



Year 9

Subject Handbook

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Foreword

Dear Families

Secondary schooling is comprised of four short years of significant change. As students enter Year 9 they are almost at the end of their childhood. Year 10 marks the end of compulsory education. The changes in our children over these 48 months are remarkable, with growth spurts, body and voice changes, choosing a university or vocation and becoming young men and women. When they finish Year 12 they are entering the world of adults.

Throughout Year 9, English, Maths, Science, Health and Physical Education, and History remain core subjects. During the foundational period in Years 7 and 8, students have been provided with the opportunity to trial some of the available electives. Some subject areas they will enjoy and continue with, whilst others they may not wish to study further. It is a time of discovery and making choices.

Our Secondary schooling consists of three phases, experiencing (Yr 9), foundations (Yr 10) and building (Yr 11 and 12).

In Year 9, students will have the opportunity to choose up to 6 subjects from the range available through our senior program. With the exception of Music and Chinese (whole year electives) students will select three taster courses for Semester 1 and another three for Semester 2. They can then use this knowledge to make informed subject choices for study in Year 10 and develop skills in their chosen fields.

Throughout Year 10 there is some flexibility in the courses to allow for change as choices and preferences are refined and confirmed. This is a time to lay down foundations, benefit from strengths and improve any areas of challenge, a time of change and growth. By the end of Year 10, students will need to decide on an academic or vocational pathway for their future studies in year 11 and 12.

These years are a time for students to learn how to make personal choices, commit to them, see them through to the end, and to start and finish well. This will happen in the classroom as well as on the sports field, camps, in leadership training, during Chapel and Christian Studies. There will be a myriad of opportunities to extend and develop their skills and interests including debating, musicals, regional sport, concerts, projects and overseas trips.

As parents, we need to enjoy journeying with our children through this rewarding but often challenging time. At times we can feel as though we are losing our children, but this is not the case. They are just becoming adults and the associated changes can be a little disconcerting. God tells us through the Bible: “When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put childish ways behind me.” (1 Cor 13:11) At the end of the process you will discover that you have not lost a child but gained a friend.

As a College, it is our intention and purpose to care for our students providing opportunity to belong and realise their goals and to be a support to our families along the way.

Nathan Cox
Head of Secondary

Introduction

To the parent:

The time has come for you and your child to give serious consideration to the type of course he/she is to take in Years 9—10 and beyond. In this, the college is willing to assist you to ensure the course chosen is the best for each individual child.

Please note the following factors you and your children will need to consider when making a choice:

The student's own abilities

Syllabus documents are designed to cater for the individual capabilities of each student. No good purpose is served by choosing a course that is too difficult. The course chosen should be in keeping with the student's ability and his/her performance in the subjects to this point. Remember that as your child progresses through the Secondary School the subjects will become more difficult.

Long range ambition

If students wish to proceed to Year 12 or Tertiary Education, and have the required ability, plus satisfactory achievements, they must choose a course that will permit them to fulfil this ambition. If they are certain they will leave school after Year 10, they have greater freedom of choice in selecting their subjects.

Many students have a long-term aim to gain entry to a University or TAFE course. The subjects required for entry to these institutions may vary from year to year and institution to institution. Having regard for this, students should, for Years 9 and 10, carefully choose the course and subjects they will find most helpful later, and not necessarily those they find easiest.

Preference in subjects

Obviously it is to everyone's advantage if students are able to choose the subjects they like best. However, it is important to distinguish between a mere hobby or interest that may not last, and a career interest in a subject. For the sake of senior or higher education, able students may have to put aside subjects now that they can pursue as hobbies later in life.

To the student:

When you are making your final decisions with regards to your course, keep in mind these important factors:

Your scholastic ability

You must be realistic about this and recognise that God gives different abilities to His children. It is no good being frustrated by attempting a course which is obviously outside your ability range. On the other hand, you must not choose 'easy' subjects because you are shirking hard work. Consider carefully your Year 8 marks and use these as a guide for subject choice. Feel free to discuss your choice with your class teacher.

Future plans

How far do you wish to pursue your studies? Junior (Year 10), Senior (Year 12), TAFE, Certificate II III or IV, Diploma, university studies, full-time or part-time studies?

You will need to take into consideration the pre-requisites for some subjects: Give some consideration to subjects which might interest you in Year 10 and be careful to choose subjects in Year 9 which will prepare you well. Discuss your choice with your class teacher.

Aptitude, special subject interests, special talents

Ask yourself a range of questions: Are you inclined more towards headwork or handwork? Do you enjoy working with machinery? Do you have a special talent for performing arts subjects, eg Visual Art and Drama? Is it your intention to enter a Business career, or do you want to have some background training in clerical skills? (Consider Business as a part of your course). Have you any special talent for Music, dance or sports etc?

A careful study by you and your parents of the courses, with the help of your class teacher should result in the selection of the course which will offer you an excellent opportunity for becoming educationally and occupationally prepared and socially adjusted for a happy and useful life beyond school.



