



**St Paul's  
School**

# Subject Selection Handbook

**Year 9 2024**



*create your own story!*

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Please Note: Information in this handbook is subject to change.

## INTRODUCTION

The **Year 9 Subject Handbook 2024** has been developed for students who are about to enter Year 9 at St Paul's School, and their parents. It provides information about the Year 9 formal academic program; including the core curriculum that students will study and the elective options from which students will be asked to choose. The handbook also outlines details of the subject selection process.

Should students or their parents have questions, they can direct these to the relevant staff member:

- General questions related to the overall Year 9 academic program and subject selection process, contact Mrs Bryce, Director of Curriculum.
- Questions relating to individual subject areas should be directed to the relevant Curriculum Leader for that subject area.
- Questions relating to student wellbeing (page 8) should be directed to Mr Nigel Grant, Executive Director of Faith and Community.

## CONTACTS



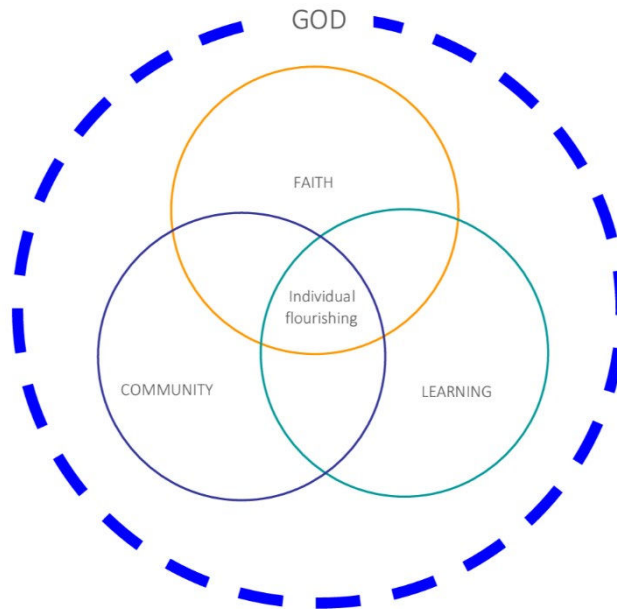
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## STATEMENT OF VALUES

By Faith and by Learning we strive to grow in Community with God and each other, valuing each person and creating an environment in which all may flourish.



### **We value Faith believing:**

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modelling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

### **We value Learning where:**

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application, and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking, which are embedded from P-12 across all Learning Areas.

### **We value Community where:**

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul's community when they graduate, through a vibrant Past Students' Association.

## STATEMENT OF PURPOSE

We prepare resilient global citizens, who are innovative thinkers, with a heart for servant leadership.

## OUR PHILOSOPHY

Learning is a life-long pursuit, or journey, of which the years of formal education form a small part. St Paul's School believes that the purpose of education is to:

- Facilitate the growth of the whole person: Students should have the opportunity to grow academically, socially, emotionally, physically, aesthetically, and spiritually.
- Create an environment whereby students can discover their identity and their gifts and talents without a fear of failure: Students should come to an understanding that success in life is the result of the ability to take risks. Often the greatest discoveries have been made through a mistake.
- Prepare students to become responsible and contributing global citizens in the increasingly complex world economy: Students should leave St Paul's School with a strong sense of empathy and a conviction to act when they see injustice and inequity, always seeking to put others rather than themselves at the centre of the community.
- Develop in young people the confidence to shape the future: Students should be given opportunities to be flexible, to be able to discern change and adapt to their local environment without losing sight of their moral and ethical grounding. Students are encouraged to dream, imagine, and create a future whereby their sense of fulfilment is attained.
- Develop in each student those virtues that we associate with becoming a person of character (viz. Compassion & kindness; Generosity; Honesty & integrity; Patience, perseverance & resilience; Diligence; Loyalty & faithfulness; Humility; Courage; Respect; Self-control).
- Challenge students intellectually: Students should stretch their minds and imagination, critique, think collaboratively, analyse, and communicate.

## CURRICULUM

The curriculum is delivered through 10 Key Learning Areas. Each subject discipline has been developed according to the requirements of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The 10 Key Learning Areas are:

1. English;
2. Humanities & Social Sciences (History, Geography and Business);
3. Mathematics;
4. Science;
5. Languages (Chinese, Japanese and English as an Additional Language/Dialect (EAL/D));
6. Health and Physical Education;
7. The Arts (Visual Culture, Music, Drama);
8. Technologies (Design Technology, Food Technology, Information and Communication Technology);
9. Religion and Values Education; and
10. Interdisciplinary Study Time (IST).

Each learning area incorporates the Australian Curriculum's General Capabilities (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capabilities, ethical understanding, and intercultural understanding) and Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability). Emphasis is on developing skills and strategies for lifelong learning.

### REALMS OF THINKING

St Paul's School has researched, prototyped, tested, and implemented a unique teaching and learning framework: Realms of Thinking. Our Learning Realms are employed across the entire curriculum to engage students in deep, rich, sustained, and innovative thinking, as they develop a suite of Creativity Dispositions.

### INTERDISCIPLINARY STUDY TIME (IST)

Students participate in IST for a double lesson each week. During these sessions they get to explore several concepts and 'Big Ideas', build knowledge and are challenged to transfer and apply their understandings across multiple disciplines and contexts. Through the process of generating, developing, refining and reflecting on their thinking, students engage in activities that involve making, sharing and expanding their understandings.

