English

Core English will provide opportunity for students to develop their skills across persuasive, imaginative, and analytical texts. Each class is tailored towards developing more complex thinking and communication skills. Key components of these classes include:

- Appropriate delivery of content and skills
- Further development of key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and increased independence
- Developing critical thinking skills and more flexible thinking
- Exposure to a range of texts and genres

Semester theme: Fiction vs reality		Semester theme: Identity vs expectations	
Term 1: What lies between	Term 2: What lies they tell	Term 3: Identity in my school	Term 4: Identity in my life
Students engage with short story texts with a focus on important issues. They will learn how to identify perspectives and how these privilege certain values, attitudes, and beliefs. They will challenge these by experimenting with gaps and silences in a re-interpretation of an existing story.	Students will engage with a range of persuasive texts, including media texts, to examine ways they are being positioned. They will in turn revise and refine their own persuasive techniques as they compose their own responses to a choice of teenage issues.	Students will read a novel that focuses on young people and identity in a school context - <i>Laurinda</i> . They will analyse the representation of teenagers and explore how the novel examines young people issues of identity, belonging, and making choices. They will experiment with literary analysis through an essay exam.	Students will further explore representations of young people from a different time and place through a film study - <i>The Sapphires</i> . They will examine the ways the filmmaker uses a range of techniques to position audiences about racism, identity, and belonging. They will practice writing engaging analytical texts in a blog.
Throughout all units, there will be targeted activities focused on further developing core literacy skills.			

Extension English

English will provide the opportunity for selected students to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts. Eligible students will be invited to join an Extension English class that will be tailored towards enhancing complex thinking and communication skills. Key components of this class include:

- Accelerated delivery of content and skills
- Consolidation of key literacy skills
- Fostering creativity and independence
- Building critical and flexible thinking
- Exposure to more complex content because of their engagement with this class

Semester theme: Fiction vs reality		Semester theme: Justice vs reality	
Term 1: What lies between	Term 2: What lies they tell	Term 3: Finding justice	Term 4: Understanding justice
Students engage with short story texts with a focus on important issues. They explore audience and purpose in imaginative texts and learn how to create and justify their own purpose in stories. They will experiment with gaps and silences in a re-interpretation of an existing story.	Students will engage with a range of media texts to examine ways they are being positioned. They will focus on the use of satire as social commentary and examine how it contributes to the public conversation about issues. They will create their own persuasive satirical text.	Students will read the novel <i>To Kill a Mockingbird</i> and analyse the characters and storyline to understand how audiences are positioned to accept ideas about justice. They will also learn about the importance of understanding context. They will experiment with literary analysis through an essay exam.	Students will further explore representations of justice through a documentary study - <i>In My Blood it Runs</i> . They will examine the ways the filmmakers use a range of techniques to position audiences to understand justice issues for Indigenous Australians. They will practice writing engaging analytical texts in a blog.
Throughout all units, there will be targeted activities focused on consolidating core literacy skills.			

Additional Information

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The Australian Curriculum for Mathematics will be implemented, providing students with essential mathematical skills and knowledge in the content strands of Number, Algebra, Measurement, Space, Statistics and Probability. The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning. Content will be assessed according to Australian Curriculum standard elaborations that categorise student achievement with the student's ability to engage with simple-familiar through to complex-familiar and -unfamiliar content.

Objectives

In this course, students will:

- Develop an increased level of fluency in the areas of Number, Algebra, Measurement, Space, Statistics and Probability.
- Develop an increasingly sophisticated understanding of mathematical concepts which can then be applied to problems that require reasoning and problem solving.
- Make connections between the mathematics of the classroom and the mathematics of the world around them.
- Develop the discipline of rigour, understanding that each step of mathematical learning must be built on what has come before.

Structure

In Year 9, three bands of Mathematics will be offered: **Foundation Mathematics**, **Core Mathematics** and **Extension Mathematics**. A recommendation will be made as to where your daughter will be placed. The recommendation will identify the class in which your daughter would most likely gain the greatest increase in the depth of her understanding. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. Placements in these banded classes are reviewed each semester and may result in movement throughout the year.

Foundation Mathematics Course

The Foundation Mathematics course will provide the opportunity for selected students to extend themselves and further develop their foundational skills. Eligible students will be invited to join a Foundation Mathematics class that will be tailored towards enhancing fundamental thinking and computational skills. The use of technology will be an integral part of this course. As such, the assessments given in the Foundation Mathematics course will be different from those given to students in the Core Mathematics course.