Subjects Available

The following subjects will be offered in the New Year. The compulsory core subjects are as follows:

- Christian Studies
- English
- Mathematics
- Science
- History
- Health and Physical Education

Year 9

All students will study the above **compulsory subjects**. Students may then choose three elective subjects, one from each of the following lists, for each semester (exception of Languages and Music):

Electives

List 1

- Drama
- Digital technologies
- Geography
- Physical Education
- STEM

List 2

- Business and Economics
- Civics and Citizenship
- Design
- Music (whole year)
- Visual Art

List 3

- Business and Economics
- Chinese (whole year)
- Physical Education
- STEM

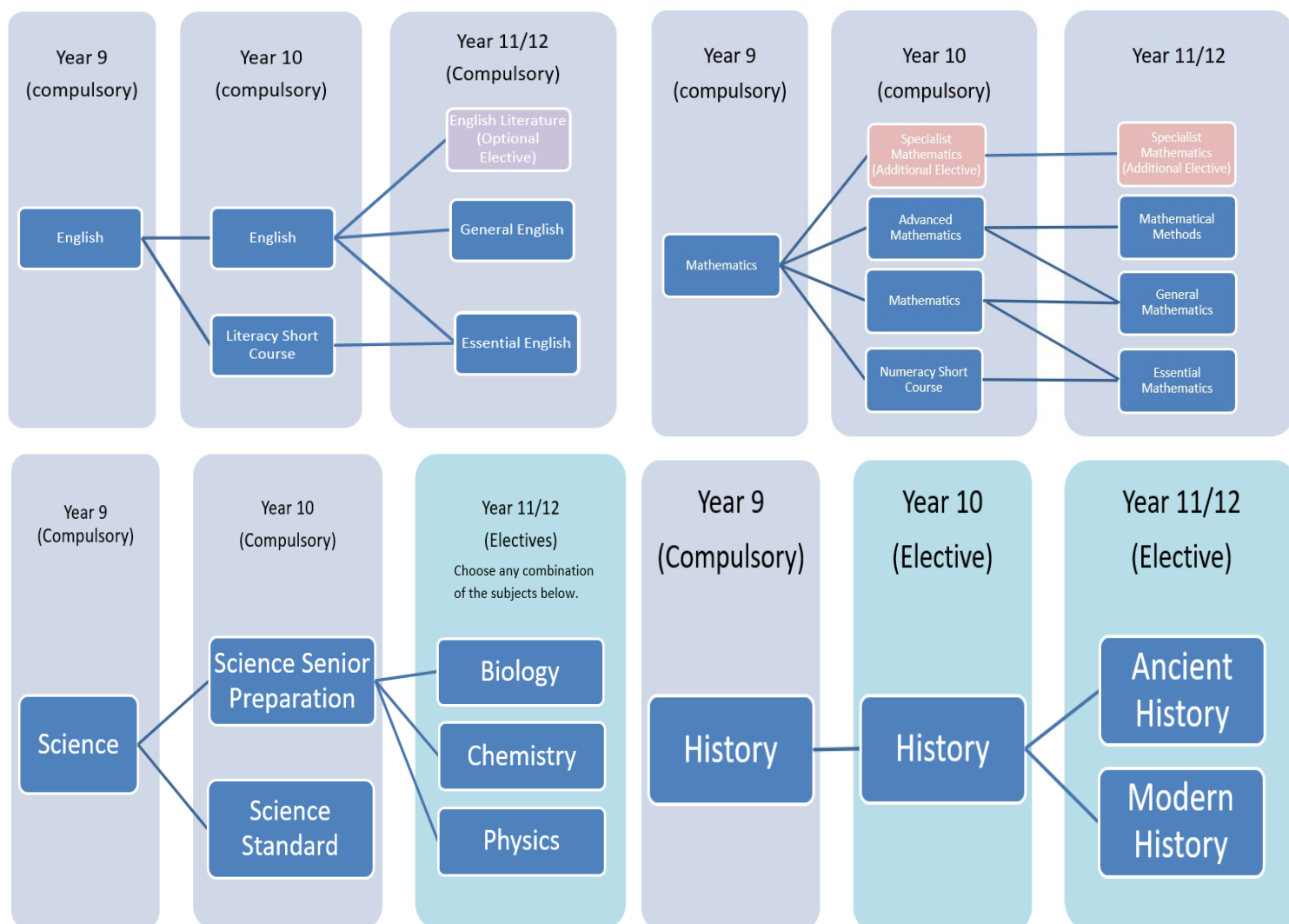
It is very important that students carefully consider which subjects are best for them. To assist them in the process, we allow our Year 9's to select different Semester 1 and Semester 2 electives to experience a range of subject options in a bid to discover where their abilities rest. Therefore, students may select SIX electives (three electives for semester 1 and three for semester 2), unless they pick either Music or Chinese which is run across both semesters.

Each of the taster option subjects will be taught in semester units that will be designed to allow the students the same experience whether they do the subject in Semester 1 or Semester 2 (except Languages and Music).

Pre-requisites

In most cases a level of Sound Achievement at the end of Year 10 is expected in order for students to be accepted into senior classes. Students whose results fall below the level of Sound Achievement may experience some degree of difficulty when moving onto more complex studies at senior level.

Entry into certain senior subjects will require a pre-requisite of a minimum of a B Grade in a junior subject. Specific questions may be referred to individual Subject Teachers. Below is the year 9 to senior school subject mapping for electives and core subjects.