### DIFFERENTIATION

To facilitate each student's learning, we offer a differentiated curriculum. Teachers plan strategically to cater for the diverse learning needs of students who differ in their readiness for learning, their interests, and their learning profiles. This enables us to deliver specifically targeted programs which cater to a range of ability groups within each class and provides opportunities to extend learners.

## FORMAL ACADEMIC PROGRAM

In Year 9, students study a core curriculum consisting of English, Mathematics, Science, History and Geography, Health and Physical Education (HPE), Religion and Values Education (RAVE), Interdisciplinary Study Time (IST) and The RITE Journey (RIT). Students also choose four electives, which are generally studied for a semester.

Students should choose elective subjects that they find most interesting and to which they are most suited to study. When choosing electives students should keep in mind that these may form the basis for subject selection in their future years of schooling.

### CORE SUBJECTS

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education (HPE)
- Religion and Values Education (RAVE)
- Interdisciplinary Study Time (IST)
- The RITE Journey (RIT)

### ELECTIVE SUBJECTS

Prior to commencing Years 9, students will also be required to choose elective subjects. They will be studied on a semester basis. Students choose four electives (two per Semester).

Languages	'Arts' Creative Industry Subjects	'Technologies' Creative Industry Subjects
<ul style="list-style-type: none"> <li>• Chinese</li> <li>• Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Culture</li> <li>• Music</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Design Technology</li> <li>• Digital Technology</li> <li>• Food Technology</li> <li>• Business</li> </ul>

## STUDENT WELLBEING

### PASTORAL CARE

Students remain within the same Tutor Group in Year 9; however, it will be expected that they can now begin to assume more responsibility within the group, such as helping those in Years 7 and 8, and making sure that international and other visiting students are made to feel welcome.

There are likely to be more teachers in their timetables, than students experienced in Years 7 and (to a lesser extent) Year 8. Therefore, Tutors and Co-Tutors are now the main point of contact for both students and their parents.

### LEADERSHIP DEVELOPMENT

If students want to develop leadership skills and experience, the best way to do so is by becoming an active member of one of the student committees or House councils. Executive Captains lead portfolios (Academic, Sport, Music, Service Learning, Culture, Global Citizenship, International) and are encouraged to build committees of students in Years 7-12 to lead the school in each of these areas. Similarly, House Captains are encouraged to lead House Councils made up of students in Years 7-12. Students in Year 9 who have achieved a Silver Global Citizenship award may be invited to attend a special Leadership development day (Altitude Day) in Term 2.

### THE RITE JOURNEY

Each fortnight there are three RITE lessons timetabled. The RITE Journey is a program that has been developed specifically to address the issues faced by boys and girls as they move through adolescents to become young men and women. Classes are single-sex, and the program is led by specially trained staff.

### EXPERIENTIAL LEARNING / CAMP – THE JOURNEY TOWARD RESILIENCE AND SELF DISCIPLINE

**Timing of the Camp:** August (Week 4, Term 3 – to be confirmed)

**Provider:** Emu Gully

**Venue:** Helidon

#### **Purpose:**

The camp is organised so that the students have a greater level of autonomy. The camp provider bases activities upon episodes of significant Australian military history. Within groups students take responsibility for the preparation of their own meals without direct supervision and the activities are physically challenging and demand a significant amount of team co-operation and group planning. Students must lift their level of personal responsibility for their teams to thrive and have success. The camp is based upon the Anzac values of courage, mateship, perseverance, and sacrifice. We will also intentionally be referring to topics that students have been considering as part of The RITE Journey.



## SUBJECT OVERVIEWS

### BUSINESS

Curriculum Leader: Dr Michael Portch

#### COURSE RATIONALE

Business at St Paul's School offers an introductory business and citizenship course. This incorporates the fundamental principles of entrepreneurship, as well as a foundation of Australia's political system.

#### COURSE STRUCTURE

<b>Year 9</b>	<b>Elective for One Semester</b>  <b>Influences in Australia's Political System</b> <ul style="list-style-type: none"> <li>Students explore: <ul style="list-style-type: none"> <li>The role of political parties and independent representatives, including the formation of governments;</li> <li>How citizens' political choices are shaped, including the influence of the media;</li> <li>Strategies used to persuade citizens' electoral choices; and</li> <li>How and why individuals and groups participate in and contribute to civic life.</li> </ul> </li> </ul> <b>Innovation Revolution</b> <ul style="list-style-type: none"> <li>Students engage with design thinking and problem-based learning through the Business department's own entrepreneurial program, Innovation Revolution. They will:</li> <li>explore the concept of social enterprise and ideate solutions to real-world problems;</li> <li>work to their strengths by selecting ideas they are passionate about and choosing who they wish to explore these with; and</li> <li>develop practical, real-world business skills such as writing and delivering a pitch and promoting an idea at an expo-style event.</li> </ul>
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#### ASSESSMENT

Students will be assessed in a variety of written and oral forms. These include:

- Investigation: Report;
- Multimodal presentation; and
- Showcase event.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Year 7-10 Economics and Business and Year 7-10 Civics and Citizenship content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Business, contact  
Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))**

## DESIGN TECHNOLOGY

Curriculum Leader: Mr Andrew Wilson

### COURSE RATIONALE

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products and add value to these products through commerce. In Design Technology students assume the role of a designer and develop knowledge and skills to produce effective and creative responses to design challenges.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology. The study of Design Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

### COURSE AIMS

- Acquire understanding and expertise through the process of design and manufacturing;
- Awareness of man's technological development and its impact on the environment and society;
- Opportunity to use a wide range of materials and equipment, including new and emerging manufacturing technologies;
- Help develop a logical thought process in developing innovative design solutions; and
- Develop the ability to retrieve information and make critical value judgements.