Core Mathematics Course

The Core Mathematics course will provide the opportunity for students to deepen their fundamental understandings and to apply their knowledge to more complex situations, where higher levels of reasoning and problem solving are required. Care is taken to ensure that students have foundational fluency before challenging the students to apply their knowledge to more complex situations.

Extension Mathematics Course

The Extension Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills in a class that will be tailored towards enhancing complex thinking and communication skills. Whilst the Extension Mathematics course will cover all the topics covered in the Core Mathematics course, foundational fluency is assumed and previously taught content is not retaught. This will allow for the class to be exposed to some additional abstract topics, spend more time applying their knowledge to unfamiliar scenarios, and focus on problem-solving and critical and creative thinking skills. As such, the assessments given in the Extension Mathematics course will be different from those given to the students in the Core Mathematics course.

Structure

The Year 9 course will cover the Australian Curriculum.

Term 1	Term 2	Term 3	Term 4
Statistics Trigonometry	Exponents Linear Functions	Inequalities Probability	Quadratics and Transformations 3D Measurement

Assessment

Students will be assessed on their learning through supervised examinations and the completion of a project.

Recommendations

Parents will be advised after the completion of all Year 8 Mathematics assessment if it is recommended that your daughter would benefit from changing Year 8 Mathematics courses for the following year.

Additional Information

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At the heart of the Years 9 Religion and Ethics program lies the units of work written to complement the Religious Education Guidelines of the Archdiocese of Brisbane. The approach to this subject is a learning-based one; students are formally assessed and their progress in knowledge, process skills and communication skills is reported upon.

Structure

Students complete four units over two semesters. Each unit involves one piece of assessment.

Term 1	Term 2	Term 3	Term 4
<p>Women in the Hebrew Scriptures</p> <p>Students explore how we connect our understanding of women in the Hebrew scriptures to women in contemporary society and analyse stories from the Hebrew scriptures to reveal what can be learnt about women, and the attitudes and values of the time.</p>	<p>Making Sense of Jesus</p> <p>Students investigate the main features of form criticism and narrative criticism, and analyse text structures and language features of selected miracle stories and parables. They further explore the foundational beliefs of Christianity, specifically, Incarnation, Resurrection and Ascension.</p>	<p>Let There be Light</p> <p>Students develop their understanding of good and evil. They consider sources of inspiration, strength and guidance for believers today. They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.</p>	<p>Restoring the Balance</p> <p>Students to explore the imbalance between the rich and the poor in the world and ponder the reasons why people should and do care about this. They investigate social justice issues and what options they personally have to make a difference.</p>

Assessment

- Investigation – Inquiry Response
- Short Response Examination
- Extended Response Examination

Additional Information

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The Junior Science program aims to develop an awareness of the applications and important place of Science and technology in everyday life and the world around us. It is designed to build on the student's prior knowledge that they have gained through their formal education as well as from their everyday life experiences. An exciting part of the course for the students is the chance to further develop their practical laboratory and analytical skills in our well-equipped Science facility of six laboratories. A significant part of the course is hands-on and consequently students will also put into practice the important safety considerations and techniques to apply in such an environment. As well as acquiring new skills and content knowledge, students will explore Science as a human endeavour and how landmark discoveries have significantly changed people's understanding of the world and the universe. ICT is considered an integral part of Science study at Loreto and it is interwoven in all aspects of the course including teaching, student research and laboratory enquiry.

Objectives

Science has three interrelated strands which are covered across all units: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*.

The *Science Understanding* strand comprises four sub-strands:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

There are two sub-strands of *Science as a Human Endeavour*. These are:

- Nature and Development of Science
- Use and Influence of Science

There are five sub-strands of *Science Inquiry Skills*. These are:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Structure

Term 1	Term 2	Term 3	Term 4
Living Connections Biology	Electrifying Earth Physics Earth and Space Science	The Active Atom Chemistry	Heat, Light and Sound Physics

Assessment

Summative and Formative Assessment includes:

- Examinations
- Written Assignments

Additional Information

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

Objectives

The Year 9 Geography course aims to ensure that students develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world.
- The ability to think geographically, using geographical concepts.
- The capacity to be competent, critical and creative users of geographical inquiry methods and skills.
- The skills to be informed, responsible and active global citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Structure

The Year 9 Geography Course is based around the Australian Curriculum Year 9 strands of Geographies of Interconnections and Biomes and Food Security.