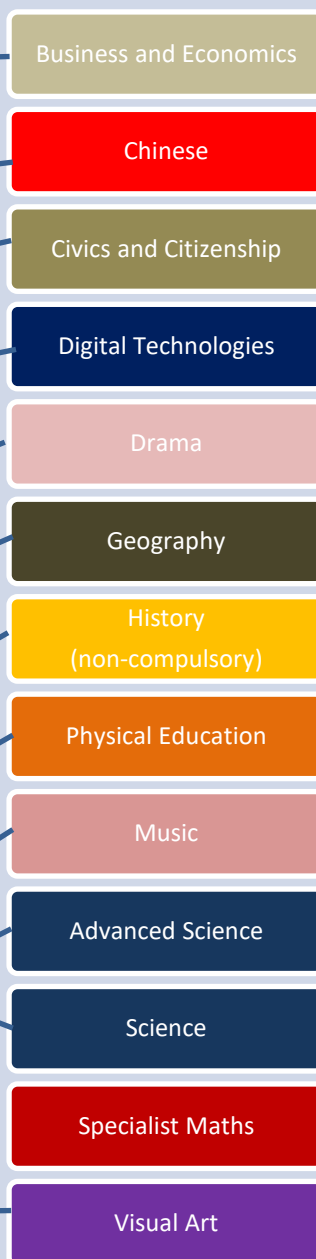
Year 9 Electives

Choose up to six subjects



Year 10 Electives

Choose three elective
subjects



Year 11/12 Electives

Choose four elective
subjects



Subject descriptions

Christian Studies

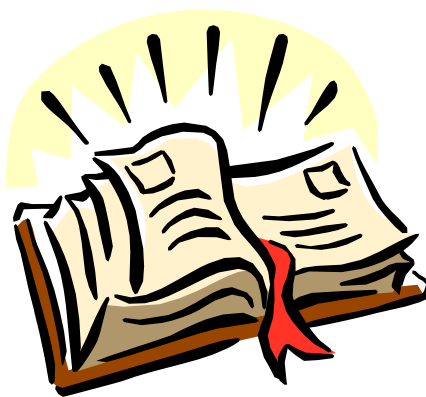
Christian Studies in the Secondary School builds on the foundations taught in the Primary and Middle School years and is reflected in our school Mission Statement. The Bible is presented as God's word revealed to us and written to teach us God's truth and to express God's love for us.

The basis of the theology is evangelical, with a particular emphasis on students coming into and growing in a living relationship with a resurrected Jesus Christ, who is both their Saviour and Lord.

Students attend classes in Christian Studies once a week and will be taught by a range of teachers employed by the College. The Christian Studies program complements the pastoral care and discipleship of students in our College.

Teaching of Christian Studies is based on Biblical truths with a strong emphasis on making them practical and relevant to the needs of today's teenagers. The three main themes of the program for Years 7—12 are:

- Living with God
- Living with ourselves
- Living with others.



English

Secondary School English

Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures. The early Secondary School years are crucial in providing a strong foundation for learning about language and texts and developing practices that will be built on in Senior English. As students move through the Secondary School, a range of approaches will give them the opportunity to develop:

- A sense of cultural heritage and factors that cause particular texts, genres and authors to be valued
- Skills that enable them to control and experiment with a range of language systems, genres and technologies
- An awareness of how their personal values, attitudes and beliefs relate to those skills operating within their culture
- An understanding of how texts reproduce, negotiate or challenge ways of thinking.

In Secondary School English, our focus elements are **speaking, listening, reading and writing**. That is, students learn to speak, listen, read, view, write and shape texts to make meaning with purpose, effect and confidence across a wide range of contexts.

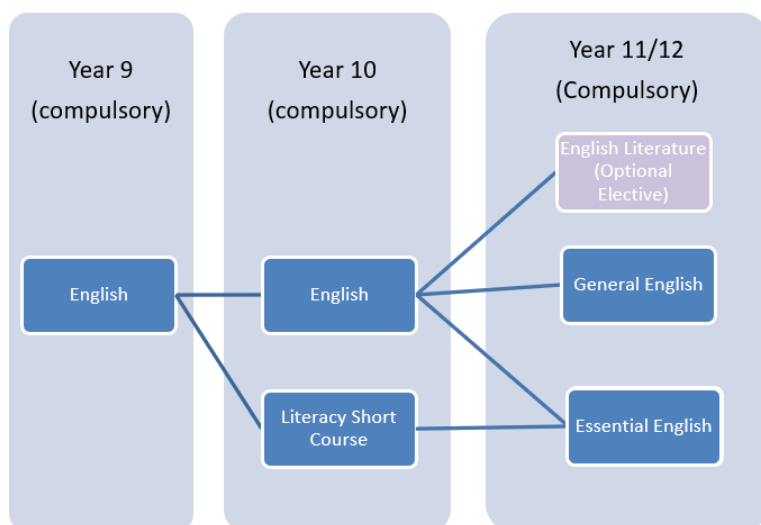
Our students learn

- To engage in practical speaking activities in various situations
- To listen to themselves and others sympathetically and critically
- To view film, television and stage drama with understanding, sensitivity and critical appreciation
- To read all types of printed materials (newspaper, journal, prose, drama, poetry) responsibly
- To develop their writing skills in order to communicate accurately with others, to express their feelings and to be creative.