### COURSE STRUCTURE

Throughout the course the students can utilise several new and emerging technologies associated with the design, development and manufacture of responses to design challenges. These new and emerging technologies include but are not limited to:

- Vacuum Former
- Laser Cutter
- Computer Controlled Router and/or Vinyl (Sticker) Cutter

The emphasis is on the design process and problem solving in a real-world context or environment.

The structure of the course may involve students embarking on Design Challenges based around the following materials, processes, and systems:

<b>Year 9</b>	<b>Elective for One Semester</b> <ul style="list-style-type: none"> <li>• Laser Cutter</li> <li>• Vacuum Former</li> <li>• Electronics</li> <li>• Plastics (Acrylic, High Impact Polystyrene, PVC etc.)</li> <li>• CADD – Computer Aided Design &amp; Drafting Software, includes 3D Modelling Software</li> <li>• Skills in Design Thinking</li> <li>• Graphic Design Software – CorelDraw</li> <li>• Manufactured Timber</li> <li>• Safety</li> <li>• Projects may include the design and prototyping of an LED lighting solution to a given context</li> </ul>
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## ASSESSMENT

A variety of assessment instruments will be used to assess students including design folios/Journals and producing products.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Design Technology, contact  
Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))**

## DIGITAL TECHNOLOGY

Curriculum Leader: Mr Andrew Wilson

### COURSE RATIONALE

The Information and Communication Technology courses that are offered focus on both computational thinking and creativity. Students are introduced to computer science concepts from the course in Year 7 and this is built upon to develop student's logical thinking and problem-solving abilities, as well as their ability to use tools effectively to express information digitally. The course covers a maker curriculum and covers building digital devices, coding them, along with apps and games. The curriculum has been developed to provide continuity for students who choose to study ICT throughout their secondary schooling, though it can be picked up in any year level. The study of Information and Communication Technology continues through the senior curriculum, resulting in two subject choices for students entering Year 11. All courses extensively utilise the schools' online learning environment, giving students access to resources and materials. The courses are founded on the Digital Technologies national curriculum framework.

### COURSE AIMS

The IT curriculum in Year 9 aims to further develop the knowledge, understanding and skills of students to ensure that individually and collaboratively, they:

- Design, create, manage and evaluate digital solutions to meet current and future needs;
- Frame problems and create solutions using computational thinking concepts; and
- Use digital systems to transform data efficiently and effectively into information and to creatively communicate ideas.

### COURSE STRUCTURE

<b>Year 9</b>	<b>Elective for One Semester</b> Students will engage in a design-thinking-based unit to build and program digital devices using a text-based programming language. Students will also design and build an original computer game, including the graphic assets to support the game.
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### ASSESSMENT

Assessment tasks and dates will be clearly outlined in the Learning Outline given to each child at the start of the Semester, as well as being listed on the Assessment Calendar. Assessment Tasks are mostly project based and are either done individually or in groups.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Digital Technologies content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Digital Technologies, contact  
Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))**

## DRAMA

Curriculum Leader: Ms Natalie Styles

### COURSE RATIONALE

The study of Drama teaches students to learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

### COURSE AIMS

- Individually and collaboratively students develop:
- 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 playing roles, and imagining situations, actions and ideas as drama makers and audiences;
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences; and
- The dramatic styles and texts studied in Years 9 are flexible and continually revised considering current and emerging trends, and to meet student interest and experience level.

### COURSE STRUCTURE

The dramatic styles and texts studied in Years 9 are flexible and continually revised considering current and emerging trends, and to meet student interest and experience level.

Below is a sample of how the course of learning is structured.

Unit: Challenge, Choice, change
In Drama, students work in the style of realm to explore the world of dystopian futures. They examine and experiment with a published play text to analyse and interpret how dialogue, dramatic action and narrative structure has been used to communicate the playwright's intention. Collaborating with our Artist in Residence, they will create a student-devised script designed to explore a contemporary socio-political issue in the style of dystopian fiction. The unit culminates in a planned, rehearsed, and polished student devised class performance. The unit provides opportunities for students to draw on the creative dispositions of being open to experiences, working collaboratively and empathetically as part of a group, to create and convey a novel idea relevant to the context provided.

## ASSESSMENT

**Learning** in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

**Making** in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

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

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Drama content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Drama, contact  
Mrs Siobhan Gillespie ([s.gillespie@stpauls.qld.edu.au](mailto:s.gillespie@stpauls.qld.edu.au))**

## ENGLISH

Curriculum Leader: Ms Natalie Styles

### COURSE RATIONALE

In Years 7-9 students engage with a range of both literary (ie. contemporary and traditional texts, which use language in aesthetic, imaginative and engaging ways, such as in novels, plays, poetry, short stories and feature films) and non-literary texts (ie. those that use language, both written and spoken, in precise and accurate ways, for a range of purposes, such as popular culture, documentaries, emergent technologies of hypermedia, and media and multimedia). Through the study of a range of texts and types of texts, students learn that they can use language for a variety of purposes (to entertain, inform, persuade, analyse, reflect) and communicate in a variety of modes (written, spoken, signed) to various audiences and in various situations. Through engaging in and with a range of quality texts, we anticipate that students will develop an understanding that using words and language, one is able to experience other times, places, cultures, values and ideas in real and imagined worlds, which will ultimately broaden their understanding of the world and their place in it, now and in the future.