Unit 1	Unit 2
<p>“Living like a Refugee”</p> <p>This unit focuses on the complex issues surrounding the movement of people around the world, particularly in terms of refugees and those seeking asylum. Students will investigate the reasons why people flee their homelands and the impacts it has on the people themselves as well as the places involved in their journey to seeking a destination. This is a unit that is at the heart of social justice and good global citizenship.</p>	<p>“Feeding our Future”</p> <p>This unit focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.</p>

Assessment

Students will complete two assessment items over the course of the semester which will be a combination of the following types of assessment: research investigations and supervised examinations.

Additional Information

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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, as well as the significant continuities that exist to the present day.

Objectives

The Year 9 History program is adapted from the Australian Curriculum: History course descriptors, and aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability.
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Year 9 History program focuses on the significance of movements, and the power of collective people. The program also focuses on Australia's contributions to WWI.

Unit 1	Unit 2
<p>“Off with Her Head”</p> <p>The French Revolution is regarded as one of history's great turning points. It brought an end to the medieval feudal system of land ownership in France and eventually through Europe. Students will examine the historical forces and tensions in play in late 18th century France by specifically focussing on the social, political, economic, and ideological causes of revolution.</p>	<p>“Courage and Sacrifice”</p> <p>This study focuses on the Australian experience in World War One. Students will consider the general causes of the war and Australia's response to it. They will investigate Australia's involvement in significant military operations such as Gallipoli, explore explicit turning points for Australia within the war, and explore the development and complexities of the Anzac Legend.</p>

Assessment

Students will complete two assessment items over the course of the semester which may be a combination of the following types of assessment:

- Short response examination to historical sources
- Extended written response to historical evidence
- Historical essay based on research
- Independent source investigation

Additional Information

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Physical Activity and Wellbeing (PAW) aims to teach students how to enhance their own and others' health, safety, wellbeing and physical activity in varied and changing contexts. The Health and Physical learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices" (Australian National Curriculum—HPE). Loreto aims to utilise many of these principles while also incorporating our own HEART Teaching and Learning Framework.

Physical Activity & Wellbeing (PAW) is a program that has been developed and designed to address specific concerns raised by young people. While academic performance is obviously valued, our student health and wellbeing is paramount.

The Mission Australia Youth Survey of 2021 had 20,207 participants and uncovered the major factors impacting our youth. The top four issues of personal concern raised by young people included: Coping with Stress; Mental Health, School or Study Problems and; Body image

<https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>

Physical activity has many reported benefits and for young people being physically active every day can have:

Social benefits, like:

- Opportunities for fun with friends and family
- Reduced anti-social behaviour, including aggressive and disruptive actions
- Helping to develop cooperation and teamwork skills

Emotional and intellectual benefits, such as:

- Improved self-esteem and confidence
- Help with management of anxiety and stress
- Improved concentration

Health benefits, such as:

- Promotion of healthy growth and development
- Strong muscles and bones
- Improved physical fitness, including coordination and movement skills
- Reduced risk of disease and unhealthy weight gain

<http://www.health.gov.au/internet/main/publishing.nsf/Content/phy-activity>

The lessons learnt in these classes can be life changing and have the potential to have a lasting impact well into adulthood. Behaviours also adopted in youth are more likely to be continued as adults.

Loreto values and acknowledges the importance of physical activity with a compulsory program from Year 7 through to Year 12. Research validates this decision with an article published in 2015 stating that physical activity has the potential to improve not only student wellbeing but academic performance.

“Physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. Recent evidence shows how physical activity’s effects on the brain may create these positive outcomes.” *Active Living Research, January 2015.*

FIGURE 2 Composite Attentional Allocation of 20 Students Taking the Same Test

These two brain images, taken from the top of the head, represent the average amount of students’ neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.

