

# 2025 CURRICULUM HANDBOOK YEAR 9

PREPARED FOR ALL GOOD WORKS



St Norbert  
College

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## From the Principal



*Year 9 is not ‘just another year’ but an important, vibrant and active one for all students. At this stage of development, students are young adolescents of much potential which, when channelled correctly, can result in personal achievement and academic success.*

*It is important that our Year 9 students continue to strive for personal excellence as research suggest a strong correlation between academic success in Year 9 and in Senior School. Of special importance is that teachers and parents work together to keep the focus on excellence and maximising individuals and their potential.*

*The College endeavours to equip our students with the skills to become life-long learners and prepare our students for future employment which will demand problem solving skills, adaptability and teamwork.*

*Student Ministry and Christian Service Learning opportunities, enable our students to experience a holistic curriculum, with service to the College as the focus for the year group.*

*Students will also participate in our unique program “The Freden Journey” as part of the Year 9 Camp experience.*

*One aspect of Year 9 that our students look forward to is the opportunity to choose their electives. I urge students to carefully read the information in this Handbook and to talk to the teachers involved in these courses, before making their choices.*

*Best wishes for Year 9.*

*Ms Sharon Rainford  
Principal*

# Student Life at St Norbert College

## Student Ministry

Student Ministry creates opportunities for all St Norbert College students to become leaders in the College community. Through participating in a retreat and Christian service experiences, students discover the power of God in their lives and are encouraged to develop and shine their love out to others.

The Year 9 Retreat is designed to challenge all our Year 9 students and ask them to explore God living within them as a presence, enriching and encouraging them in their choices to become the “best person they can be”.

Year 9 Student Minsters discover and practice various forms of prayer and liturgy, from being involved in leading at whole school liturgical events to personal and reflective prayer opportunities. These experiences help them discover more about themselves and God in their lives.

## Christian Service Learning

*“Christian Service Learning in Catholic schools is a critical educational activity that provides opportunities for students to reflect on and integrate the principles of Catholic Social Teachings into practical experiences of service to others in society.”*

Students in Year 9 have a great opportunity to give service to others through the “Serving at School” project. In this project all Year 9 students are required to give seven hours service to the College across the school year. It could be assisting at the Inter-house Swimming Carnival, serving at the Community Mass, assisting with the Drama productions, Breakfast Club or other school functions. Each student is to have completed seven hours of service by the end of Year 9.

## Year 9 Camp

St. Norbert College’s Year 9 camp has been a hallmark of the comprehensive curriculum that is provided to every student in the school. It was introduced and developed to provide opportunities for young people to challenge themselves, take risks and grow in an environment which is vastly different from the school environment that they experience on a daily basis.

The Year 9 camp is a four-day event which takes students into the natural environment, teaches them camping skills and encourages them into activities that are engaging, challenging and character building. They are given many opportunities to learn how to work in a team, go beyond their personal boundaries and interact with others in a communal environment.

They learn more about themselves as individuals, but more importantly, they learn more about themselves in the companionship of their peers, as well as their teachers, and therefore are well on the way to forging and building friendships that could see them through the rest of their College years and beyond.

**All students are required to attend this compulsory curriculum activity.**

# Planning Your Course

## Course Selection

The Year 9 Curriculum at St Norbert College continues to focus on enhancing the learning of our students. We offer a wide and varied curriculum suited to the needs of our students.

Students should continue to select electives on the basis of broadening their learning experiences. Year 9 is a time to give new electives a go as well as remain with those they have enjoyed. However, some electives do have specific entry requirements and they should not be selected if the prerequisites have not been met. **Year 9 Electives are YEAR LONG.**

English as an Additional Language/Dialect is a compulsory elective for students who experience difficulties with literacy and who come from a non-English speaking background. Students who would benefit from this program will be identified by their teachers in consultation with the Head of Learning Area. Movement out of this elective is possible but it is dependent upon student achievement.

## Changing Elective Courses

Elective choices are compiled and a timetable grid is selected which represents the best possible fit of those choices. Due to timetable constraints it may be necessary at this point to call on a student's lower 'Reserve' elective selection.

Only students who have been allocated 'Reserve' electives may apply to change electives. No change can be guaranteed. This is to give the student enough time to successfully complete the assessment tasks and the teacher sufficient time to be able to report on a student's progress fairly and accurately. Further information regarding changing electives, especially closing dates, is advertised in the College newsletter but it is usually the end of Week 2, Semester 1.