Through Secondary School, students will study language and literature in the mass media from the viewpoint of Christian morality as set out in Scripture. They learn how to analyse, interpret and critically evaluate from a Christian perspective what Christian and non-Christian men and women have both said and written over the centuries, to the present day.

How will students be assessed?

- Approximately 4 pieces of summative assessment are undertaken each year
- Several diagnostic assessments help to direct explicit teaching
- A range of spoken and written genres are assessed



Mathematics

Mathematics is an integral part of a general education. At Brisbane Christian College the coursework is aligned with the National Curriculum.

At Senior level, Mathematical Methods will prepare students for tertiary studies of a mathematical or scientific nature. Therefore students wishing to study Mathematical Methods in Years 11 and 12 will need to achieve at a 'B' standard in Year 10 to demonstrate they have built the necessary skills required for success.

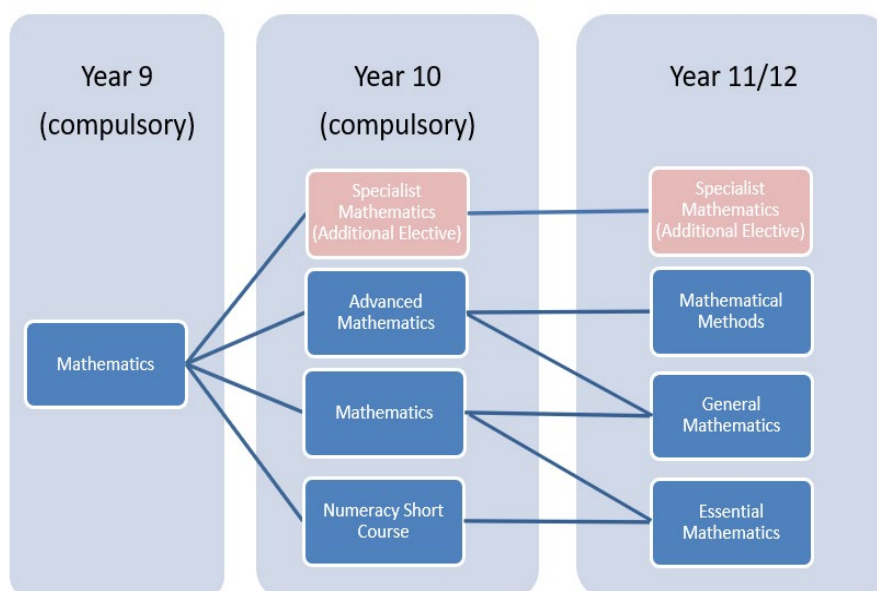
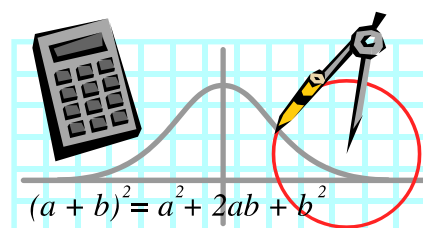
Technology

Students are required to have a scientific calculator throughout 7 -12 (Casio fx series 82 or 100). If students wish to have a standalone graphics calculator for Mathematical Methods, Specialist Mathematics and Physics, the current recommendations are: Casio fx-CG50AU or other Casio Non-CAS graphics calculators.

Assessment

Assessment items will include topic tests and/or practical assignments. Students will be assessed on the following proficiency strands:

- Fluency and understanding
- Problem Solving
- Reasoning

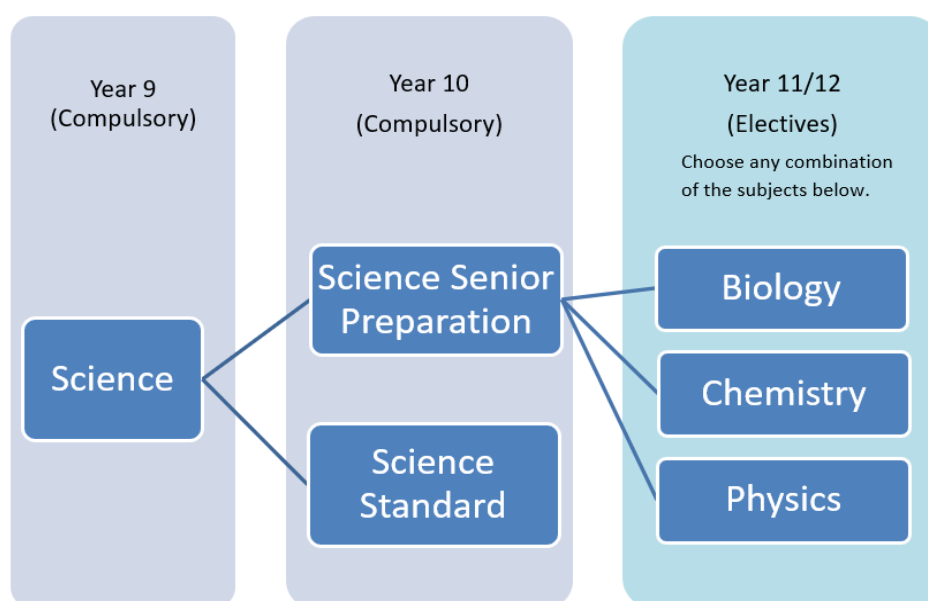


Science

Junior Science is a core subject to Year 9 and 10. It has relevance to all students because it deals directly with God's creation, the world around us. There are five key areas that the Christian must face in studying about our world. These are:

- The origin of the universe — how and why did it come into being?
- The set laws and principles which govern this world.
- Man's role and purpose in this world — what is it? And why?
- The limited sphere of what is called "scientific knowledge".
- The basis for man's moral behaviour in this world — what is legitimate, helpful and necessary? What provides value and meaning?