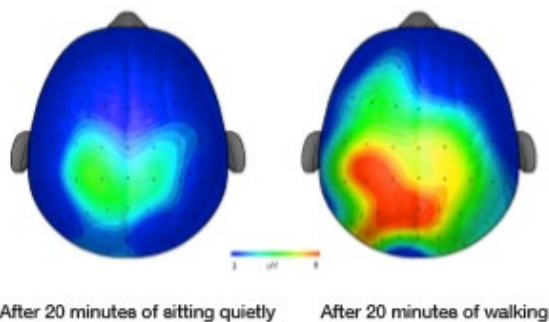
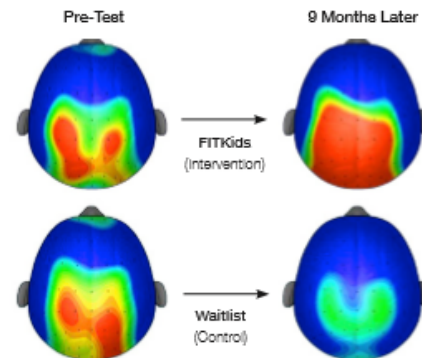


Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

FIGURE 3 Impact of Afterschool Physical Activity Program on Children’s Neural Activity

This graphic illustrates the differences in children’s average amount of neural activity at the beginning and after nine months of participating in an afterschool physical activity program. The images, taken from the top of the head, use blue to represent low neural activity and red for high brain activity.



Hillman et al. (2009). *Neuroscience*, 159, 1044-1054.

- Physically fit children demonstrate memory and efficiency of the brain (i.e., by allocating more working memory to complete a given task) through two learning strategies: relational memory, which involves remembering objects by using a cue, such as turn left after you pass the school,^{25,26} and working memory, which involves moving information from the short- to long-term memory.²⁷ This is important because children use relationships, such as understanding that “three groups of three” and “three times three” are both math facts with the same answer, to remember and recall information.
- Physically fit children have larger hippocampal volume²⁸ and basal ganglia.²⁹ Both of these brain structures have been associated with learning in children.

Physical Activity & Wellbeing (PAW) has been designed to assist students with life skills to help them through this difficult transitioning period into adulthood. Through engagement and active participation, students can take responsible risks, learn vital social skills, build resilience, develop good coping mechanisms, have fun, improve fitness and reduce stress levels.

Objectives

By the conclusion of the course of study, students will:

- Investigate strategies and resources to manage changes and transitions and their impact on identities.
- Analyse factors that influence emotional responses.
- Investigate strategies and practices that enhance their own and others health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialised movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- (Adapted from Years 7-10 HPE – AC in Queensland. QCAA).

Structure

POSSIBLE TOPICS STUDIED

Topics may change depending on the availability of facilities and resources. To cater for individual differences, a wide range of activities have been selected and can include some of the following:

Practical Components:	Theoretical Components:
Team Games	PERMA+
Fitness	Body and Movement Concepts
Aerobics/Skipping	Respectful Relationships
Synchronised Swimming	First Aid

Assessment

Students are assessed regarding their application. The criteria is adapted from the Australian Curriculum and aligns with Loreto's HEART Learning and Teaching Framework. Student progression is assessed using four criteria:

- Preparation for Class
- Participation in Class
- Classroom Behaviour
- Completes assigned work/homework

Additional Information

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Elective Subjects

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople, and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate, and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/rationale/>)

Objectives

The Arts, visual arts knowledge, understanding, and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes.
- Visual arts techniques, materials, processes, and technologies.
- Critical and creative thinking, using visual arts languages, theories, and practices to apply aesthetic judgement.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, and designers; visual arts as social and cultural practices; and industry as artists and audiences.
- Confidence, curiosity, imagination, and enjoyment.
- A personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Across the four terms of Art, students will learn about different viewpoints or contexts for making and responding to art. A variety of media will be utilised to create artworks, including painting, drawing, printmaking, sculpture, design and/or digital imaging.

Term 1	Term 2	Term 3	Term 4
<p>Embellishment</p> <p>This unit explores the concept of aesthetics through the use of visual language and artistic conventions in a 3D artwork, to create embellished sculptural forms.</p> <p>Throughout the unit, making and responding tasks explore artworks within personal and formal contexts.</p> <p>Using the Inquiry Learning Model, students will explore inspirational artist work to analyse concepts, different artistic viewpoints, visual language and conventions.</p> <p>Students will complete responding tasks based on the concepts expressed in the stimulus art forms. The final student work will be accompanied by a written artist statement.</p>		<p>Social Icons</p> <p>This unit explores the visual communication of social and cultural issues using contemporary art practices. Teacher-directed symbolic devices will be explored, such as appropriation, metaphor and recontextualization, in 2D, 3D and/or time-based media.</p> <p>Throughout the unit, making and responding tasks explore artworks within cultural and contemporary contexts.</p> <p>Using the Inquiry Learning Model, students will explore inspirational artist work to analyse concepts. Students will also investigate how artists use visual language and expression, conventions and symbolic devices to persuade and communicate ideas.</p> <p>Students will complete responding tasks based on the analysis and interpretation of symbolic conventions in the stimulus art forms. The final student work will be accompanied by a written artist statement.</p>	

