



# Unity College Subject Pathways – Year 9 to Senior

Denotes: **Core Subject**

\*Denotes: Applied Subject

#Denotes: Semester Course

+Denotes: Full Year Course

Study Field	Year 9	Year 10	Senior
<b>English</b>	<b>English</b>	<b>English</b>	English Essentials*
			English
			English Literature
<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	Essential Mathematics*
			General Mathematics
		<b>Mathematics Extension</b>	Mathematical Methods
			Specialist Mathematics
<b>Religion</b>	<b>Religious Education</b>	<b>Religious Education</b>	Religion and Ethics*
			Study of Religion
			Certificate III in Christian Ministry
<b>Science</b>	<b>Science</b>	Chemistry	Chemistry
		Physics	Physics
		Biology	Biology
			Certificate II in Health Support + Certificate III in Community Services
		Marine Science	Marine Science
<b>HUM/SCI</b>	<b>History and Science</b>	Big History+	Senior Sciences
			Senior History
<b>Humanities</b>	<b>History: Making the modern world<sup>#</sup></b>	History: Modern Australia <sup>#</sup>	Senior History
		History: History vs Hollywood <sup>#</sup>	
		Legal Studies <sup>#</sup>	Legal Studies
	<b>Geography: Human connections<sup>#</sup></b>	Geography <sup>#</sup>	Certificate IV in Justice Studies
	Business: Money, Money, Money <sup>#</sup>	Business: Economic Performance <sup>#</sup>	Business
<b>Arts + Media</b>	Dance: Movers and Shakers <sup>#</sup>	Dance: Sending Messages <sup>#</sup>	Dance
			Dance in Practice*
	Drama: Lights, Camera, Action <sup>#</sup>	Drama: Let's Get Physical <sup>#</sup>	Drama
			Drama in Practice*
	Visual Art: Me, Myself and Art <sup>#</sup>	Art: Object de Art <sup>#</sup>	Visual Art
Music <sup>#</sup>	Music+	Music	
Media: The Two Woods <sup>#</sup>	Media Arts: Photography <sup>#</sup>	Certificate III in Visual Arts (Photography focus)	
<b>Language</b>	Japanese <sup>#</sup>	Japanese+	Japanese
<b>Physical Education</b>	<b>Health and Physical Ed<sup>#</sup></b>	Sport Science <sup>#</sup>	Physical Education
		Sports Psychology & Coaching <sup>#</sup>	Certificate III in Fitness
<b>Technologies and Design</b>	ICT: Digital Technologies <sup>#</sup>	Dit: Digital Technologies <sup>#</sup>	Digital Solutions
	Design: Metal & Materials <sup>#</sup>	Design: Metal & Materials <sup>#</sup>	Engineering Skills*
			Certificate III Engineering Technical
	Design: Wood & Materials <sup>#</sup>	Design: Wood & Materials <sup>#</sup>	Furnishing Skills*
			Certificate III Engineering Technical
	Design: Graphics <sup>#</sup>	Design: Graphics <sup>#</sup>	Certificate III Engineering Technical
Design: Food Specialisation <sup>#</sup>	Cert I in Hospitality <sup>#</sup>	Certificate II Hospitality	
Design: Food Specialisation <sup>#</sup>	Design: Food Specialisation <sup>#</sup>	Certificate III Events	
		Food & Nutrition	

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## The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others, and the environment. This is evidenced through our Mission Statement of:

“We are a learning community, inspiring, uniting and succeeding through Christ.”

## Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity’s unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

## Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social, and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into a young man or woman who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs; and it is the day-to-day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a Sport House. This Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your child’s time at Unity College. Your child’s Pastoral Care teacher and peer group can offer support and encouragement during challenging times, as well as celebrate the good times in life.

**Morning Pastoral Care** provides students the opportunity to pray, gather, relate, prepare and be active (spark). Each year level engages in a range of activities and programs to promote student wellbeing. This will include a mix of retreats, incursions, excursions, camps, and guest presenters.

As our Secondary Phase students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Pastoral Care helps promote the wellbeing of all students.

## From the Head of School (Secondary Phases Focus)

Dear Parents and Students

Year 9 is an important year and sees students enter the “Transition” phase of their learning journey. The engagement of our young people is a critical transition theme in Year 9, that, when successful, serves to provide a strong, confident and student owned learning base to move forward into their future years of learning.

Wellbeing strategies continue, with an emphasis on growing in self-awareness, making positive everyday choices, contributing to group cohesion and safety, and developing a deeper knowledge of and commitment to responsible digital behaviours. Experiences are structured to encourage students to further develop self-confidence and a better sense of their identity among their peers. Further formation in their spiritual dimension builds a deeper capacity in students to navigate the personal and moral complexities that come with their growing adolescent freedom.

Learning experiences are planned around fostering curiosity, encouraging ownership of learning and of developing self-disciplined study habits. Explicit teaching of literacy and numeracy skills takes place within the combination of participation in mandatory core learning areas and study within grouped clusters of subject choices. Mandatory core learning areas are Religious Education, English, Mathematics, Science and Humanities. Commencing in Year 9, choices become available within the areas of Humanities, Health and Physical Education, Technology, The Arts and Language.

The range of subjects offered to Year 9 students have been designed to allow students to experience specificity within subject disciplines they may not have previously encountered and to continue to consolidate the skills required for future years of schooling. Students are encouraged to be discerning in subject selections and be self-aware of what may interest them as possible career directions, both in terms of content and in the way in which learning occurs within the subject.