The course is based on units of work designed to give students introductory knowledge and skills in the areas of Physics, Chemistry and Biology. Each year, these subjects are built on as student's understanding and application of science is increased.



Assessment

Assessment is done through assignment work, written examinations and research reports.

Students who desire to continue with Science subjects in Years 11 and 12 will need to attain passing grades within mathematics and the year 10 Science Senior Preparation course to proceed to senior science electives. Students not wishing to continue on in science into senior may choose the year 10 science standard course.

History

The philosopher, Marcus Tullius Cicero once said that “to be ignorant of what occurred before you were born is to remain always a child”.

History is about change. It looks at peoples over times past and present in different societies, noticing and explaining their attitudes, values, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change. The ultimate purpose of studying history is to give meaning to our own life — a personal statement of identity.

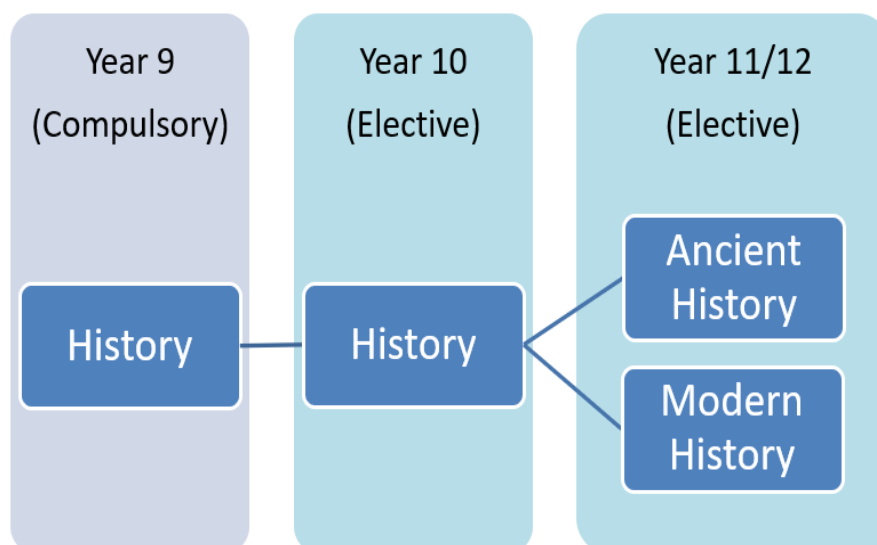
When studying history, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, values, beliefs and behaviours. History remembers the past, explains the present, and gives hopes and interpretations for our future. History provides contexts, meanings and explanations for our lives.

At Brisbane Christian College there is a special focus on values, and in particular Christian values. In historical studies, we encounter different values, investigate their origins and study their impact on human affairs. We explore the values of others and begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people. Moreover, we decide what values might complement our Christian World View and what values might compromise what we believe. In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. These are the skills developed in a study of World History.

Course structure

In Year 9, students will study:-

- *Making and transforming the Australian nation (1750–1914)*
- *The First World War (1914–1918)*
- *The Second World War (1939-1945)*
- *Building Modern Australia (1918-present)*



Business and Economics

Have you ever wondered why companies advertise? Or where all those scam emails come from? Have you ever thought about running your own business? If so, studying Business in Year 9 is a great place to start, especially if you'd like to study Business in your senior years.

The Year 9 curriculum gives you the opportunity to develop an understanding of economics and business concepts. In class we do this by reading about business strategies, group activities and presentations and using interactive games to practice learning new information. You will be taught the content through contemporary issues, events and/or case studies to develop skills in questioning and research; interpretation and analysis; economic reasoning and critical decision making.

Year 9 introduces the concept of an 'economy' and explore what it means for Australia to have a mixed economy where both public and private sectors provide goods and services for consumers. The semester focus is on how and why businesses seek competitive advantage and then the strategies that can be used to manage financial risks and rewards.

Topics studied will include:

Introduction to Business:

Foundational economics concepts – wants and needs; goods and services; producers and consumers; reasons for government intervention in the economy.

Competitive Advantage:

Students will investigate the goal of private sector business and the importance of pursuing competitive advantage through various strategies including cost reduction, product differentiation, social responsibility and emerging marketing techniques.

Managing Financial Risk and Reward:

Students will learn to explain the role of banks and other deposit-taking institutions, will learn to identify financial risks such as scams and identity theft.

Different types of investment that enable people to accumulate savings for the future (for example, shares, term deposits, managed funds) will be investigated, along with

good and bad debt, how to manage debt, the risks of over-indebtedness, and the importance of having a savings buffer.