### COURSE AIMS

- To promote higher order thinking;
- To take an innovative, dynamic and contemporary approach to study of English;
- For students to connect with and thus value learning experiences and assessment tasks;
- To stimulate students to experiment with language by taking risks and challenging themselves;
- To inspire students to make confident choices about using language to empower them;
- To facilitate and enhance students' control, manipulation and use of language (written, spoken/signed and visual), whilst using a range of correct grammar, punctuation, vocabulary and spelling; and
- To promote independence and responsibility for language learning and development.

### COURSE STRUCTURE

Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

SEMESTER 1	
Term 1	Term 2
<b>It's often a case of Life and Death</b> Analytical Essay Writing Novel study ( <i>The Hunger Games</i> or <i>Tomorrow When the War Began</i> ).	<b>How Does the Media Influence Society?</b> How are we persuaded through advertising? (Persuasive texts)

**ASSESSMENT**

Students will be assessed in a variety of written and oral forms. These include:

- Persuasive and descriptive writing;
- Dramatic presentations;
- Creative short stories;
- Multi-modal presentations;
- Text analysis; and
- Analytical essay.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 English content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding English, contact  
Ms Natalie Styles ([n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au))**



## ENGLISH LANGUAGE DEVELOPMENT

Director of International Education: Mrs Kathleen Power

### COURSE RATIONALE

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used (ACARA, 2014). Second language learners require specific support to build the English language skills necessary to access the range of syllabus that form part of the Queensland Curriculum and Assessment Authority's QCE system. According to Cummins (1979) Cognitive Academic Language Proficiency takes a second language learner a minimum of 5-7 years to develop intermediate fluency.

The Year 9 English Language Development program provides an opportunity for second language learners to continue the development of their English language skills. Through a range of age-appropriate and level-appropriate material on a variety of topics, students are introduced to new vocabulary and provided with opportunities to practise their reading and writing strategies. Students also complete grammar activities and participate in group and class discussion to improve their confidence communicating in English. Developing these skills is important for success in the mainstream classroom.

The lessons also provide an opportunity for students to work collaboratively with their peers or individually with their teacher to better understand their classroom work and assessment. Students have opportunities to ask questions, clarify task instructions and seek help with planning and drafting for subject specific assessment. This course is highly recommended for all second language learners.

**For further information regarding the English Language Development Program, contact  
Mrs Kathleen Power ([k.power@stpauls.qld.edu.au](mailto:k.power@stpauls.qld.edu.au))**

## FOOD TECHNOLOGY

Curriculum Leader: Mr Andrew Wilson

### COURSE RATIONALE

The focus of Food Technology (FTE) is the wellbeing of people within the context of their personal, family, community and work roles. Food Technology builds students' Food Literacy: awareness and knowledge of food selection, preparation and nutrition.

### COURSE AIMS

Students will develop knowledge and skills in the preparation, selection and presentation of food for a range of situations. They will learn the important role of food and nutrition in our everyday life.

### COURSE STRUCTURE

In Year 9 students may select the subject as an elective and have seven lessons per fortnightly cycle for one semester. At the end of Year 9, students may then elect to take the subject in Year 10.

Students learn through “doing” - Food Technology is a highly practical subject, which involves students practising and performing the skills that they have learnt in class. Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

<b>Elective for One Semester</b> Food & Nutrition – Food for Families
<ul style="list-style-type: none"><li>• Kitchen procedures/Safety and Hygiene</li><li>• Cookery Methods and Techniques</li><li>• Australian Guide to Healthy Eating</li><li>• Dinners Around the Table</li><li>• Overconsumption and Health</li><li>• Food Mile, our Carbon Footprint and</li><li>• Sustainability</li><li>• Healthy Family Meals Revamped</li><li>• Convenience Meals</li><li>• Food Nutrients and their role in the body</li></ul>

### ASSESSMENT

Practical cookery sessions and completed design briefs are used to measure student performance and final overall standard.

In Year 9 students' assessment will include:

- Practical cookery performance with completed investigation task.
- Written test.

**For further information regarding Food Technology, contact  
Mrs Nicole Kohn ([n.kohn@stpauls.qld.edu.au](mailto:n.kohn@stpauls.qld.edu.au))**

## HEALTH AND PHYSICAL EDUCATION

Curriculum Leader: Mr Aaron Setterfield

### COURSE RATIONALE

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

### COURSE AIMS

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies to enhance their own and others' health and wellbeing.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Opportunities for team and group as well as individual activity encourage social as well as physical development.

### COURSE STRUCTURE

Students have one double lesson per week for Physical Education (practical classes) and one single lesson a fortnight dedicated to Health.

Practical Content	Term 1	Term 2	Term 3	Term 4
	<b>Volleyball</b> Developing a successful team. Students will work on developing their own concept of success culminating in a inter class competition. Sports Psychology theory is used to develop team cohesion and dynamics.	<b>Coaching</b> Student led basketball and netball coaching. Students will develop skills to teach peers and Junior School classes.	<b>Heptathlon</b> Students strive for personal bests across seven athletics events. They compete across the whole year level trying to attain set goals. Biomechanics theory is used to support skill development and improve performance.	<b>Swimming</b> The SPS Triathlon students train for a self-created triathlon that encourages them to work outside of their comfort zones. They design training programs to meet individual requirements using their understanding of components of fitness, training methods and principles of training.