The most significant effort students can make in Year 9 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is ‘on target’ and which areas require further work. This, along with intentional, regular practice at identified learning gaps, will assist students to maximise their learning and personal stretch. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The Senior Syllabuses are underpinned by a set of [21<sup>st</sup> century skills](#) that were developed through a synthesis project conducted by the Queensland Curriculum Assessment Authority (QCAA). The verbs frequently associated with 21<sup>st</sup> century skills typically include *memorise*, *organise*, and *transform* knowledge dynamically; *research* with discernment; *analyse*; *reason*; *communicate* effectively; *reflect*, *solve*, and *interpret* problems; and *evaluate* conclusions in a variety of situations; as well as having a commitment to lifelong learning. Collaboration in teams where planning and organising activities, creative thinking and strong social and ethical capabilities are evident are also seen as central to engaging in the 21<sup>st</sup> century economy. The acquisition and application of these skills involves the appropriate choice and use of technology to solve problems and to show advanced communication and presentation skills to express viewpoints.

Unity College staff look forward to the ongoing learning journey of our Year 9 students. As partners in your student’s education, we embrace the goals of preparing dynamic young people with the skills to transform their future.



Mr. Sam Anderson  
Head of School (Secondary Phases Focus)

# Vision for Learning and Teaching

The [Melbourne Declaration on Educational Goals for Young Australians \(2008\)](#) notes two goals:

1. That Australian schooling promotes equity and excellence
2. That all young Australians become:
  - ◆ successful learners
  - ◆ confident and creative individuals
  - ◆ active and informed citizens

**These goals are further articulated by Brisbane Catholic Education:**

“As a Christian community we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.”

The Unity College Vision for Learning and Teaching is intrinsically linked to these goals and is embedded in the College’s Mission, Motto, and Values for Learning and Pedagogical Practices.

## Compulsory Subjects

All students in Year 9 study the core of:

- Religion
- English
- Mathematics
- Science
- Humanities (History/Geography)
- Core HPE (1 semester)

Minimum expectations of Year 9 study in Key Learning Areas also include:

- 1 semester of a Technology subject (or Japanese)
- 1 semester of an Arts subject (or Japanese)

A list of the proposed electives from each of the Key Learning Areas showing the pathway from Year 9 to Year 10 is provided on [page 2](#). In most cases it is helpful but not necessary to have completed prior study in an elective subject for Year 10.

# Strategies for Choosing Subjects

It is important to remember that you are a unique individual, and that your needs and requirements in subject selection will be quite different from those of other students.

## DO choose subjects:

- You are good at
- Which are prerequisites for a course or career
- You enjoy or are interested in
- Which will help your career and employment goals
- Which will help you develop skills, knowledge, and attitudes useful in life
- You are willing to work hard in.

## DO check out subjects that you intend to study:

- Read each outline carefully
- Talk to the teachers for each subject
- Talk to students who are studying or have recently studied this subject
- Attend and ask questions at the subject & careers expo evening
- Look at textbooks and materials used in this subject.

## DON'T choose subjects:

- That you have struggled with or disliked in the past
- Because you think they will be easy or a 'bludge' (they are not)
- Because your friends are doing them
- If you have not researched beyond the name of the subject  
E.g. Choosing ICT (Information & Communication Technology) because you like computers
- Because someone tells you to do it because you are good at it (remember the **dos**. It is your pathway not theirs!)
- Because you like/dislike the teacher
- Because they have been 'dressed up' and 'look good' – look beyond the façade.

## Things to remember...

Before selecting subjects, students should carefully read the Course Outlines in this handbook. They should also note the following points:

1. If insufficient students opt for a given subject, it may not be offered.
2. The electives chosen for the curriculum each year will be arranged on lines and students will then be asked to select one subject from each line. It is quite likely that two subjects which a student wishes to take may occur on the same line.

**A choice will then have to be made between the two subjects.**

3. Lines are structured according to student needs. Students are asked to think through their preliminary selections carefully. They also need to understand that there may need to be some flexibility in making final subject choices.
4. Quota restrictions apply to all subjects and **selection of an elective does not guarantee a place in the subject.**

# My Year 9 Course Design

Use this page to plan your Year 9 subject selections in readiness for 'Subject Selection Online'. All students will automatically be enrolled in the following 'Core' subjects.

<b>Religion</b> Exploring the 4 strands of; Sacred Texts – Christian Life – Beliefs – Church	<b>English</b> Developing a range of literacies for active engagement in the world as life-long learners	<b>Mathematics</b> Designing solutions to mathematical problems in the 21 <sup>st</sup> Century
<b>Science</b> Investigating the 5 disciplines of Biology, Chemistry, Engineering, Marine Science and Physics	<b>Humanities</b> Researching and reconstructing the past through History and making interconnections between people and place through Geography	<b>Health &amp; Physical Education</b> Engaging in explorations of health, wellbeing and physical activity

**Step 1: Choose your Elective Subject A and Elective Subject B.** All students need to study at least one **Technology Subject** and one **Arts Subject or Japanese** as an alternative to one of those. Select your **one (1)** preferred subject from the options in each box. You may choose Japanese as an alternative but *only in one of the option boxes* below. Please also write in one **Reserve Choice** for each.