Students will identify ways consumers can protect themselves from risks (for example, through setting financial goals, insurances, savings, investments, diversification, scam avoidance and superannuation).



Chinese 汉语

Aims

Junior Chinese at Brisbane Christian College is designed to expose students to both the Chinese language and its culture. The language study also serves as a strong foundation to build language skills and healthy language learning habits for students who wish to select Chinese as a senior subject in years 10, 11 and year 12.

Content

The course is structured systematically to develop students' language skills through a gradual introduction of vocabulary and sentence units. Emphasis will be placed equally on all four language macro-skills – Speaking, Reading, Listening, and writing with students being exposed to Chinese characters (or words) to appreciate the fullness of the language.

Unit studies include:

- Who am I? Who are you?
 - This unit covers basic self-introduction language and topics such as name, age, nationality, personality, physical appearance, and likes/dislikes. Cultural topics such as identity, stereotypes, beauty standards, etc are explored throughout the unit. Assessment for this unit is a series of weekly journals and a spontaneous student-centred conversation.
- How do I Spend My Time at School?
 - This unit covers language and topics such as school campus, directions, school subjects, reasons to like/dislike subjects, time and duration of activities, etc. Cultural topics such as education systems, Gāokǎo and values are explored throughout the unit as students compare their school life with their Chinese counterparts. Assessment for this unit is a response to stimulus exam with an extended response in Chinese.
- How do I Spend My Time On The Weekend?
 - This unit covers language and topics such as time, meals, daily routines, sports, hobbies and family. Cultural topics such as food and leisure are explored throughout the unit. Assessment for this unit is a response to stimulus exam with an extended response in Chinese, and a spontaneous student-centred conversation.
- Who are my friends?
 - This unit revises all three previous units and ties all topics together in a project where students create a multi-modal presentation introducing their best friend. Some new language, cohesive devices and complex grammar structures are taught in this unit. Cultural topics such as family, friends and relationships are explored throughout the unit. Assessment is a multimodal presentation in Chinese, with a written script and questions at the end.

Assessment

Student achievement is measured by their ability to communicate topics outlined above through the four macro-skills both formally in an examination situation and informally during class settings.



Civics and Citizenship

“An Introduction to Legal Studies”

Why study Justice and Criminology?

Justice and Criminology is a fun and interactive subject where students engage in a wide range of discussions on various legal issues and topics. Students learn to articulate and justify an opinion with clarity in both written and spoken form. Students use their knowledge about the complex interactions between people and the legal system, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others’ values and world views in a range of contexts and settings.

Students understand the importance of inquiry and major social and political ideas by investigating issues on a local and global scale. The Independent Inquiry clearly links to research and inquiry in Senior Legal Studies. This subject is one of the best preparatory subjects for senior humanities subjects as students learn to investigate and reflect on research gathered.

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

What ideas build the basis for Justice and Criminology?

There are some fundamental ideas that build an understanding of the responsibilities of civic responsibility and active citizenship. These will be developed in Justice and Criminology from the Australian Curriculum framework:

- Australia’s government systems are based on liberal democratic principles, including the “common good” and parliamentary elections, perform functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament.
- Australia’s legal and justice systems are based on principles, including an independent judiciary, perform functions, including the protection of rights, and use different types of law and courts.
- Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests *e.g. global citizenship involves making connections to people and issues in other parts of the world; respecting the rights of minorities to participate equally as citizens.*
- Australia’s relationships with other nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security *e.g. Australia is a member of the United Nations, the Asia-Pacific Economic Forum, the Commonwealth Heads of Government Meeting and the International Whaling Commission.*
- Australia’s economic system is shaped by a range of economic activities, including production and consumption, and government regulation.



Digital Design

Computer Science is one of the fastest developing areas in Australia and the world. Career opportunities in this industry are huge, growing rapidly and currently far out way the number of graduates qualified to fill these positions. There is a growing importance for this generation to learn how to write code, as our society becomes more reliant on computer systems.

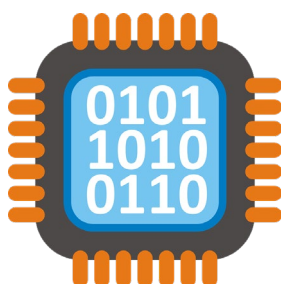
Steve Jobs (1955 – 2011): “Everyone should learn how to code, it teaches you how to think.”

The Year 9 & 10 program of study has been designed to give students a well-rounded introduction to Computer Science. The four-project course focuses on four contexts (game design, digital systems, data solutions and encryption). Each unit of study covers a set of key skills dimensions, these are; digital systems, representation of data, collecting managing and analysing data, defining, designing and implementing, evaluating, collaborating and managing.

By the end of year 10, students will have covered a range of topics that line up with the requirements of the Australian Digital Technologies Curriculum. These topics include:

- networks
- digital systems
- human computer interaction
- data compression
- data representation
- algorithm design
- writing code (Python & SQL)
- game design
- encryption algorithms

A range of assessment techniques ensures a well-rounded determination of the students’ progress and development, as well as preparing them for the expectations of study in years 11 and 12. Assessment techniques include; written exam, practical project, written response such as creating a multimodal presentation.