**ASSESSMENT**

Each unit is assessed separately using one of a variety of methods and pre-set criteria that relate to the subject matter or activity. Semester reports reflect the student's accomplishment in each of the units covered. Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Health and Physical Education, contact  
Mr Aaron Setterfield ([a.setterfield@stpauls.qld.edu.au](mailto:a.setterfield@stpauls.qld.edu.au))**

## HUMANITIES

Curriculum Leader: Dr Michael Portch

### COURSE RATIONALE

The study of Social Science incorporates the disciplines of History and Geography. These disciplines teach students to appreciate how complex most situations really are. Students explore how individual motives and perspectives combine with multiple influences in shaping both our past and the future. They appreciate how unpredictable the future may be, given unexpected and unintended consequences. In a changing world, the understanding of change is ever more relevant. Social Science sharpens our hindsight, which must be clear if we expect to wisely judge current challenges and issues.

Inquiry is central to the study of History and Geography, employing analytical and problem-solving techniques to help students analyse historical and geographical issues. Students will research, analyse data and evidence from primary and secondary sources to evaluate local, global and historical issues. The courses require students to plan investigations, using discipline-specific inquiry models and processes. Students will reflect on different perspectives and recognise and evaluate the influence of values and beliefs in relation to, social justice, periods of historical significance, sustainability and peace.

### COURSE STRUCTURE

<p><b>World War 1</b> How do we commemorate? In this unit students will use Design Thinking to learn, empathise and then design a commemorative project that explores Australia's involvement in the war. Students will explore the personal stories behind the men and women who fought for Australia's freedom during WWI, whilst analysing both primary and secondary sources.</p>	<p><b>The Industrial Revolution</b> Throughout this unit students will explore the making of a modern world through the Industrial Revolution. They will expand their source analysis skills by examining primary and secondary sources and developing an understanding of how this momentous time in history, helped to shape the world we live in today.</p>
<p><b>The Making of a Nation</b> Students will uncover the often un-told stories and history of significant groups who contributed to the making of Australia as a nation. These groups include Indigenous warriors during the frontier wars, the Afghan cameleers, women's suffrage movement, those involved in the Eureka stockade and much more. Students are given freedom to choose a topic on interest and will develop and demonstrate their critical analyses skills throughout the unit.</p>	<p><b>Geography - The Geography of Interconnections, Biomes and Food Security</b> Students will study a semester of Geography, specifically related to interconnections, biomes and food security. This super unit focuses on investigating how people, though their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments. Students will also investigate the role of the biotic environment and its role in food and fibre production. Students will examine the biomes of the world, the alteration and significance. Students will also explore challenges and constraints relating to food production and availability.</p>

**ASSESSMENT**

Students will be assessed in a variety of written and oral forms. These include:

- In class tests (Extended Written Responses, Response to Stimulus); and
- Research Tasks (Investigations, Essays, Seminars, Field Reports).

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Years 7-10 History and Years 7-10 Geography content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Humanities, contact  
Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))**

## INTERDISCIPLINARY STUDIES TIME

### COURSE RATIONALE

Through the exploration of Concepts and Big Ideas, students are engaged in meaningful challenges and experiences to promote deep thinking, creativity, self-determination and the capacity to connect and transfer understandings across multiple disciplines and real-world contexts.

### COURSE AIMS

- Develop skills in connecting and transferring knowledge and understandings across contexts and develop Creativity dispositions to promote independent, innovative and entrepreneurial thinking; and
- Develop skills and understanding of the Design Led Ventures process through 'Engaging', 'Ideating', and 'Prototyping' for innovation.

### COURSE STRUCTURE

Students consider an authentic challenge and through applying a design thinking approach work collaboratively towards generating and developing new and novel solutions. Students are exposed to a variety of experiences and environments to support their thinking. At times students vacillate between independent and group activities to develop and enhance their thinking. Students participate in IST for one double lesson per week.

### ASSESSMENT

Formative assessment occurs continuously through students generating, developing, refining and reflecting on their thinking through their IST Thinking Journals.

**For further information regarding Interdisciplinary Studies Time, contact  
Mr Tim Osborne ([t.osborne@stpauls.qld.edu.au](mailto:t.osborne@stpauls.qld.edu.au))**

## LANGUAGES: CHINESE AND JAPANESE

International Languages Co-ordinator: Ms Amanada van Rosmalen

### COURSE RATIONALE

Australia is an ethnically diverse nation in a globally connected world. We must prepare students to live and work in a multicultural and multilingual society and must assist students to relate positively to the richness of human diversity. Languages are an essential component of such an education. Learning additional languages widens horizons, broadens cognitive and cultural experiences, develops communicative and intercultural competence, and opens new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. It develops and fosters literacy skills, ethical and responsible behaviour, the use of ICT, critical and creative thinking, personal and social competence, and intercultural understanding.

### COURSE AIMS

Through Languages, students develop knowledge and practical understanding of another culture through the target language. Acquiring adequate communicative ability and understanding in an additional language, students experience other ways of thinking and knowing. Noticing, analysing, and evaluating cultural and linguistic differences help students to draw conclusions about how they see events from their own and others' perspectives.