Elective Subject A	
Technology <i>or</i> Japanese (Choose 1)	
	ICT: Digital Technologies
	Design Technology: Metalwork
	Design Technology: Woodwork
	Design Technology: Graphics
	Design Technology: Food Specialisation
	Japanese
<b><i>My Reserve Choice from these options is...</i></b>	

Elective Subject B	
The Arts <i>or</i> Japanese (Choose 1)	
	Dance: Movers & Shakers
	Drama: Lights, Camera, Action!
	Music
	Visual Art: Me, Myself & Art
	Media: The Two Woods
	Japanese
<b><i>My Reserve Choice from these options is...</i></b>	

**Step 2: Choose your Elective Subject C.** Select your final elective subject for Year 9 from the list below. **Please make sure that this is not the same subject as you chose for Elective A and B.**

Elective Subject C			
	ICT: Digital Technologies		Drama: Lights, Camera, Action!
	Design Technology: Metalwork		Music
	Design Technology: Woodwork		Visual Art: Me, Myself & Art
	Design Technology: Graphics		Media: The Two Woods
	Design Technology: Food Specialisation		Japanese
	Dance: Movers & Shakers		Money Matters: Money, Money, Money!

**Step 3: Choose two (2) additional 'Reserve Choices'** from the list of elective courses above and write them below.

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# Religious Education 09RE

Learning Area

Religious Education Core

Length

2 semesters

Religious Education seeks to develop the religious literacy of students in light of the Catholic, Uniting Church Christian traditions, so that they might participate critically and authentically in contemporary culture.

## Pathways to Year 10 and Senior Subjects

- Study of Religion
- Religion and Ethics
- Certificate III Christian Ministry and Theology.

## Learning experiences

Students will:

- Examine the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism)
- Explore three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers
- Refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world
- Evaluate the impact of church social teaching and ethical frameworks on an individual's moral behaviour and on the Church's response to emerging moral questions
- Analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including Christian meditative prayer practices.

## Assessment

Students will:

- Complete written assignments
- Engage in short response examinations

## This subject caters to

This course explores the four strands of Sacred Texts - Christian Life - Beliefs - Church and will provide the basis for Religious Education subjects in Years 11 and 12.

## Career Aspirations

Communications; teaching; journalism; sociology; psychology; archeology; history.

## Resources required

Student supplies iPad and stationery.  
College supplies texts and study materials.



# English 09ENG

Learning Area	English Core	Length	2 semesters
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During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 9 syllabus embedding the criteria of Language, Literacy and Literature. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas.

- Pathways to Year 10 and Senior Subjects**
- General English
  - English Literature
  - Essential English



- Assessment**
- Expository essays
  - End of term exams
  - Creative Writing
  - Multimodal presentations

**This subject caters to** Core Subject (all students).

**Career Aspirations** Writer, Film and TV Editor, Law Clerk, Education Aide, Art Critic, Film Critic, Journalist, Interpreter, Lawyer, Librarian, Translator, Theatre Critic, Teacher, Speech Pathologist, Sociologist, Publisher, Secretary, Stage Manager, Tour Guide, Tourist Information Officer, Public Relation Officer, Project Administrator, Literature Critic, Media Presenter, Publicity Agent and many more!

**Resources required** Student supplies appropriate stationery items.  
College supplies texts and study materials.

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

# Mathematics 09MAT

Learning Area

Mathematics Core

Length

2 semesters

During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Mathematical Strands of Number and Algebra, Statistics and Probability and Measurement and Geometry. All students will be taught from the ACARA Year 9 syllabus embedding the criteria of Knowledge and Understanding, Fluency, Problem Solving and Reasoning. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas.

## Pathways to Year 10 and Senior Subjects

- Year 10: ACARA Year 10 Mathematics Syllabus
- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics



## Learning Experiences

Students will:

- Apply number and algebra skills to describe relationships between equations and graphs and solve algebraic equations. Solve problems involving simple interest and direct proportion. Apply index laws.
- Investigate trigonometric properties of triangles to solve practical problems. Calculate derived measures such as area, speed, and density.
- Build skills to critically evaluate statistical information and develop intuitions about data. Assess the likelihood and assign probabilities using experimental and theoretical approaches.

## Assessment

- End of term exams
- Assignments.

## This subject caters to

Core Subject (all students).

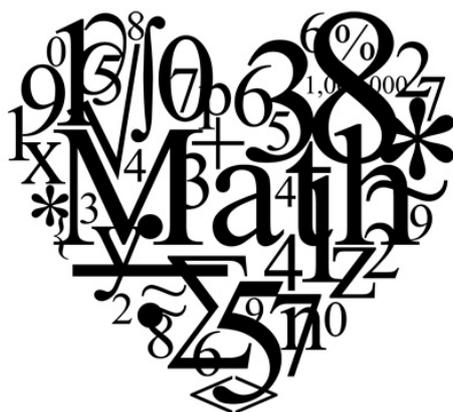
## Career Aspirations

All careers involve some level of Mathematics.

## Resources required

Student supplies iPad and stationery including a CASIO *fx-82AU PLUS II* scientific calculator.

College supplies texts and study materials.



# Science 09SCI

Learning Area

Science Core

Length

2 semesters

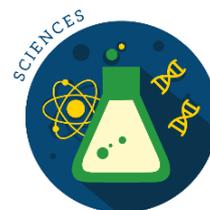
In Year 9, students use their knowledge to pose distinct types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas. Content areas covered include Biology, Chemistry, Marine Science and Physics.