Design

The course is designed for students in year 9 and 10 who are looking at moving into the *Pathway of Excellence – Apprenticeships* program in Years 11 and 12. POE-A is designed to give students who are not seeking entry into university a chance to do a School Based Apprenticeship or Traineeship while studying at the College.

The program will give students a practical introduction to a variety of trades and traineeships that are available to young people. The emphasis is on preparing students to be functional effective employees in their chose field of work. This is achieved by students being immersed into industry practices and learning relevant skills. They will see a variety of trades in action in the work place and will also produce projects in the workshop that use skills and machinery commonly used in the workplace.

The structure of the course will involve activities such as:

- Visits to industry - workshops, building sites and offices
- Construction of projects that demonstrate skills and techniques used in industry
- Research Projects - Computer based
- Community projects
- Visits by Tradespeople to the College
- Training in Workplace Health And Safety
- Mentoring from current *Pathway of Excellence – Apprenticeships* student
- Work Experience in Year 10

Assessment

- Individual projects – e.g *Designing a scale model of a pergola*
- Group projects - e.g *Constructing full sized pergola*
- In class assignments - e.g *Landscaping for designed pergola*
- Onsite evaluations – e.g *Assessing workplace practices and procedures*
- Personal reflections – e.g *Improving personal practice and considering a trade*
- Work Experience



Drama

Aims

Junior Drama, Years 9 to 10 at Brisbane Christian College, is designed to develop the abilities and skill base of students. While not a necessary pre-requisite for Senior Drama, it will begin to nurture concepts, skills, philosophies, and work habits appropriate for the study of Drama in Years 11 & 12.

Long-term, the aim for Junior Drama is to develop a broad-minded, intelligent opinion of the value of the dramatic arts as well as break down the 'fear of performance' in the students and create perceptive audiences.

Content

The course has been structured to facilitate the gradual and controlled development of skills, processes and knowledge of Drama and its creation over two years (Year 9 and 10). Each semester contains elements of two basic strands of the syllabus focusing on:

- Making (forming and presenting)
- Responding

In Year 9, the course is designed to teach skills of performance, guiding the student in how to better use voice and movement to convey meaning through continued rigorous actor training. This is further developed through analysing the work of others as well as their own creative process to create ideas that are inspired from a variety of sources to create their own dramatic concept, fostering an appreciation, and understanding of the creative process.

Unit studied:

- Creating Frantically – Students continue to build on their development as a performance artist and audience through their actor training by further developing their understanding of 'The Viewpoints,' through the practical exploration of the creative process utilised by UK theatre company, 'Frantic Assembly.'

Assessment

1. Group Devising Performance – students are given a piece of verse that they will use as stimulus to create their piece of theatre.

Dramatic Concept – students will analyse a piece of theatre and using key conventions from the performance create their original piece of theatre.



Geography

Geography is the study of earth and its peoples. It integrates the study of the Earth's places, peoples, societies and environments and the relationships between. Geography promotes investigation of the dynamics of cultures, societies and human behaviour (human geography) and environmental processes and physical landscapes (physical geography).

Geography puts this investigation of people and the earth within a spatial context of places and regions. It recognises the differences in cultures, economies, politics and environments across the world, the connections between them, and the ways they change over time. Geography applies these understandings to develop solutions to problems.

Geography as a discipline-based field of study is distinguished by its method of inquiry, the essential concepts, and the key questions guiding research, enhancing students' capacity to explain rather than simply describe. These skills of description and explanation are the essential basis for effective criticism and evaluation. Geography thus promotes the investigation of issues required of all decision makers for the future.

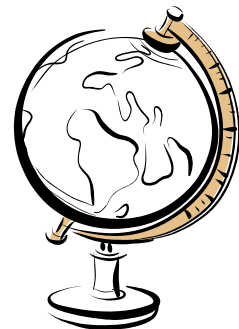
The two topics you will study in year 9 are:

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

This inquiry is based around four key questions that structure the investigation of the earth and the people who live there. These questions are:

- What and where are the issues or patterns being studied?
- How and why are these issues/patterns there?
- What are their impacts or consequences?
- What is being done and could be done about these issues/patterns?



Health and Physical Education

Good health, fitness, sport and physical activity have become important elements in the Australian way of life. Therefore, upon leaving school it has become essential for young people to have participated in and considered their health and physical education, enabling them to build a foundation for lifelong physical activity.

The content of this course will focus on:

Physical Education focuses on integrating science and physical movement. It is about learning various movement skills, concepts and movement strategies enabling students to be competent, confident, creative and participate in a large variety of physical activities. Physical Education provides students the opportunity to understand the science behind the moving body and learning in, through and about healthy lifestyles and physical activity, enabling students to acquire, practice, reflect and refine personal, social, behavioural and cognitive skills.

The benefits of Physical Education include:

- Promoting the health of individuals and communities
- Building on teamwork and peer relationships
- Learning strategies and tactics for various sports
- Making decisions and challenging themselves
- Evaluating personal performance
- Improving physical fitness
- Movement skill development and mental wellbeing
- Fun and engagement within different environments



Course outline/structure

In both Years 9 and 10, practical and theoretical topics will be covered.