Assessment

Assessment for Visual Art will take a variety of forms, including:

- **Making Tasks: Folios** – artworks supported by visual journal work documenting development, research reflection and resolution, including an artist statement written in response to their own work.
- **Responding Exam:** A short response examination analysing the work of mentor artists and assessing content knowledge on Unit 1 and Unit 2.

Recommendations

It is strongly recommended that students intending to select Visual Art in Year 10 or Senior complete the Year 9 course in preparation for future studies.

Additional Information

Ms Stephanie Tudor

Curriculum Leader – Creative Arts

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The Year 9 Drama course fosters creative and expressive communication. Through a range of dramatic experiences, students uncover the complexities of relationships and gain a deep understanding of themselves and their peers. Through the study of contemporary Australian plays, they develop empathy for individuals in a variety of situations, thus broadening their understanding of the world in which they live. Students learn to express their opinions and justify their choices about thought provoking social issues and are encouraged to challenge stereotypes, consider others' perspectives, and continually explore how Drama works to reflect and challenge the lives we lead. Through their active involvement in drama activities, students will gain confidence and develop competence in their ability to communicate effectively and dynamically with others, thus developing 21st century skills that are valued beyond the Drama classroom.

Objectives

- Demonstrate, analyse, and interpret the dramatic languages to create dramatic action and meaning.
- Apply literacy skills.
- Interpret purpose, context, and text to communicate dramatic meaning.
- Evaluate, justify, and synthesise to argue a position about dramatic action and meaning.
- Develop appropriate Drama vocabulary to communicate and express ideas about drama.
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama.
- Knowledge and understanding in controlling, applying, and analysing the elements, skills, processes, forms, styles, and techniques of drama to engage audiences and create meaning.
- A sense of curiosity, aesthetic knowledge, enjoyment, and achievement through exploring and shaping roles, and manipulating situations, actions and ideas as drama makers and audiences.
- Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles, and performance spaces.
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect.

Structure

Unit 1	Unit 2
<p>Confronting Our Reality</p> <p>Working with a script originally devised for Queensland Theatre's Scene Project, students build on their interpretive and directing skills to explore the creative process of performance, from page to stage. Students workshop the text, <i>Wisdom</i>, and create their own unique version of the play.</p> <p>Through this process, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of drama. They are encouraged to challenge the world in which they live and use their skills of performance to present their own dramatic meaning.</p> <p>Students will also view a professional performance and apply their knowledge and understanding of elements of drama and stylistic conventions, to analyse and evaluate the dramatic action and meaning. In doing this, students will develop and argue a position, using evidence.</p>	<p>Sharing Our Story</p> <p>Working in the style of Collage Drama, this semester challenges students to devise their own performance to make a social comment about the ideas of beauty and truth. Students collaborate as an ensemble to shape an original work that celebrates the beauty of women, but also reveals the underlying truths of their experiences.</p> <p>Through wide exploration of a variety of dramatic conventions such as improvisation, performance poetry, stylised movement, narration and transformation, students shape drama for audiences using narrative and non-narrative dramatic forms and production elements.</p>

Assessment

Group Performances: Group performance of scripted text and student devised work

Responding: Individual response to live or recorded theatre.

Recommendations

Students of Drama are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre offered both within and outside the school context is recommended.

Additional Information

Ms Stephanie Tudor

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Creative Arts - Music

Year Long Elective Subject

The Year 9 Music course concentrates on building a student's musical abilities and confidence. It allows for the expression of intellect, imagination and emotion by making and responding to music. Students will experience a wide range of musical genres and styles; develop skills in creating and playing music, experiment with the use of technology and develop knowledge, skills and music theory concepts beyond those achievable by playing/singing in the ensemble program or by taking private instrumental lessons. In an age of change, Music aims to prepare students for a future of unimagined possibilities. The transferrable skills developed through a Music education, such as the capacity for flexible thinking and doing, will ensure students are equipped with 21st century skills they can apply outside the Music classroom.