- Pathways to Year 10 and Senior Subjects**
- Chemistry
  - Physics
  - Biology
  - Marine Science
- Assessment**
- Topic tests
  - Alternative Assignments.

**This subject caters to** Core Subject (all students).

**Career Aspirations** Many careers involve some level of science.

**Resources required** Student supplies iPad and stationery.  
College supplies texts and study materials.



# History: Making the Modern World 09HIS

Learning Area

**Humanities Core**

Length

**1 semester**

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources. As prescribed by the Australian Curriculum, students will study the making of the modern world as with a particular focus on Federation in Australia and Australia's part in the World Wars within the global context. In this course students will learn from the lessons of the past so that they can make informed judgments about the future. Students will learn that History is not a single version of the past. There are many different perspectives about what happened and why it happened. Students will speculate on why people see and record information differently.

## Pathways to Year 10 and Senior Subjects

- Year 10 History: Modern Australia
- Ancient History
- Modern History
- Study of Religion

## Assessment

- Research Assignment
- Response to Stimulus Exam



## This subject caters to

Core Elective (all students).

This will appeal to students who enjoy history and are interested in developing their knowledge, analysis, and research skills. Students should have a strong ability in research skills and ability to form opinions.

## Career Aspirations

Diplomat, Economist, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Anthropologist and Blogger.

## Resources required

Student supplies iPad and stationery.  
College supplies texts and study materials.



# Geography: Human Connections 09GEO

Learning Area

**Humanities Core**

Length

**1 semester**

This course first looks at the environmental and climatic difference that exists within our world's regions with a particular investigation into biomes. The first study term investigates the way in which this difference impacts on food security around the world. The second term focuses on investigating how people from Australia and around the world, through their choices and actions, are connected to places in a wide variety of ways, and how these connections help to make and change places and their environments. Here students examine the interconnections between people and places through the products people buy, in this case 'Coffee,' and the effects of its production on the places that make them.

**Pathways to Year 10 and Senior Subjects**

- Geography
- Science
- Biology
- Marine Science

**Assessment**

- Infographic
- Response to Stimulus Exam

**This subject caters to**

This subject will appeal to students who want to explore and care about the world we live in. An understanding of cause and effect and communication of these processes.

**Career Aspirations**

Mining, Tourism/Travel Industry, Surveying Assistance, Draftsperson, Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Environmental Science, Marine Science, Landscape Architecture, Town Planning, National Parks and Wildlife, Zoology, Meteorology, Cartography, Foreign Affairs and Trade, Journalism, Anthropologist, Primary and Secondary Teaching.

**Resources required**

Student supplies iPad and stationery.  
College supplies texts and study materials.



# Health and Physical Education (HPE) 09HPE

Learning Area	HPE Core	Length	1 semester
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This subject aims to provide students with opportunities to enhance their own and others' health, wellbeing, and physical activity in varied and dynamic contexts. It offers students an opportunity to develop their critical inquiry skills in a curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

## Pathways to Year 10 and Senior Subjects

- Year 10 elective options + Senior Physical Education
- Certificate III in Fitness
- Certificate II in Sport & Recreation



## Learning experiences

Students will:

- Develop a strong sense of self that encourages effective leadership, self-esteem, communication, and positive relationships.
- Learn strategies to be resilient, make decisions, minimise risk-taking behaviours and take actions to promote their health and physical activity participation.
- Develop movement skills and concepts as a foundation for lifelong physical activity participation and enhanced performance.

## Assessment

Students will:

- Complete practical performances across a variety of physical activities including modified games, touch football, netball, basketball, soccer, and world games.
- Demonstrate knowledge of improving the health and well-being of themselves and others in a variety of assessment formats.

## This subject caters to

Core (All students)

## Career Aspirations

Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training and Physical Education Teacher

## Resources required

Student supplies iPad, stationery, and sports uniform.  
College supplies learning materials.



# Money Matters: Money, Money, Money 09ECBUS

Learning Area	Humanities	Length	1 semester
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This course will begin by developing student understanding of personal finance and build to encompass the global economy. Using an interactive game, students will explore earning, saving, spending, and investing money. They will develop their understanding of the commercial world, explore, and analyse savings, credit, and investment options, develop an understanding of interest and the way it can be earned and charged. Students will investigate Australia's position in the global economy, with particular attention to economic relationships with our closest trading partners. Students will learn through a mixture of interactive game tools, research activities, class discussions, debates and report writing.

## Pathways to Year 10 and Senior Subjects

- Business: Measuring Economic Performance
- Certificate III in Business
- Senior Business

## Assessment

- Response to stimulus exam
- Research inquiry task

## This subject caters to

This course will suit students who have an interest in business and finance, enjoy investigating and exploring options. It is suggested that students have a sound result in English.

## Career Aspirations

Accountant, Business Owner, Personal investor, Financial Planner, Working in Business, Finance & Insurance industries.

## Resources required

Student supplies iPad and stationery.  
College supplies texts, study notes and practical materials.



# Dance: Movers and Shakers 09DAN

Learning Area

**The Arts**

Length

**1 semester**

This course will engage the students in the dance genres of Contemporary and Street dance. Students will learn and perform dances, create their own dances, and respond to dance works. These tasks will all be co-constructed with their teacher. Students will learn through practical application and be given several opportunities to perform what they have learned for a live audience.