Theoretical elements will include fitness, body systems, growth and development, skill acquisition, tactical awareness, nutrition, communication, identity and relationships.

Practical activities are selected from the following:

- | | |
|-----------------------|------------------|
| • Australian Football | • Touch Football |
| • Futsal | • Basketball |
| • Volleyball | • Athletics |
| • European Handball | • Golf |
| • Soccer | • Softball |
| • Tennis | • Cricket |

General comments

Students who have tertiary interests or employment interests in the Health Sciences or Physical Education/Recreation fields would benefit from the subject. Students should have the interest and enthusiasm to develop new practical skills and knowledge, and to improve performance.

Music

There are many social, aesthetic and psychological benefits associated with the study of music. As well as developing creativity, self-expression and artistic growth, studies show that it improves language and mathematical abilities, listening, memory and analytical skills. Music may also foster self-discipline, concentration and fine-motor skills.

The Year 9 and 10 Music Course aims include:

- Developing the musical gifts that God has given to each student
- Encouraging active involvement in listening, writing and playing music
- Preparing students for senior Music whilst stimulating students' interest in music, encouraging them to pursue further studies and/or a lifelong involvement in music
- Providing a broad course that promotes understanding of the basic elements and styles of music.

Each term consists of three interrelated components of **Analysing and Responding to Music** (listening to and discussing musical features and styles), **Singing and Playing** (performing) and **Reading and Writing Music** (theory and composition).

Music is a practical subject and, as such, students will need to have a musical instrument to play. Those who do not learn an instrument will be expected to sing or play the glockenspiel for practical activities. Whilst some instruction is given on playing classroom instruments such as the glockenspiel and guitar, individual instruction on specific instruments cannot be covered within the time constraints of the course. It is not compulsory for students to be having specialist music lessons; however, it is a distinct advantage and is highly encouraged.

Instruments may include strings, brass, woodwind, piano, guitar, percussion or voice.



Course Outline

In Years 9 and 10, Music is run as a composite class and therefore has a system of alternating a Year A and Year B program. Each unit is designed to reinforce and extend students' understanding of the fundamentals of music by exposing them to a variety of repertoire, styles and genres.

Year A: The Beginnings of Rock, Masters of Music 1, Film Music, Music Around the World

Year B: Singers and Songwriters, Masters of Music 2, The Musical, The Origins of Jazz.

Homework

Students may be expected to complete theory worksheets and research activities; however, the main homework for music students is the practice of their chosen musical instrument.

Assessment

Students are given the opportunity to demonstrate skill in each of the components. Each term students will have a written test, a composition assignment and a performance; however, much of the work is done during class time.

STEM

Our STEM Program in Year 9 has been designed to provide students with opportunities to create solutions based on the evaluation of needs or opportunities that nurtures excellence and fosters global citizenship for an ever-changing world. STEM education is an approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, or mathematics in contexts that make connections and develop skills in empathy, design, ideating, prototyping, testing, reflecting, and redesigning. Students apply current scientific and mathematical understanding to new contexts. Students use technology to design and test prototypes. Students develop entrepreneurship in creating new and intuitive solutions to the world's current problems.

Pathways

The study of STEM as an elective subject opens opportunities for careers in science, engineering, mathematics, and technology. These careers include data analysis in areas of sport or marketing, engineering new products for market, solving global issues in terms of sustainability.

Some Core concepts include:

The Engineering approach: implement the design thinking process in creating and refining a safety gear to protect individuals during car crashes or sporting activities

- ❖ Car crashes
- ❖ Laws of motions – Forces and safety
- ❖ building prototypes of safety equipment
- ❖ understanding the brain and its functions
- ❖ concussions and brain injuries



Forensics: scientific inquiry skills to analyse forensic evidence in models, scenarios, and stimulations

- ❖ Behavior
- ❖ Gel electrophoresis
- ❖ Fingerprinting
- ❖ DNA analysis
- ❖ Electronic tracking
- ❖ Fakes ad extortion



Assessment

Experiment investigation: Report | Exam - Students conduct an experiment to understand forces and write a report using an engineering approach format by applying Newton's laws of motion.

Visual Art

The subject of Art encourages students to express their creativity and ideas while still valuing the Christian lifestyle. Through theory and practical activities, the subject encapsulates the basic building blocks and visual elements of Art and examines the impact of various artists and their works throughout history.

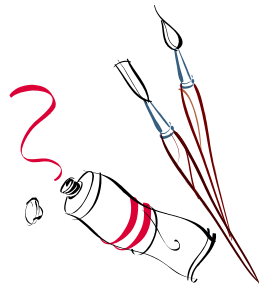
A design-based approach will be used to present the following concepts:

- Representation
- Non-representation
- Proportion
- Depth
- Volume
- Function
- Composition
- Abstraction
- Symbolism

A range of materials and techniques will be incorporated including:

- Drawing
- Painting
- Collage
- Printmaking
- Construction
- Modelling
- Carving
- Textiles
- Computer technology

Assessment will include preliminary and final sketchbook work, practical pieces, folios and theory-based assignments and exams.





**Brisbane
Christian College**

CRICOS Provider Number 00909K

Course Code 086309A

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