Once the process of constructing a timetable has been completed parents are notified of a student's timetable for the following year.

**It should be noted that Electives only run if there are sufficient numbers to justify a class.**

# Curriculum Overview

Compulsory	Student Choice <i>Students select from this list</i>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• 9 Religious Education (09REL)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• 9 English Extension (09ENX)</li> <li>• 9 English Mainstream (09ENM)</li> <li>• 9 English Enrichment (09ENE)</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• 9 Health Education (09HEA)</li> <li>• 9 Physical Education (09PED)</li> </ul> <p><b>Humanities and Social Sciences</b></p> <ul style="list-style-type: none"> <li>• 9 Humanities Advanced (09HUA)</li> <li>• 9 Humanities Mainstream (09HUM)</li> <li>• 9 Humanities Enrichment (09HUE)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• 9 Mathematics Extension (09MAX)</li> <li>• 9 Mathematics Advanced Mainstream (09MAA)</li> <li>• 9 Mathematics General Mainstream (09MAG)</li> <li>• 9 Mathematics Enrichment (09MAE)</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 9 Science Advanced (09SCA)</li> <li>• 9 Science Mainstream (09SCM)</li> <li>• 9 Science Enrichment (09SCE)</li> </ul>	<p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• 9 Specialised Basketball (09SPB) #</li> <li>• 9 Specialised Football (09SPF) #</li> <li>• 9 Sport and Recreation Skills (09SRS)</li> </ul> <p><b>Languages other than English</b></p> <ul style="list-style-type: none"> <li>• 9 Japanese (09JAP)</li> </ul> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>• 9 Computer Programming (09COM)</li> <li>• 9 Food Science and Technology (09FST)</li> <li>• 9 Materials - Metal (09MET)</li> <li>• 9 Materials - Textiles (09TEX)</li> <li>• 9 Materials - Wood (09WWK)</li> <li>• 9 Game Design &amp; Creation (09GAM)</li> </ul> <p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• 9 Dance (09DAN)</li> <li>• 9 Drama (09DRA)</li> <li>• 9 Media Arts (09MAR)</li> <li>• 9 Music (09MUS)</li> <li>• 9 Visual Art (09ART)</li> </ul>

**In Year 9, students study 4 electives per year for 8 periods per week (2 periods per elective).**

# Year 9 Specialised Basketball and Specialised Football is via invitation only. Any additional students may only be selected with the approval of the Head of Health and Physical Education

# Religious Education

Head of Learning Area: Ms Cecilia Loh

Phone: 9350 5433 / Email: [Cecilia.Loh@norbert.wa.edu.au](mailto:Cecilia.Loh@norbert.wa.edu.au)

## Religious Education Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Religious Education	Religious Education Extension	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Mainstream	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Enrichment	Religion and Life General Units 1 & 2	Religion and Life General Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement**

## 9 Religious Education (09REL)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

The **Religious Education** learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In **Year 9** students focus on four main themes: the human search for truth and how the Holy Spirit can help guide us; how people are able to grow stronger spiritually with the help of the Holy Spirit; emotions and how people can achieve emotional peace; and Christian love and sexuality.

### Future pathways

Year 10 Religious Education



# English

Head of Learning Area: Mrs Corrina Markich

Phone: 9350 5433 / Email: [corrina.markich@norbert.wa.edu.au](mailto:corrina.markich@norbert.wa.edu.au)

## English Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
English Extension  Or  English Mainstream	English Extension  Or  English Mainstream	Literature ATAR Units 1 & 2 Or English ATAR Units 1 & 2 Or English as an Additional Language/Dialect ATAR Units 1 & 2 Or English General Units 1 & 2	Literature ATAR Units 3 & 4 Or English ATAR Units 3 & 4 Or English as an Additional Language/Dialect ATAR Units 3 & 4 Or English General Units 3 & 4
English Enrichment	English Enrichment	English General Units 1 & 2 Or English Foundation Units 1 & 2	English General Units 3 & 4 Or English Foundation Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 9 English - Extension (09ENX)

### Minimum Entry Requirements

Selection will be based on results from Year 8 English and through external and College testing. A student's position in the Extension class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### Description

Students in Extension English will be challenged to expand their knowledge of analysis of texts, compose texts of different forms and engage in oral presentations. They will study a range of complex texts and develop an understanding of context, reader positioning and response. Students will learn to be critical of the world around them and how texts are a reflection of society's values and attitudes.