## Pathways to Year 10 and Senior Subjects

- Dance: Sending Messages
- Certificate III in Dance
- Senior Dance

## Learning experiences

Students will:

- Develop performance skills and choreography in Street and Contemporary dance
- Incorporate the use of choreographic devices in their movement studies
- Create a dance in small groups
- Use research and analysis skills
- Write and written evaluation
- Engage in technique classes
- Demonstrate performance work with intent
- Apply safe dance techniques.

## Assessment

Students will:

- Learn and perform a Street routine taught by an industry professional
- Create a Street, Commercial Jazz routine suitable for a current film clip
- Create a dance routine in the Contemporary style using knowledge of contemporary pioneers' technique
- Write a dance review based on a live performance.

## This subject caters to

Dance appeals to students who would rather be moving and creating in the space than sitting behind a desk; ideal for a kinesthetic and creative learner.

## Career Aspirations

Professional Dancer, Choreographer, Reviewer, Costume Designer, Actor, Director, Photographer, Events Manager.

## Resources required

Student supplies iPad with sound editing software (Power sound free editor or similar), iPod, MP3 player.

College supplies texts, tap shoes and study materials.



# Drama: Lights, Camera, Action! 09DRA

Learning Area	<b>The Arts</b>	Length	<b>1 semester</b>
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This program of work aims to expose students to a variety of dramatic styles and theories such as Realism, Political Theatre, Monologue, Script Writing, and performance critique to engage them in an empathetic understanding of people. Students will develop an understanding of their fellow peers. Students will explore and reflect on a range of performance techniques, enjoy an excursion to live theatre and discover ways of making meaning of the printed and devised text, transforming their understanding into performance.

## Pathways to Year 10 and Senior Subjects

- Drama: Let's get physical
- English
- Senior Drama

## Learning experiences

Students will:

- Learn about themselves and their environment
- Develop understanding of style
- Examine human context and the elements of drama
- Develop monologue writing skills
- Develop audience awareness
- Read scripts relevant to young people
- Develop an appreciation for live theatre.



## Assessment

Students will:

- Demonstrate 'being in role as Actor/Director/Writer. Students will annotate scripts and develop characters for stage.
- Students create political theatre performances that are topical and relevant to them while experiencing live theatre.
- Submit completely worked character scripts from their chosen scene from play texts. Students will perform a polished scene in small group for a public performance. Students will reflect on their performance through journal writing and character profiles.

## This subject caters to

This will appeal to students who enjoy practical lessons, engaging in sharing of stories, ideas and developing in depth characters and rich student devised texts. This program will require students to seek and give constructive feedback and work closely with the teacher as performer and director. Students in this group will form strong bonds as they engage in ensemble and character-building workshops and live theatre.

## Career Aspirations

Performer, Actor, Writer, Teacher, Journalism, Media worker, Creative Artist.

## Resources required

Student supplies iPad, stationery, and *Drama Blacks* [Black pants/tights and a black T Shirt of appropriate length].  
College supplies texts and study materials.



# Music 09MUS

Learning Area	<b>The Arts</b>	Length	<b>1 semester</b>
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Year 9 Music is designed for students who are keen to further their music knowledge and appreciation and for those who wish to pursue a career in the music industry. Students will explore various genres of music through the musical elements of rhythm, expressive devices, pitch, structure, texture, and timbre. Units of work will include: Film Music, Music through the Ages, Soul-Funk and Pop, and Australian Music.

## Pathways to Year 10 and Senior Subjects

- Music
- Cert III, IV and Diploma in Music Industry



## Learning experiences

Throughout the semester course, students will be expected to either play an instrument and/or sing. Students will have an opportunity to develop these skills if their experience has been previously limited. Students will also explore the skills of composing & utilise software programs designed for this purpose. The higher order thinking skills of analysis, synthesis & evaluation will be taught and modeled in relation to musical repertoire.

## Assessment

- Composition: Music composition in the style and or genre being studied.
  - Musicology: Analytical response to studied repertoire chosen by teacher.
  - Performing: Various repertoire linked to styles & genres covered in course work.
- This subject is suited to students with a strong interest in all styles of music and who are willing to develop and improve their compositional & performance skills. It is recommended that students can play a musical instrument, although basic skills are taught using the instruments of keyboard, guitar & voice.

## This subject caters to

The Australian music industry is an exciting, rapidly growing, and multi-faceted area. Employment opportunities and annual income are greater than ever, exist within, and match those of the corporate world; and in many cases the income exceeds them. The music industry is ideal for creative people who are keen to embrace a career filled with variety, constantly new and engaging challenges, and one that is stimulating and rewarding. Whether it be employment in *music therapy, composition, music law, performance, sound production, music education*, or any of approximately 150 associated industry careers, Senior Music at Unity College offers the necessary direction for students to embark on or explore these career paths. For a comprehensive listing and further information about employment in the music industry please contact the secondary Music teacher at Unity College.

## Career Aspirations

Performance, Music Law, Music Education, Songwriter, Sound Production, Music Therapist, Recording Engineer, Music Journalist, Concert Promoter, Music Director, Conductor

## Resources required

Student supplies iPad and stationery.  
College supplies text and study materials.