The study of Languages contributes to general literacy and 21<sup>st</sup> Century thinking skills. There is a focus on analysis, interpretation, using vocabulary appropriate to context, risk taking, recall and remembering and deductions of meaning from context - all invaluable skills. This course dovetails neatly with student exchanges with sister schools, and In-Country Learning Experience programs to China and Japan. Learning additional languages is a developmental skill which is increasingly desired by employers in Australia and overseas.

### COURSE STRUCTURE

Students in Year 9 study an additional language – either Modern Standard Chinese (Mandarin) or Japanese. They may choose to complete either one semester or two over the course of the year. It is recommended that students choose to study the language over both semesters if they wish to continue their Language studies into Senior School; however, both semesters will be run independently.

The subject matter of Languages is divided into Comprehension, Composition, and Intercultural Competency. Students complete Listening, Reading, Speaking and Writing tests/tasks over a range of topics. Even though topics vary between the two additional languages, they both fall into the macro-organisers: Myself, People around Me and The World. Various incursions and excursions will be held throughout the course to complement classroom learning.

Language	Term 1	Term 2	Term 3	Term 4
<b>Chinese</b>	Celebrating festivals	Giving gifts	School life	Where we live
<b>Japanese</b>	Day in the City	Festivals and Celebrations	What character are you? Creating Manga	Which way?



**ASSESSMENT**

Students will complete a range of Listening, Reading, Speaking and Writing tasks each semester, with at least one assessment task per skill. Speaking and Writing assessment will incorporate open-ended tasks where the students are encouraged to work creatively, independently, and collaboratively to demonstrate their individual level of language development and intercultural knowledge and understanding.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Languages content and achievement standards (developed by ACARA) relevant to this subject.

Students are also invited to attend the In-Country Learning Experiences to Japan and China. These are held in alternate years and learning from these tours feeds back into improving student learning outcomes.

**For further information regarding Languages, contact  
Ms Amanda van Rosmalen ([a.vanrosmalen@stpauls.qld.edu.au](mailto:a.vanrosmalen@stpauls.qld.edu.au))**

## MATHEMATICS

Curriculum Leader: Ms Denise Flanagan

### COURSE RATIONALE

Students must possess an understanding of mathematical concepts and apply these to real life and purely mathematical situations. Through engagement in familiar and unfamiliar, simple and complex mathematical investigations, they understand that mathematics is a way of thinking, reasoning and working to develop solutions to questions and problems.

### COURSE AIMS

Through the teaching of Mathematics, teachers strive to develop students who can:

- become confident and effective users, critical thinkers and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and make choices as active, numerate citizens;
- develop capabilities for mathematical concepts, skills and processes and use them to pose and solve problems and reason with number, algebra, measurement, space, statistics and probability;
- make connections between the areas of mathematics and apply mathematics to model situations in various fields and disciplines;
- appreciate mathematics as an accessible, equitable, applicable and enjoyable discipline to study; and
- acquire the specialist knowledge and skills in mathematics that underpin numeracy development and lead to further study in the discipline.

### COURSE STRUCTURE

Students studying Mathematics are involved in 8 lessons per fortnightly cycle. In Year 9, learning is centred on the content strands Number, Algebra, Measurement, Space, Statistics and Probability. Integral to this content are the proficiency strands Understanding, Fluency, Problem Solving and Reasoning.

As the student competencies increase so too does the complexity of the work and content studied. On the completion of Year 9, students will have experienced a diverse and challenging range of Mathematics. The rigorous preparation provided for students allows them to make informed decisions when selecting Mathematics or Mathematics Advanced for their entry into the Senior School.

### ASSESSMENT

Students will complete a variety of assessment pieces, ranging from modelling and problem-solving tasks, mathematical investigations and supervised written exams. Assessment tasks will allow students to demonstrate their proficiencies of understanding, fluency, problem solving and reasoning of the core concepts.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Mathematics content and achievement standards (developed by ACARA) relevant to this subject.

**EQUIPMENT REQUIRED**

This course requires students to use a scientific calculator, Casio FX-82 Plus II.

**For further information regarding Mathematics, contact  
Ms Denise Flanagan ([d.flanagan@stpauls.qld.edu.au](mailto:d.flanagan@stpauls.qld.edu.au))**

## MUSIC

Curriculum Leader: Mrs Cassandra Waterford

### COURSE RATIONALE

Music is an integral part of modern life. In an increasingly busy and complex society, music provides opportunities for reflection and self-expression and acts as a vehicle through which students can make sense of and express their feelings about the world around them. Through classroom Music, every student has access to a highly personalised musical experience, regardless of their current ability level.

Given the advancements in technology in recent years, music making is now a highly accessible art form and one in which students can engage using laptops, iPads, and other devices at home regardless of prior musical knowledge. These musical experiences form part of a student's informal musical education and, as such, are highly valued and integrated into classroom Music practices where possible and appropriate.

### COURSE AIMS

Through activities designed to be in line with the new ACARA Arts Curriculum students will be engaged in both ***making*** and ***responding*** practices and processes. *Making* involves the rehearsal and performance of music, as well as the creation and arrangement of new works. *Responding* to music involves reflecting on the intentions of composers and performers, as well as understanding the seven musical elements in the context of existing works through analysis. Central to both practices is the process of self-reflection, through which personal observation is used to inform and refine student practice.