### Future Pathways

Year 10 English - Extension or, depending on results, Year 10 English - Mainstream.

## **9 English - Mainstream (09ENM)**

### **Minimum Entry Requirements**

Selection will be based on results from Year 8 English and through external and College testing. A student's position in the Mainstream classes will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### **Description**

Students in Mainstream English will develop their knowledge of analysis of texts, compose texts of different forms and engage in oral presentations. They will study a range of familiar and challenging texts and develop an understanding of context, reader positioning and response. Students will develop an understanding of the world around them and how texts are a reflection of society.

### **Future Pathways**

Year 10 English - Mainstream or, depending on results, Year 10 English – Extension/Enrichment.

## **9 English - Enrichment (09ENE)**

### **Minimum Entry Requirements**

Selection will be based on results from Year 8 English and through external and College testing. A student's position in the Enrichment class will be reviewed by the Head of Learning Area at the end of each Semester.

### **Description**

English Enrichment will cater for students who experience difficulties with some aspects of their literacy. Students will be taught strategies and assisted to develop their understanding of reading, writing and comprehending. The aim of this assistance is to enhance students' literacy skills in order to improve their performance across all Learning Areas.

Students will work towards developing skills to achieve success in external OLNA testing, thus enabling them to fulfil the WACE graduation requirements.

### **Future Pathways**

Year 10 English – Enrichment or, depending on results, Year 10 English - Mainstream

# Health and Physical Education

Head of Learning Area: Mrs Melanie Robinson

Phone: 9350 5433 / Email: [melanie.robinson@norbert.wa.edu.au](mailto:melanie.robinson@norbert.wa.edu.au)

## Physical and Health Education Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
Year 9	Year 10	*Year 11	*Year 12
Health Education	Health Education	Health Studies ATAR Units 1 & 2 Or Certificate II in Community Services	Health Studies ATAR Units 3 & 4 Or Certificate III in Health Services Assistance
Specialised Basketball Or Specialised Football	Specialised Basketball Or Specialised Football	Specialised Sport, Aquatics and Recreation Certificate III Basketball  Specialised Sport, Aquatics and Recreation Certificate III Football  NCA/NAIA Application	Specialised Sport, Aquatics and Recreation Certificate III Basketball  Specialised Sport, Aquatics and Recreation Certificate III Football  NCA/NAIA Application
Physical Education	Physical Education	Physical Education Studies ATAR Units 1 & 2 Or Sport, Aquatics and Recreation Certificate III	Physical Education Studies ATAR Units 3 & 4 Or Sport, Aquatics and Recreation Certificate III
Sport and Recreation Skills	Sport and Recreation Skills		
	Sport Science		

**\*Entry will depend on achieving minimum pre-requisite levels of achievement**

## 9 Health Education (09HEA)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

In Year 9, the Health content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions and manage conflict.

Year 9 Health Education allows students to explore concepts that affect them and their peers as teenagers and young adults.

Effective learning in Health is underpinned by the opportunity for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### **Future Pathways**

Year 10 Health Education

## **9 Physical Education (09PED)**

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

In this course students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies, and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

This course is designed to provide students with the opportunity to further develop skills associated with swimming. This course also includes opportunities to play team sports and the development of skills such as throwing, catching and body management.

A positive attitude and consistent participation is essential. Further development of outcomes will aim to give students an understanding of basic body mechanics and principles of training through fitness circuits and game-based fitness.

### **Future Pathways**

Year 10 Physical Education

## 9 Specialised Basketball (09SPB)

### Minimum Entry Requirements

By selection only

### Description

Students will be selected to participate in this course based on an application process that occurs in the previous year. Written applications, fitness and skill testing, references from club basketball coaches and analysis of school reports will form the basis for selection.

Students selected for the Specialised Basketball Program will choose Specialised Basketball as an elective in both Semester One and Two. The course will develop student skill and fitness levels, introduce them to strength training and theoretical components will focus on Sports Medicine Awareness.

Expert coaches from the College will develop a wide range of skills. Students will play for St Norbert College teams in a range of different competitions.

Students who select this course **WILL NOT** be eligible to choose Sport and Recreation as an elective as well.