Objectives

- Enjoy and value music and engage confidently in music-making.
- Employ a variety of music-related technologies including instruments, computer software, recording and amplification equipment.
- Demonstrate technical skills by developing a sound knowledge of music theory.
- Develop skills in music performance including solo performance, group performance and work in rock bands.
- Develop skills in composition including song writing, accompaniment writing and scoring for drum kit.
- Develop appropriate music vocabulary to communicate and express ideas about music.
- Evaluate, analyse, and interpret music in a variety of contexts and styles.

Structure

Term 1	Term 2	Term 3	Term 4
On Stage: In this semester unit, students explore composing for and performing in the style of Musical Theatre. They will examine text setting and experiment with melody and accompaniment writing, using Sibelius software. Students will grow in their knowledge of performance etiquette and build upon their performance skills in their instrument of choice. They will also analyse works from Musical Theatre to enhance their understanding of the style.		In The Mood: In this unit students explore how music can manipulate a listener's mood. Through looking at a wide variety of musical genres, from film scores to the blues, students will discover how composers and performers can have a lasting and emotional impact on their audience.	

Assessment

- **Performing:** Which may include solo and/or ensemble
- **Composing:** Original pieces and songs or arrangements of existing music
- **Musicology Tasks:** Incorporating listening, score reading, and the application of the elements of music

Recommendations

Students of the Creative Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre, musicals, concerts, and events offered both within and outside the school context is recommended.

Additional areas of study including Instrumental Music will be complementary to this subject area.

Additional Information

Ms Stephanie Tudor

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Enterprise & Technology - Business

Year Long Elective Subject

Year 9 Business provides students with skills and knowledge necessary in life. Moreover, it lays the foundations for Accounting, Economics and Legal Studies in senior. It provides students with the understandings and skills from the Australian Curriculum for Economics & Business.

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. "Business" refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activities effect and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

These challenges may include:

- Participating as an active and responsible citizen in business environments in response to individual, group, local, national, and global needs
- Making consumer decisions to meet the needs and wants of self and others
- Managing scarce resources to meet the necessary business, economic and legal requirements for sustainability
- Managing personal finances, investments, and records
- Owning or managing a business, enterprise, or venture

Business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.

Objectives

The Australian Curriculum: Economics & Business is organised in two related strands: knowledge & understanding and skills.

- Economics and Business knowledge refers to the facts, principles, theories and models developed in business and economics. Understanding is the ability to see the relationships between concepts and the interdependence of sectors of the economy.
- The skills strand focuses on the skills of questioning and research; interpretation and analysis; evaluation, concluding and decision-making and communication.

Structure

Accounting	Enterprise – a partnership with Future Anything	Business Ventures	Economics
Business structures Elements of accounting Classifications of accounts General Ledger through to trial balance for a sole trader entity	Pitch of an innovative, scalable and sustainable business that has been validated in-market	Real world business experience, skills and knowledge in establishing and running a venture. Students purchase a product, add value to this product, market it and sell it within the Loreto community.	Needs and wants Scarcity Opportunity cost Production possibility curve Cost benefit analysis

Assessment

The assessment includes assignments, projects, and exams. These tasks can be short response, extended response, and practical items. Students will complete a maximum of one piece of assessment per term.

Additional Information

Ms Corinne Salmon

Curriculum Leader – Enterprise & Technology

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Enterprise & Technology - Digital & Design

Year Long Elective Subject

Technology in the Australian Curriculum is made up of two related strands, **Digital Technologies** and **Design and Technology**. This course combines elements of both.

Objectives

Technology: Digital and Design focuses on developing problem-solving skills that can be used in a range of real-world situations. Students will combine Design concepts with digital tools and software applications to come up with their own unique solutions to a variety of problems.

Structure

Term 1	Term 2	Term 3	Term 4
Students use CAD software to create and print 3D models. The models are based on design problems and require students to create solutions for specific clients.	Students build and code Lego EV3 Robots and then program them to solve a series of challenges. This involves engineering and coding. Students work collaboratively and individually to create their solutions.	Students use Adobe Dreamweaver software to create a purpose-built web site. They will make use of HTML coding to create the structure of the web pages and CSS coding to enhance the aesthetics and functionality.	Students use Minecraft Edu to explore Mars. This involves students surviving as long as possible, in a virtual world, using a range of strategies. Students keep a space journal detailing the problems that arise and how they solve them.