The study of Music allows students to work collaboratively with others in both self-directed and teacher-guided situations. Students are encouraged and expected to take ownership of the creative process and use problem-solving, decision-making, and creative and critical thinking skills when navigating through the rehearsal process to create a successful performance.

While it is not compulsory for students in Years 7, 8 and 9 to learn an instrument through private lessons, the Music course is also designed to allow students involved in the Instrumental Music program opportunities to both consolidate and develop knowledge and skills learned in instrumental lessons and ensemble rehearsals. Classroom teachers and Instrumental tutors work closely to ensure continuity and consistency between the two programs.

### COURSE STRUCTURE (SAMPLE)

The musical styles studied in the Music course are flexible and continually revised considering current and emerging technology and trends in the Music industry, as well as student interest and experience level. Currently the following topics are being covered:

- Music for the screen (movies, video games, advertising etc); and
- Recording and performance techniques.

Students are taught fundamental keyboard, percussion, guitar, bass and vocal skills which they then use to rehearse and perform in small groups.

## ASSESSMENT

The areas of assessment as outlined by ACARA are ***Making*** and ***Responding***. These are assessed using several methods such as performances, compositions using both notation and recording software on laptops and iPads, rehearsal workshops and analysis of musical works. An emphasis is also placed on students critiquing both their own work and that of their peers.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Music content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Music, contact  
Mrs Cassandra Waterford ([c.waterford@stpauls.qld.edu.au](mailto:c.waterford@stpauls.qld.edu.au))**

## RELIGION AND VALUES EDUCATION (RAVE)

Learning Manager (acting): Ms Rebecca McIntyre

### COURSE RATIONALE

The Year 9 timetable includes three lessons per fortnight. The lessons are delivered by RAVE teachers and the Chaplain.

Opportunities are provided for the students to engage most directly with the Values Statement of our School, namely that by Faith and Learning we will strive to grow in Community with God and with each other. At St Paul's School we believe that each person can have a relationship with God, through Jesus Christ, demonstrated by modelling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

### COURSE AIMS

The Five Strands approach used in RAVE integrates and develops five essential dimensions progressively through the Secondary School years. The approach includes:

- An appreciation of the role of the Bible and the Christian tradition within our culture and heritage;
- Engagement with an applied Ethics and Values education that is both theoretically based, and issues related;
- An introduction to the central ideas of a philosophy of religion;
- Gaining familiarity with, and appreciation of, the main world religions; and
- Cultivating the emotional and affective practices of silence and reflection.

### COURSE STRUCTURE

#### Unit 1:

This unit centres on a text study of a novel titled "A Sneaking Suspicion" by John Dickson. Students focus on values of healthy intimate sexual relationships, the beauty, myth, media and morals, science vs God to dealing with suffering and death.

#### Unit 2: Origin, Spirituality & The Divine

Students making sense of who they are, what makes and shapes them and whether they are spiritual. An excursion to visit a range of Brisbane city places of worship takes place early in term three, providing students with an initial knowledge and understanding of different religions. Importantly, they discover how other people express their spirituality.

### ASSESSMENT

The Year 9 RAVE program is not formally assessed; however, all students receive report comments about their involvement in class, their engagement with the discussions and tasks, and their attitude and behaviour in a manner that demonstrates their support for the ethos and values of St Paul's School. Teachers also evaluate the involvement of the students with the course content by reviewing their workbooks and class activities.

**For further information regarding Religion and Values Education, contact  
Mr Nigel Grant ([n.grant@stpauls.qld.edu.au](mailto:n.grant@stpauls.qld.edu.au))**

## SCIENCE

Curriculum Leader: Mr Des Hylton

### COURSE RATIONALE

Science is a process for constructing new knowledge. In studying Science students should understand and recognise its place in our culture and society and use it in their daily lives. The study of Science as a way of knowing (scientific knowledge) and a way of doing (learning through inquiry) and should enable students to connect with and understand the world in which they live.

The world in which we live is rapidly changing socially, economically, culturally and technologically. A study of Science empowers students to understand the natural world around them, the ability to engage in discussions about science, question claims made by others and draw conclusions based on evidence. In doing so they make informed decisions about the environment, the future, and impacts on themselves and others.

### COURSE AIMS

To provide a:

- Range of opportunities for students to engage with and understand the different strands of science; and
- Learning environment that promotes higher order thinking and authentic, challenging pieces of assessment that allow students to reach their full potential.

To encourage students to:

- Become problem-solvers, using higher order thought processes to solve problems;
- Become active learners, being an active participant in their own learning;
- Become effective communicators;
- Become skilled collaborators, working well with others to create a product or learn from each other;
- Become critical researchers, ability to make connections between the real world and scientific concepts;
- Understand the importance of science as a human endeavour;
- Foster a love of science and its connections to the world in which they live; and
- Identify problems and issues, and design and conduct scientific investigating into these.

### COURSE STRUCTURE

The science course is based around three interrelated strands; Science Understanding, Science as a Human Endeavour *and* Science Inquiry Skills. These strands contain the following sub-strands:

- Science Understanding – Biological sciences, Chemical sciences, Earth and space sciences, Physical sciences;
- Science as a Human Endeavour – Nature and development of science, Use and influence of science; and
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing, Modelling and analysing, Evaluating, Communicating.