### Future Pathways

Year 10 Specialised Basketball

## 9 Specialised Football (09SPF)

### Minimum Entry Requirements

By selection only

### Description

Students will be selected to participate in this course based on an application process that occurs in the previous year. Written applications, fitness and skill testing, references from club football (soccer) coaches and analysis of school reports will form the basis for selection.

Students selected for the Specialised Football Program will choose Specialised Football as an elective in both Semester One and Two. The course will develop student skill and fitness levels, introduce them to strength training and theoretical components will focus on the Laws of the Game Certificate in preparation to become a qualified referee.

Expert coaches from the College will develop a wide range of skills. Students will play for St Norbert College teams in a range of different competitions.

Students who select this course **WILL NOT** be eligible to choose Sport and Recreation as an elective as well.

### Future Pathways

Year 10 Specialised Football

## **9 Sport and Recreation Skills (09SRS)**

### **Minimum Entry Requirements**

A willingness and capacity to participate in physical activity

### **Description**

An elective designed to give students additional opportunities to be physically active and further the development of their Health and Physical Education Learning Area outcomes. Sport and Recreation Skills uses various sporting contexts to build fitness, skills and self-management skills. A focus on the SEPEP model which provides opportunities for students to exhibit and build on skills and strategies to improve performance such as: Motivation, Leadership and Teamwork.

### **Future pathways**

Year 10 Sport and Recreation

# Humanities and Social Sciences

Head of Learning Area: Mr Bronson Gherardi

Phone: 9350 5433 / Email: [bronson.gherardi@norbert.wa.edu.au](mailto:bronson.gherardi@norbert.wa.edu.au)

## Humanities and Social Sciences Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Advanced Or Mainstream	Advanced	Economics ATAR Units 1 & 2	Economics ATAR Units 3 & 4
	Or	Geography ATAR Units 1 & 2	Geography ATAR Units 3 & 4
	Mainstream	History ATAR Units 1 & 2	History ATAR Units 3 & 4
	Accounting & Finance ELECTIVE	Accounting and Finance ATAR Units 1 & 2	Accounting and Finance ATAR Units 3 & 4
Mainstream Or Enrichment	Mainstream Or Enrichment	Business Management and Enterprise General	Business Management and Enterprise General

\* Entry will depend on achieving the subject prerequisite levels.

## 9 Humanities and Social Sciences - Advanced (09HUA)

### Minimum Entry Requirements

Selection will be based on results from Year 8 Humanities and Social Sciences and through external and College testing. The Head of Learning Area – Humanities and Social Sciences and subject teacher at the end of each semester will review a student’s position in the Advanced class.

### Description

The Year 9 Humanities and Social Sciences Advanced program seeks to further develop the skills and abilities of our talented students by fostering an environment which provides challenge and where students can work with peers who share similar interests, aspirations and abilities.

Advanced students will cover the same core program as the General students; however, the learning, teaching and assessment strategies used will reflect the level of ability of students in these classes. Students will be given the opportunity to develop more advanced analytical, reasoning and literacy skill through participation in various competitions and external programs.

### Future Pathways

Year 10 HASS - Advanced or depending on results 10 HASS - General

## 9 Humanities and Social Sciences - Mainstream (09HUM)

### Minimum Entry Requirements

Selection will be based on results from Year 8 Humanities and Social Sciences and through external and College testing. The Head of Learning Area - Humanities and Social Sciences and subject teacher at the end of each term will review a student's position in the General classes.

### Description

In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

### Future Pathways

Year 10 HASS - Mainstream or depending on results Year 10 HASS - Advanced or Enrichment



## **9 Humanities and Social Sciences - Enrichment (09HUE)**

### **Minimum Entry Requirements**

Selection will be based on results from Year 8 Humanities and Social Sciences and through external and College testing. The Head of Learning Area - Humanities and Social Sciences, Learning Support Co-ordinator and subject teacher at the end of each Semester, will review a student's position in the Enrichment class.

### **Description**

The Humanities and Social Sciences Enrichment class is made available to those students needing extra help with literacy and organisation.

There is a special focus on reading, writing and comprehension within a modified Humanities and Social Sciences course using similar contexts to those of General classes. Assessment and learning activities are adjusted to the needs of the students.