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

Additional Information

Ms Corinne Salmon

Curriculum Leader – Enterprise & Technology

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (*The Australian Curriculum: Languages*).

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

(*The Australian Curriculum: Languages*)

Structure

Learning experiences develop students' capacity to:

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting.
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Term 1	Term 2	Term 3	Term 4
<p>On part en France – Let's Go to France!</p> <p>Explore the best places to visit in France</p> <p>Learn about famous French festivals</p> <p>Describe the weather</p> <p>Discover French fashion stores</p> <p>Compare and select accommodation</p>	<p>Mes Vacances Préférées – My Favourite Holidays</p> <p>Talk about past experiences</p> <p>Describe recent holidays (activities, weather, accommodation)</p> <p>Discuss and ask questions about past holidays</p> <p>Discover Aquitaine and our sister school</p>	<p>Manger à la française – Eating French Style</p> <p>Order meals in a restaurant and buy food at the markets</p> <p>Understand French recipes</p> <p>Analyse the influence of French cuisine in the world</p> <p>Cook French food</p> <p>Compile a bilingual recipe book</p>	<p>Etre touriste en France – Being a Tourist in France</p> <p>Discuss health and medical issues</p> <p>Visit the pharmacy</p> <p>Explore France with public transport</p> <p>Shop for souvenirs</p> <p>Discover Paris & the Loire Valley</p>

Learners use written and spoken French to interact with peers, teachers and some other French speakers in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may participate in local community events such as Alliance Française activities, music or film festivals, or exchange-student hosting.

Texts and Resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw increasingly on texts produced for French-speaking communities, in a range of different times and contexts, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts. (*The Australian Curriculum: Languages – French*)

Assessment

There are three pieces of assessment throughout the year which give students the opportunity to demonstrate the following skills:

- Understanding of the target language
- Communicating in the target language

Recommendations

This course is available to students who have completed French in Years 7 and 8 and obtained at least a C standard at the end of Year 8.

Additional Information

Mrs Kerbi McMillan

Curriculum Leader – Global Studies

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (*The Australian Curriculum: Languages*)

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (*The Australian Curriculum: Languages*).

Structure

Learning experiences develop students' capacity to:

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Term 1	Term 2	Term 3	Term 4
Weekend Plans	German Food	Gesundheit!	Shop 'til you drop!
Discover beach culture in Germany	Learn about restaurant etiquette in German-speaking countries	Explore the role of sport in German-speaking countries	Discover housing and living arrangements in German-speaking countries
Discuss plans for the weekend	Discover fast food in Germany	Talk about sports you play and watch	Discuss household tasks
Express what you are and are not allowed to do	Practice ordering and paying for a meal	Discover spa culture in Germany	Research popular shops in Germany
Roleplay convincing parents to let you go out on the weekend	Research traditional German cuisine	Describe accidents, injuries and health problems	Learn about clothing and shoe sizes in German-speaking countries
Create a dialogue of what happens next in a drama series	Cook German food	Roleplay a visit to the doctor	Go on an online shopping spree
	Create a bilingual recipe book		

Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange students, language assistants, film festivals or community events.

Texts and Resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including consideration of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning. (*The Australian Curriculum: Languages – German*).

Assessment

There are three pieces of assessment throughout the year which give students the opportunity to demonstrate the following skills:

- Understanding of the target language
- Communicating in the target language

Recommendations

This course is available to students who have completed German in Years 7 and 8 and obtained at least a C standard at the end of Year 8.

Additional Information

Mrs Kerbi McMillan

Curriculum Leader – Global Studies

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

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- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (*The Australian Curriculum: Languages*)

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

(*The Australian Curriculum: Languages*)