# Media: The Two Woods 09MEDA

Learning Area	The Arts	Length	1 semester
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In the 21<sup>st</sup> century, film, television, and new media are our primary sources of information and entertainment. Students live, breath, eat and sleep according to what is happening within the world of the media. From the latest social media craze to the changing face of technology found on our televisions, mobile devices, and movie screens; Film, Television and New Media is a subject that will enable students to gain a critical and practical understanding of the way in which they engage with different forms of media texts. The course will comprise of three main areas: design, critique, and production. Film, Television and New Media will enable students to critically question, think, communicate, create, and engage with, not only the technology involved in the production of texts, but the institutional processes behind the production of texts; the importance of how people, places and issues are represented in media texts; the role of an audience in both the consumption and creation of a text and the language associated with Film, Television and New Media.

**Pathways to Year 10 and to Senior Subjects**

- Year 10: Media Arts - Photography

**Learning experiences**

Students will:

- Identify the language of FTVNM in Hollywood and Bollywood films
- Explore the changing nature of technology and compare the two genres
- Examine the role of an audience
- Assess how representations of people, places and issues directly affect consumers
- Plan, design, and experiment with texts using Adobe Premiere Pro producing a short video narrative.

**Assessment**

- Storyboards
- Analytical essay
- Critique representations and stereotypes
- Film and edit a short scene

**This subject caters to**

Students who are creative and enjoy working behind the scenes using camera and editing software.

**Career Aspirations**

Director, Producer, Camera Operator, Media Analyst, Advertising, Journalist.

**Resources required**

Student supplies external 3GB hard drive.



# Visual Art: Me, Myself and Art 09VARTS

Learning Area	The Arts	Length	1 semester
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During this Semester course, students will have the opportunity to demonstrate specific learning in two areas in the Visual Arts that of 'Making' and 'Responding' through the concept of 'Identity.' Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints. It is envisaged that the following approaches be explored through the Visual Arts Knowledge, Understanding and Skills of the Australian Curriculum: Critical and Creative thinking; Visual Art techniques, materials, processes, and technologies; Visual Art as social and cultural practices; Art Industry Artists and audiences.

Skills to be explored: Printmaking; Sculpture; Drawing; Painting and Mixed Media.

- Pathways to Year 10 and Senior Subjects**
- Art: Object de Art
  - Visual Art



**Learning experiences**

Students will:

- Make representations of ideas and intended meaning in 2D media
- Respond to developing practical and critical understanding of how artists use artworks to engage with audiences and communicate meaning.

**Assessment**

- Identity drawing folio
- Identity painting folio
- Visual diary
- Written assignment

**This subject caters to**

This course would suit a creative and visual thinker, eager to explore media, techniques and processes to develop a finished artwork.

A student who is methodical in approaches to organisation and time management with assessment items.

**Career Aspirations**

Further study Art courses: Diploma of Fine Arts; Bachelor of Arts; Diploma of Creative Arts

Art Curator, Graphic Design, Art Teacher, Theatre/Set Design, Artist, Architecture, Fashion Design, Art Promoter, Advertising.

**Resources required**

Student supplies iPad and stationery including a Visual Journal.

College supplies texts, study notes and art materials.



# Japanese: TSUNAMI 09JPN

Learning Area	Languages	Length	1 Semester
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Students will gain a more objective knowledge of Japan and in doing so enhance their intellectual, social, and cultural development. Learning Japanese opens a whole new way of reading and writing and brings you into contact with ancient traditions, blended with the modern accomplishments which distinguish Japanese culture today. The fundamental aim of Language study is communication. This subject engages students in real and lifelike tasks where they create their own meanings for the purposes of enjoyment, socializing and learning. The College also offers many cultural contact experiences in our own school or local community including homestays, restaurant visits and cultural incursions.

- Pathways to Year 10 and Senior Subjects**
- Year 10 Japanese
  - Senior Japanese
  - English



**Note: Tsunami - Year 9 Japanese - is a prerequisite for Year 10 Japanese**

## Learning experiences

Students will:

- Develop grammatical knowledge and understanding to enable them to become independent linguists and develop the resources and skills to acquire further languages
- Learn the language of Japanese in functional, real-world context using role-play to acquire 'transactional' language such as communicating about school and home life, interests and abilities, daily routines and going out.

## Assessment

Listening, Reading, Speaking and Writing Assignments and Exams

## This subject caters to

This will appeal to students who have an interest in the wider world, the cultures of other countries and foreign travel. Students need to recognise the need for consistent, regular application to their studies. A student should expect to devote a minimum of 20 minutes per night to study for four nights per week. Students should have a good homework routine and be organised and methodical learners to experience success from ongoing language acquisition.

## Career Aspirations

Linguist, Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher.

## Resources required

Student supplies iPad, stationery and iiTomo 2 Activity Book.  
College supplies course book and course materials.



# ICT: Digital Technologies 09DIGTEC

Learning Area	Technology	Length	1 semester
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Students do not require any prior ICT skills or digital knowledge to engage with the content taught in this subject, but that would be an advantage. Throughout the semester, students will use explore real-world issues to design and create webpages and applications ranging in levels of difficulty and complexity. They will also develop their knowledge of coding through a chosen object orientated language. In addition, students will engage with will learn about emerging technologies, including AI, VR, and wearable technologies.

- Pathways to Year 10 and Senior Subjects**
- Digital Technologies (10DiT)
  - Digital Solutions (Senior)
  - Design: Graphics



## Learning experiences

Students will:

- Improve strategic thinking, practical problem solving, information analysis, creative thinking, project management and production skills
- Develop a knowledge of HTML and CSS protocols
- Design a website based on user experience, chosen audience and research
- Developing fundamental to intermediate coding skills in a chosen object orientated language (SwiftUI, Python)
- Gain an understanding of basic programming structures and sensory inputs and outputs to be used for robotics, AI, and websites.