### **Future Pathways**

Year 10 HASS - Enrichment or depending on results Year 10 HASS - Mainstream

# Languages

Head of Learning Area: Mrs Corrina Markich

Phone: 9350 5433 / Email: [corrina.markich@norbert.wa.edu.au](mailto:corrina.markich@norbert.wa.edu.au)

## Languages Pathway

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Japanese	Japanese	Japanese ATAR Units 1 & 2	Japanese ATAR Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 9 Japanese (09JAP)

Mrs Keiko Gray

Phone: 9350 5433 / Email: [keiko.gray@norbert.wa.edu.au](mailto:keiko.gray@norbert.wa.edu.au)

### Minimum Entry Requirements

'C' grade and a mark of 60% in Year 8 Japanese

### Description

Year 9 Japanese is aimed at increasing communicative competence in all the skills of speaking, listening, reading, writing, and cultural knowledge associated with the topics addressed. This subject is suited to those who intend to continue their study of Japanese into Years 11 and 12. The material covered ranges over a diverse selection of topics with practical application for anyone considering contact with Japan and uses the communication-oriented oral/aural approach. Additional emphasis is placed on the structure of the language and learners will develop a greater understanding of linguistic patterns. Students have already learned Hiragana and some Kanji characters. This course teaches Katakana for foreign words, and students will master the script. Additionally, some new and relevant Kanji characters are introduced and learnt.

### Topics:

- Japanese sport and hobbies
- School routines
- Travelling Japan and daily activities
- Months and dates
- School levels and classes
- Describing yourself/the neighbourhood
- Japanese seasons and festivals
- Travelling in Japan

### Future Pathways

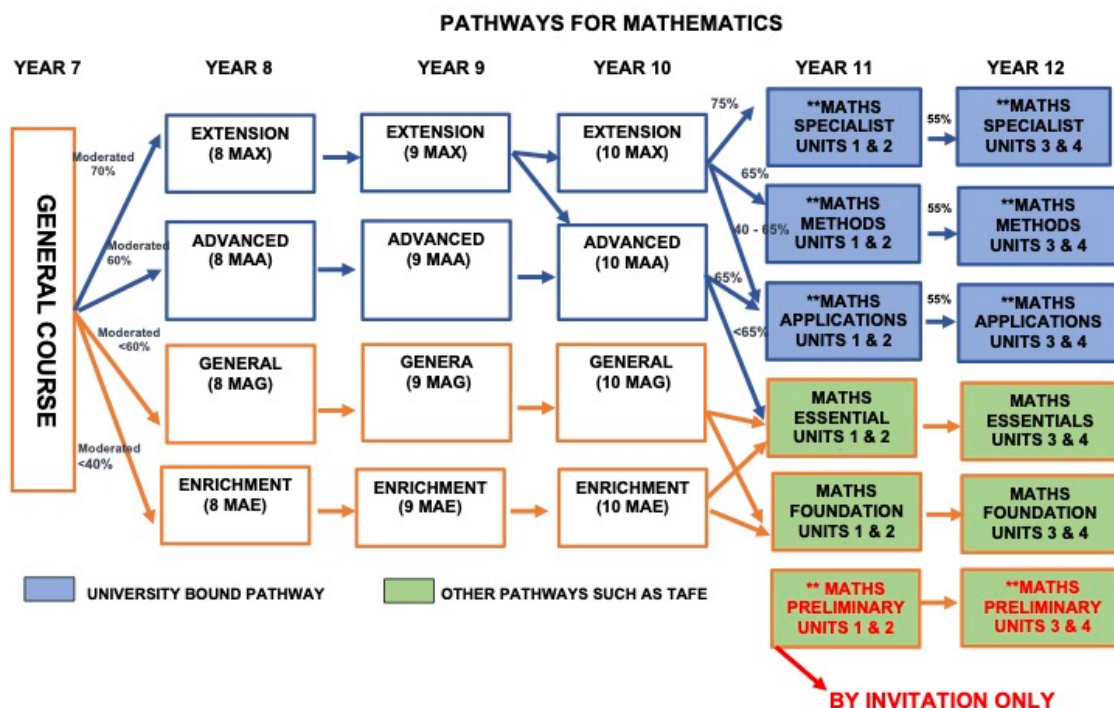
Year 10 Japanese

# Mathematics

Head of Learning Area: Mrs Colette Miranda

Phone: 9350 5433 / Email: [colette.miranda@norbert.wa.edu.au](mailto:colette.miranda@norbert.wa.edu.au)

## MATHEMATICS AT ST NORBERT COLLEGE



### 9 Mathematics - Extension (9MAX)

#### Minimum Entry Requirements

Selection will be based on results from Year 8 Mathematics and through external and College testing. A student's position in the Extension class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

#### Description

Students are required to demonstrate a higher level of achievement in four of the Mathematics outcome groups by completing Tests, Investigations and an Exam at the end of each Semester. The correct use of a calculator is a very important skill and will be taught throughout the course.