**ASSESSMENT**

Students will complete a variety of assessment tasks, including supervised written exams, investigating claims in research tasks and conducting student experiments, culminating in scientific reports. These are assessed under the two criteria of Understanding and Skills.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Science content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Science, contact  
Mr Des Hylton ([d.hylton@stpauls.qld.edu.au](mailto:d.hylton@stpauls.qld.edu.au))**



## VISUAL CULTURE

Curriculum Leader: Ms Katy Ward

### COURSE RATIONALE

In an increasingly image-led and image-conscious society, the study of visual culture helps students understand their visual surroundings and interpret their visual world. Over the course of Year 7, Year 8 and Year 9 students will explore theories and practices from art, photography, digital media, and other visual practices, while understanding the social and historic backgrounds that inform the culture around us. Students will combine an interest in visual culture, culture, and the wider visual world to explore the broad spectrum of visual creativity that permeates contemporary life making images and engaging in experiences that respond to, reflect and reinterpret their experiences and that of arts professionals.

### COURSE AIMS

Through a variety of making and responding experiences, student will be encouraged to develop artistic expression, inquire deeply and create images and objects that challenge accepted ideals.

Problem-solving, decision-making, creative and critical thinking skills along with practical skills, media techniques, processes and technologies will be utilised in the exploration and invention of personal and collective ideas.

Individual and collaborative working practices will be utilised throughout, ensuring students experience and develop the creative artists mindset needed to respond to and overcome the challenges of an unknown and uncertain future.

### COURSE STRUCTURE

Throughout Year 9 students will respond to a wide range of creative experiences. Student experiences will be concept directed and process driven, allowing students to develop personalised working practices and individualised responses and resolutions.

The students respond to the concept of Personal, Private, Public with consideration of the Inquiry question - How do artists communicate meaning about the concept of **personal, private and/or public** through representation of the human form in artworks?

Within this concept students negotiate contemporary notions of 'The Self'. Students explore how definitions of that which is personal, public, and private have become blurred and look to create artwork that expresses their individual outlook on what is increasingly becoming a relevant and real-world issue.

### ASSESSMENT

Students will be assessed across two criteria, making and responding supported through the use of regular and targeted kind, specific and helpful feedback.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Visual Arts content and achievement standards (developed by ACARA) relevant to this subject.

**For further information regarding Visual Culture, contact  
Ms Katy Ward ([k.ward@stpauls.qld.edu.au](mailto:k.ward@stpauls.qld.edu.au)).**

## LEARNING SUPPORT

Curriculum Leader: Mrs Nicole Bunt

### COURSE RATIONALE

Learning Support works to support and complement the differentiated teaching and learning programmes of the school. This is achieved through collaboration between Learning Support Teachers, Classroom Teachers, and students, operating within the understanding that there are a diverse range of needs and ability levels within classrooms.

Support is planned for students who require additional educational provisions to access learning programmes and may include:

- Consultation between parents, staff, counsellors and external specialists to identify strategies that best meet a student's educational needs;
- Teacher Aides working collaboratively with classroom teachers to enhance individualised and small group learning support in classroom lessons; and
- Withdrawal learning programs, which are offered to students with specific learning needs who meet certain criteria. The focus of these programs is on building literacy and numeracy proficiency, providing assistance for the completion of assignments and reviewing strategies to increase a student's ability to plan, research and study.

Our model of support is designed to allow students to access the appropriate level of support, in accordance with their current development and learning needs.

**For further information regarding Learning Support, contact  
Mrs Nicole Bunt ([n.bunt@stpauls.qld.edu.au](mailto:n.bunt@stpauls.qld.edu.au))**

## SUBJECT SELECTION PROCESS

### SUBJECT SELECTION PROCESS

Subject selection for Year 9 occurs towards the end of Term 3 in the previous year. The process is as follows:

Email sent to all Year 8 students and their parents that:

- Outlines the subject selection process;
- Provides a link to the current Year 9 Subject Handbook;
- Students and parents consult the Year 9 Subject Handbook for information about the different electives;
- Students, in consultation with their parents, choose 4 electives and 2 reserves to include in their Year 9 course of study. Students then write these in order of preference into their diary;
- Students bring their diary (including their preferences), a pen, and their charged laptop to the subject selection session as outlined in the original email; and
- Students enter their subject selection preferences.

### FEQUENTLY ASKED QUESTIONS

#### What if I'm away on the day subject selections are entered?

Upon your return you will be able to enter your preferences. Go to Tooth Reception and speak to Mrs Theresa Weber, Administrative Assistant, Teaching and Learning.

#### What If I change my mind about which electives I want to study?

When choosing your electives, you need to make an informed decision. There are no guarantees that once chosen, electives can be changed. The preferences that students submit will largely determine the classes that are offered next year. Once classes are timetabled it is very difficult to change subjects, as moving from one elective to another will have a knock-on effect for other classes. However, it is recognised that sometimes there are circumstances that may require special consideration. These are dealt with on a case-by-case basis by the Director of Curriculum, in consultation with the relevant Curriculum Leader.

#### When will I find out what my electives will be next year?

Timetabling is a complicated process and takes time. Students will usually be notified by email in early November about the outcome of the elective selection process.

#### What if I have other questions?

If your questions are related to the subject selection process, then please contact the Director of Curriculum or Administrative Assistant, Teaching and Learning. If your questions are related to individual subjects, then you should contact the Curriculum Leader for that Learning Area.

## CURRICULUM LEADERS

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# CONNECT WITH US

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*An Anglican co-educational school from Pre-Prep to Year 12*

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