## Assessment

Students will:

- Produce a website
- Compile and maintain a coding learning journal
- Demonstrate programming capacity through aspects of coding.

## This subject caters to

Students who are interested in Computer Science, Artificial Intelligence, robotics, and web design.

## Career Aspirations

Product Designer, Computer Gaming Designer, Computer Programmer, Project Management, Graphic Design, Robotics, Web design

## Resources required

All resources texts and study materials are supplied by the college.



# Design: Metal & Materials 09DTENG

Learning Area	<b>Technology</b>	Length	<b>1 semester</b>
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ITD Metal is a project driven subject which would suit students who enjoy using their practical and written skills to design and manufacture metal-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, laser cutters, lathes, Hand tools and processes through a range of practical and theory-related topics.

Completion of this subject will prepare students for more specialised learning in Metalwork and Engineering Skills at Year 10 and beyond.

**Pathways to Year 10 and Senior Subjects** Year 10: Design: Metal & Materials  
Year 11 & 12: Engineering Skills, Cert III Engineering Technical



## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with metal
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

- Assessment is undertaken throughout the course through practical projects, tests, and design portfolios

## This subject caters to

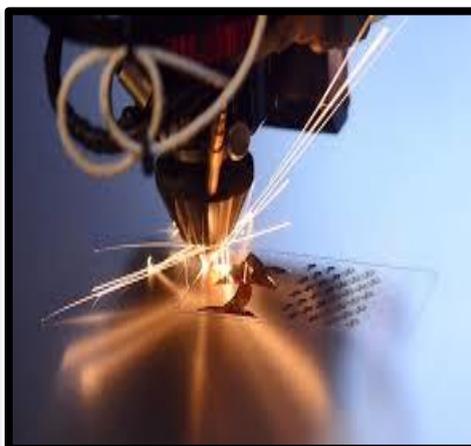
This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

## Career Aspirations

Industrial Design, Product Design, Trades – Metal and Engineering

## Resources required

Student supplies iPad and stationery.  
College supplies texts, study notes and practical materials.



# Design: Wood & Materials 09DTMAT

Learning Area	<b>Technology</b>	Length	<b>1 semester</b>
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ITD Wood is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture wood-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, laser cutters, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in Furnishing Skills, and the Certificate 3 in Engineering course offered in senior phase.

**Pathways to Year 10 and Senior Subjects** Year 10: Design: Wood & Materials  
Year 11 & 12: Furnishing Skills, Cert III in Engineering-Technical



## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with wood
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

- Assessment is undertaken throughout the course through practical projects, tests, and design portfolios

## This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

## Career Aspirations

Industrial Design, Product Design, Trades – Carpentry and Furnishing.

## Resources required

Student supplies iPad and stationery.  
College supplies texts, study notes and practical materials.



# Design: Graphics 09DTC2

Learning Area	<b>Technology</b>	Length	<b>1 semester</b>
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Graphics engages students in solving real life design problems and presenting their ideas and solutions as graphical products. These graphical solutions are produced in the form of sketches, 3D printed models and Computer Aided Design and Drafting (CADD) generated drawings.

- Pathways to Year 10 and Senior Subjects**
- Year 10 Graphics
  - Cert 3 Engineering Technical



## Learning experiences

Students will:

- Develop skills in freehand sketching and rendering
- Learn electronic drafting skills
- Develop problem solving and design skills
- Develop spatial cognition and visualization skills
- Learn how to communicate graphically by producing technical representations in 2d and 3d formats
- Develop skills and knowledge of CNC machines and software, including laser cutters and 3D printers.

## Assessment

Students will:

- Compile a presentation folio of drawings and sketches
- Complete supervised drawing tests
- Complete assignment tasks.

## This subject caters to

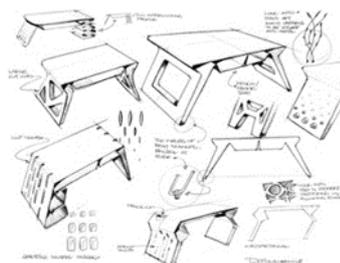
This subject will appeal to students who have an aptitude for sketching and drawing and communicating via the use of graphical representations.

## Career Aspirations

Graphic Designer, Industrial Design, Product Design, Mechanical Engineering, Architecture, Landscape Architecture, Civil Engineering, Interior Design, Urban and Regional Planning, Surveying, and all Building Trades.

## Resources required

Student supplies A4 Display folder, iPad, and stationery.  
College supplies texts and study materials.



# Design: Food Specialisation 09DTFS

Learning Area	<b>Technology</b>	Length	<b>1 semester</b>
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This course is an opportunity for students to explore and experiment with all aspects of Food specialisation (food and nutrition/Hospitality). During the semester, students will explore food for special occasions, examine food science and how to create preserves and fermentation.

- Pathways to Year 10 and Senior Subjects**
- Design Technologies: Food Specialisation
  - Food and Nutrition
  - Certificate II in Hospitality

**Learning experiences**

Students will:

- Learn to plan and organise foods for special occasions
- Discover how to interpret food labelling
- Learn basic food science techniques
- Develop an understanding of design elements and principles
- Develop effective time management and organisational skills

**Assessment**

- Practical cooking sessions including baking, decorating and menu design
- Create and understand the fermentation and preserves process
- Theory exam
- Written assignments to accompany practical tasks.