- Number content includes fractions, decimals, percentages, ratios, rates and business maths.
- Measurement focuses on perimeter, circumference, area, volume, trigonometry, rates, similarity and congruency.
- Algebra develops skills in simplifying, expanding factorising and solving equations including those that are quadratic and simultaneous, graphing and recognising linear functions.
- Chance & Data extends on probability concepts and collecting, organising and analysing data.

#### Future Pathways

10 Mathematics - Extension or depending on results 10 Mathematics – Advanced Mainstream or General Mainstream

## 9 Mathematics – Advanced (09MAA)

### Minimum Entry Requirements

Selection will be based on results from Year 8 Mathematics and through external and College testing. A student's position in the Mainstream classes will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### Description

Students are required to demonstrate a strong level of achievement in four of the Mathematics outcome groups by completing Tests, Investigations and an Exam at the end of each Semester. The correct use of a calculator is a very important skill and will be taught throughout the course.

- Number content includes fractions, decimals, percentages, ratios, rates and business maths.
- Measurement focuses on perimeter, circumference, area, volume, trigonometry, rates, similarity and congruency.
- Algebra develops skills in simplifying, expanding, factorising, solving equations including quadratics, graphing and recognising linear and quadratic functions.
- Chance & Data extends on probability concepts and collecting, organising and analysing data.

### Future Pathways

10 Mathematics - Advanced Mainstream or depending on results 10 Mathematics - Extension or General Mainstream.

## 9 Mathematics – General (09MAG)

### Minimum Entry Requirements

Selection will be based on results from Year 8 Mathematics and through external and College testing. A student's position in the Mainstream classes will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### Description

Students are required to demonstrate a standard level of achievement in four of the Mathematics outcome groups by completing Tests, Investigations and an Exam at the end of each Semester. The correct use of a calculator is a very important skill and will be taught throughout the course.

- Number content includes fractions, decimals, percentages, ratios, rates and business maths.
- Measurement focuses on perimeter, circumference, area, volume, trigonometry, rates, similarity and congruency.
- Algebra develops skills in simplifying, expanding, factorising, solving equations including quadratics, graphing and recognising linear and quadratic functions.
- Chance & Data extends on probability concepts and collecting, organising and analysing data.

### Future Pathways

10 Mathematics – General Mainstream or depending on results 10 Mathematics – Advanced Mainstream or Enrichment.

## 9 Mathematics - Enrichment (09MAE)

### Minimum Entry Requirements

Selection will be based on results from Year 8 Mathematics and through external and College testing. A student's position in the Enrichment class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### Description

Students are required to demonstrate their level of achievement in four of the Mathematics outcome groups by completing Tests, Investigations and an Exam at the end of each Semester. The correct use of a calculator is a very important skill and will be taught throughout the course.

- Number content includes fractions, decimals, percentages, ratios, rates and business maths.
- Measurement focuses on perimeter, circumference, area, volume, rates and simple similarity and congruency.
- Algebra develops skills in simplifying, expanding, factorising, solving simple equations, graphing and recognising simple linear functions.
- Chance & Data simple probability, collecting, organising and analysing data.

### Future Pathways

10 Mathematics - Enrichment or depending on results 10 Mathematics – General Mainstream

# Science

Head of Learning Area: Mrs Donna Bunyan

Phone: 9350 5433 / Email [donna.bunyan@norbert.wa.edu.au](mailto:donna.bunyan@norbert.wa.edu.au)

## Science Pathways

MIDDLE SCHOOL	PREPARES STUDENTS FOR SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Advanced or General	Advanced or General	Chemistry ATAR Units 1 & 2	Chemistry ATAR Units 3 & 4
		Human Biology ATAR Units 1 & 2	Human Biology ATAR Units 3 & 4
		Physics ATAR Units 1 & 2	Physics ATAR Units 3 & 4
		Psychology ATAR Units 1 & 2	Psychology ATAR Units 3 & 4
General or Enrichment	General or Enrichment	Science in Practice General Units 1 & 2	Science in Practice General Units 3 & 4

\*Entry will depend on achieving minimum pre-requisite levels of achievement.