Structure

Learning experiences develop students' capacity to

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding

Term 1	Term 2	Term 3	Term 4
<p>My Favourite Things!</p> <p>Talk about hobbies</p> <p>Discuss various activities and frequency.</p> <p>Describe people's physical appearance/ personality and abilities.</p> <p>Explore how anime and manga are used in Japanese society and festivals.</p>	<p>Let's Celebrate!</p> <p>Talk about how you celebrate special occasions.</p> <p>Discuss past events.</p> <p>Say how old you were when a significant event happened.</p> <p>Discover important celebrations/festivals in Japan and their meaning</p>	<p>Making Friends.</p> <p>Discuss your nationality, birthplace and where you grew up.</p> <p>Talk about the languages you and others speak.</p> <p>Compare personal milestones for Australian and Japanese teenagers.</p> <p>Learn about changes to traditional Japanese society.</p>	<p>Going to Town!</p> <p>Discuss Australian and Japanese fast foods.</p> <p>Ask and say where you shop/ how much something costs.</p> <p>Arrange an outing.</p> <p>Accept or decline invitations.</p> <p>Compare popular fast foods, department stores and teenagers' lives in Japan and Australia.</p>

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts and may also interact with other Japanese speakers through online environments.

Texts and Resources

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts. (*The Australian Curriculum: Languages – Japanese*)

Assessment

There are three pieces of assessment throughout the year which give students the opportunity to demonstrate the following skills:

- Understanding of the target language
- Communicating in the target language

Recommendations

This course is available to students who have completed Japanese in Years 7 and 8 and obtained at least a C standard at the end of Year 8.

Additional Information

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Health Studies - Food Technology

Year Long Elective Subject

Food Technology is a year-long course of study within the Design and Technologies subject from the learning area of Technologies within the Australian Curriculum. Students use Design and Technologies knowledge and understanding and processes and production skills to produce solutions. Problem-solving approaches to learning and assessment have real life context, acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Throughout the course of study, students use creativity, innovation and problem-solving skills with increasing confidence, independence and collaboration. Career paths in health and nutrition, hospitality, and event management are connected to the study of Food Technology.

Dimensions

- Knowledge and Understanding
- Process and production skills

Structure

Throughout the course of the study, students will focus on the Technologies context of Food specialisations which includes the application of knowledge related to food sustainability and nutrition and the characteristics and properties of food for food selection and preparation. Students will learn of the nutritional and environmental concerns of highly processed foods and investigate and make judgments on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy and sustainable eating. They will investigate and make judgments on how the characteristics and properties of foods and cooking equipment can be utilised to create designed solutions. Students will develop an understanding of effective food selection to generate food products that rely on fresh ingredients as a healthier alternative to take-away or processed foods that also reduces food waste. They will use the design process to investigate, create and generate a food solution that meets the design brief for sustainable and healthy meals for the family.

Assessment

Students are required to create designed solutions within food technology. They are required to explain, justify and evaluate ideas, solutions and processes. They develop production and workplans and select and use appropriate technologies to produce high-quality solutions for the intended purpose.

A series of design briefs, with real life context, guides the learning for assessment in each semester. Assessment can include:

- Project: written component of design folio and product component of food products

Additional Information

Ms Rachel Denning

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Health Studies - Health & Physical Education Year Long Elective Subject

This year long subject is available to all students. Health & Physical Education in Year 9 is a theoretically and practically based subject which provides the opportunity to study formation theoretical practices and introduces students to a variety of activities and sports. It involves the study of health concerns and movement concepts, while engaging students as intelligent performers. This subject focuses on the complexity of, and interrelationships amongst, psychological and sociological factors which influence individual and team physical performances. In addition, wider contemporary health issues relevant to individuals, families and the wider community are investigated and analysed. Students are assessed in the *Movement and Physical Activity* units as well as units which cover *Personal, Social and Community Health* in line with the *Australian Curriculum—HPE*.

Objectives

By the conclusion of the course of study, students will:

- Recognise and explain concepts and principles about movement and health.
- Demonstrate specialised movement sequences and movement strategies.
- Apply concepts to health and specialised movement sequences.
- Analyse and synthesise data to devise strategies about movement and health.
- Evaluate strategies in movement.
- Evaluate strategies about movement and health.

Structure

Topics may change depending on the availability of facilities and resources.

Personal, Social and Community Health	Movement & Physical Activity
Tactical Awareness & Movement solutions Mental Health Interacting with others, leadership, and communication	Volleyball Invasion Games: Touch Football/Soccer/ Basketball / Netball Oz Tag/Touch/Soccer Aquathlon/Water Fitness Biomechanics

Assessment

Each *Movement and Physical Activity* strand is assessed using observations in isolated and authentic environments such as game play or routines performed individually or in groups, specific to the activity being covered. Each *Personal, Social and Community Health* strand will be assessed using either a multi-modal presentation, written exam or research assignment.

Additional Information

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