**This subject caters to**

This subject will appeal to students who have an interest in food, nutrition, cookery, design, health, and food science.

**Career Aspirations**

Nutrition, Dietician, Home Economist, Food Technologist, Craftsperson, Cook, Chef Food Scientist and Health Industry.

**Resources required**

Student supplies iPad, notebook and stationery, display folder and cooking ingredients fabrics and textiles.

**Additional Course costs**

Course costs included in college levy structure. Ingredients, fabric, and textiles equipment are additional costs.



# Making Your Selections Online

## Year 9 Elective Subject Selection Requirements

Remember:

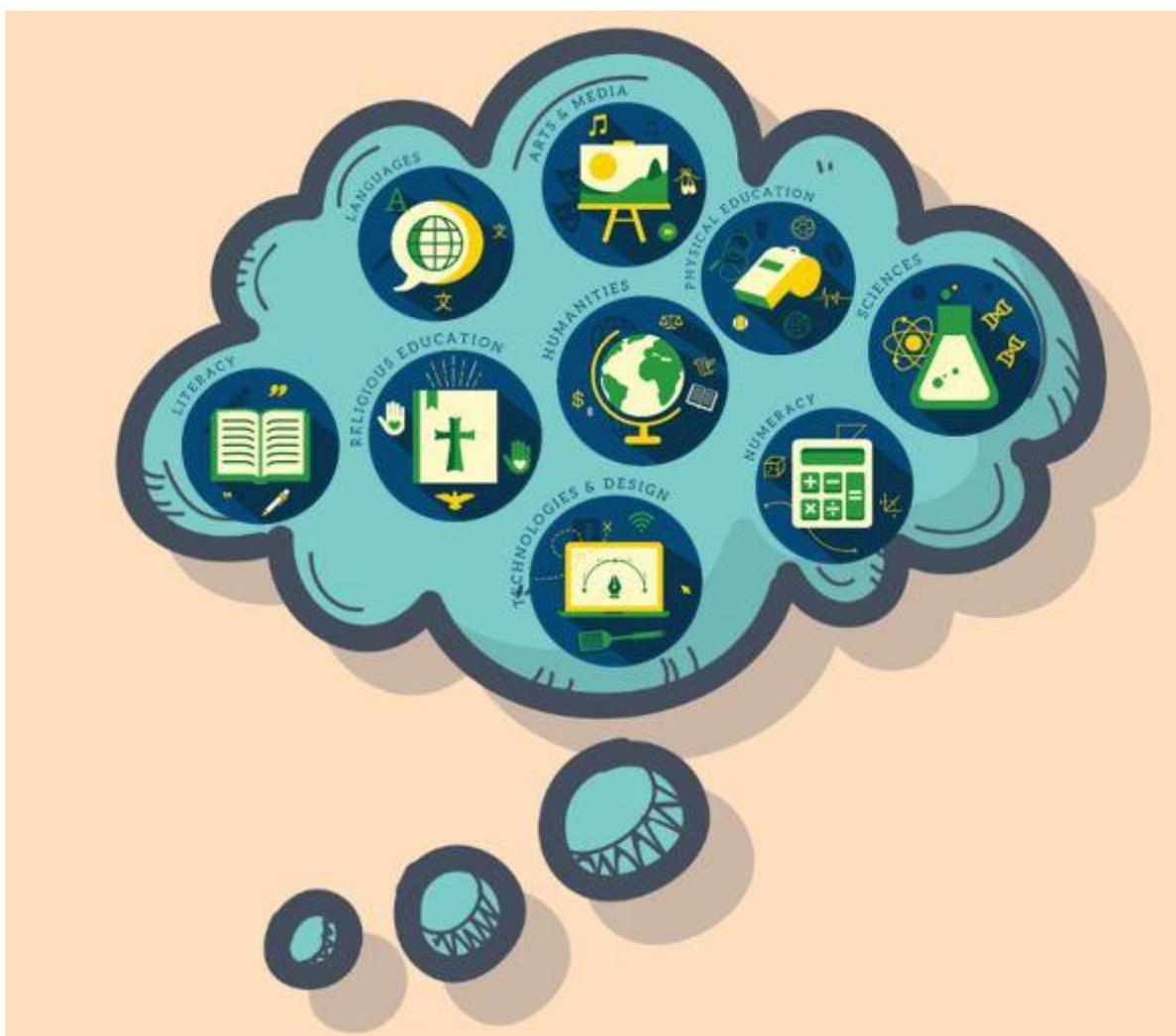
Year 9 students must study a minimum of:

- **1 semester of a Technology subject (or Japanese)**
- **1 semester of an Arts subject (or Japanese)**
- **1 additional elective from any KLA**

Now that you have carefully read about all the subject options available to you, it is time to make your selections.

1. Use the table inside the front cover of this handbook to plan your selections; then
2. Log in to Subject Selections Online to complete the process:  
<https://client.subjectselectiononline.com.au/?school=jm2sq>

Please note that you will require your personal login to access the online subject selection website. This will be sent to your school email address.



# Subject Selection Planning Notes

## Elective Subject Selection Process

Tuesday  
19th July

- Parent Information Evening

Wednesday  
20th July

- Subject Selection Online open for access

Wednesday  
3rd August

- Subject Selection Online closes