## 9 Science - Advanced (09SCA)

### Minimum Entry Requirements

Selection will be based on results from Year 8 and through College testing. A student's position in the Advanced class will be reviewed by the Head of Learning Area and subject teacher at the end of each term.

### Description

Students who would benefit from a more rigorous range of learning activities are placed in an Advanced Science class. Students will study content based on the Australian Curriculum for Science and are given opportunity for extension through projects, competitions and investigations. The learning, teaching and assessment strategies used reflect the level of ability of the students in these classes. The content covered in this program includes: chemical reactions and bonding, waves and electrical circuits, ecosystems, homeostasis and psychology. Students make predictions and propose explanations, drawing on evidence to support their views. Learning technologies are integrated into a number of activities and students will be expected to demonstrate mastery of them.

### Future Pathways

Year 10 Science – Depending on results Year 10 Advanced or General.

## **9 Science - General (09SCG)**

### **Minimum Entry Requirements**

Selection will be based on results from Year 8 Science and through College testing. A student's position in the General classes will be reviewed by the Head of Learning Area and subject teacher at the end of each Term.

### **Description**

The General program reflects the syllabus outlined by Australian Curriculum. Students will build on knowledge gained in Year 8 to deepen their understanding of scientific principles. Topics covered include: atomic structure and chemical reactions, homeostasis, electrical circuits and waves as well as psychology. Students will be required to work in a variety of ways, both individually and collaboratively engaging in both theory and practical work. Learning technologies are integrated into a number of activities and students will be expected to demonstrate mastery of them.

### **Future Pathways**

Year 10 Science – Depending on results Year 10 Advanced, General or Enrichment.

## **9 Science - Enrichment (09SCE)**

### **Minimum Entry Requirements**

Selection will be based on results obtained through Year 8 Science results and College testing. The Head of Learning Area and subject teacher will review a student's position in the Enrichment class at the end of each Term.

### **Description**

The Enrichment course is available to students needing a modified curriculum that focuses on development of literacy skills in a science context. Students will focus on the same core concepts as the Australian Curriculum, but adjustments are made to cater for the students' learning needs. Students will work both individually and collaboratively in theory and practical work. Learning technology will also be integrated into a number of activities, which is designed to both engage students and deepen their understanding of core scientific understandings.

### **Future Pathway**

Year 10 Science – Depending on results Year 10 Enrichment or General.

## *Technologies Learning Area Pathways*

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 9	Year 10	*Year 11
Computer Programming  OR  Game Design and Creation	Computer Programming  OR  Game Design and Creation	Computer Science ATAR Units 1 & 2  OR  Certificate II in Information, Digital Media & Technology	Computer Science ATAR Units 3 & 4  OR  Certificate III in Information, Digital Media & Technology
Food Science and Technology	Food Science and Technology	Food Science and Technology General Units 1 & 2	Food Science and Technology General Units 3 & 4
Materials - Metal	Engineering	Engineering Studies General Units 1 & 2	Engineering Studies General Units 3 & 4
Materials -Textiles	Materials - Textiles	Materials, Design and Technology - Textiles General Units 1 & 2	Materials, Design and Technology - Textiles General Units 3 & 4
Materials - Wood	Materials - Wood	Materials, Design and Technology - Wood General Units 1 & 2	Materials, Design and Technology - Wood General Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement**



## **9 Computer Programming (09COM)**

**Mr Greg Hulshoff**

Phone: 9350 5433 / Email: [greg.hulshoff@norbert.wa.edu.au](mailto:greg.hulshoff@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement, but completion of Year 8 Robotics recommended.

### **Description**

This advanced course in programming introduces the students to further computer programming skills and logical thought processes. Students will be learning about the makeup of a computer and how all the parts work together, and then focus on programming skills.

This course provides an ideal foundation to complete programming courses in future years.

### **Future Pathways**

Year 10 Computer Programming

## **9 Food Science and Technology (09FST)**

**Mrs Leon Rogers**

Phone: 9350 5433 / Email: [leon.rogers@norbert.wa.edu.au](mailto:leon.rogers@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

The course is for those who are continuing from the Year 8 course or enrolling for the first time. It is structured to extend and cement the importance of food safety and hygiene when preparing meals for ourselves and others. This year long programme is designed to give students the opportunity to relate food, society and the importance of cultures. Students explore a range of topics including food safety and hygiene, food preparation and kitchen chemistry, wet and dry cooking methods, food and nutrition in Australia incorporating food related conditions and models to assist the reduction of Lifestyle diseases.

Students enjoy hands on learning style which develops food handling and food preparation skills as a way of introducing them to the preparing food for others and environmental factors affecting food choices.

### **Future Pathways**

Year 10 Food Science and Technology

## 9 Materials - Metal (09MET)

Mr Andrew Frick

Phone: 9350 5433 / Email: [andrew.frick@norbert.wa.edu.au](mailto:andrew.frick@norbert.wa.edu.au)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

This course is designed to revise and enhance skills previously taught and the development of new procedures in the metalwork area. The yearlong course involves working through a design process to solve a client's problem than use a variety of tools, equipment, and techniques to manufacture the designs. Students will be introduced to the oxy-acetylene welding equipment as well as several hand-held power tools and the MIG welding plant.

Associated health and safety issues will also be implemented to ensure a safe learning environment for all students.

### Future Pathway

Year 10 Engineering

## 9 Materials - Textiles (09TEX)

Mrs Samantha Mark

Phone: 9350 5433 / Email: [sam.mark@norbert.wa.edu.au](mailto:sam.mark@norbert.wa.edu.au)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

If you love hands-on learning and want to have a go at making things for yourself, then this is the course for you. Students begin this course by working in small groups to create pencil cases – in all sorts of shapes and styles. This is followed by a look into the fashion industry, and students have the opportunity to make their own t-shirts and pants, done either as daywear or pyjamas – your choice. Students are instructed in the use of the overlocker, as well as further developing their skills on the sewing machine. The final project is based around bags, which again, students get to work on in groups if they wish, or by themselves.

Students who did not complete the Year 8 course are encouraged to choose this subject, as individual tuition is given as part of the teaching process.

### Future Pathways

Year 10 Materials -Textiles

## 9 Materials - Wood (09WWK)

Mr Scott Arnold

Phone: 9350 5433 / Email: [scott.arnold@norbert.wa.edu.au](mailto:scott.arnold@norbert.wa.edu.au)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

This course builds on skills learnt in previous years and includes the development of new skills with the addition of light machinery and power tool use. Students will have a greater scope for creativity and learn to develop their ideas through the process of design.

Students will learn about the characteristics and properties of materials and work both independently and collaboratively within the workshop taking into consideration the safety of self and of others.

### Future Pathways

Year 10 Materials - Wood

## 9 Game Design and Creation (09GAM)

Mrs Samantha Eloff

Phone: 9350 5433 / Email: [samantha.eloff@norbert.wa.edu.au](mailto:samantha.eloff@norbert.wa.edu.au)

### Minimum Entry Requirements

No minimum entry requirement

### Description

This course is building on what students may have done in previous years creating games with GDevelop5. Students can follow a tutorial to create a basic game which can be extended and modified to demonstrate their abilities.

We will investigate and create characters and sprites that could potentially be used in either 2D or 3D games. This will include creating different object using 3D modelling software.

The original designed 2D characters can be cut out using our laser cutter, to turn the digital design into reality.

This course will appeal to those who not only want to create their own games but also enjoy the designing perspective of the course. Illustrator / Photoshop / SketchUp are some of the other programs that will be used.

### Future Pathways

Year 10 Game Design and Creation

# The Arts

Head of Learning Area: Ms Karen Cassidy

Phone: 9350 5433 / Email: [karen.cassidy@norbert.wa.edu.au](mailto:karen.cassidy@norbert.wa.edu.au)

## The Arts Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Dance	Dance	Dance ATAR Units 1 & 2 Or Dance General Units 1 & 2	Dance ATAR Units 3 & 4 Or Dance General Units 3 & 4
Drama	Drama	Drama ATAR Units 1 & 2 or Drama General Units 1 & 2	Drama ATAR Units 3 & 4 or Drama General Units 3 & 4
Music	Music	Certificate III in Music	Certificate III in Music
Media Arts	Media Arts	Design ATAR Units 1 & 2 Or Design General Units 1 & 2	Design ATAR Units 3 & 4 Or Design General Units 3 & 4
Visual Art	Visual Art	Visual Art ATAR Units 1 & 2 Or Visual Art General Units 1 & 2	Visual Art ATAR Units 3 & 4 Or Visual Art General Units 3 & 4

**\* Entry will depend on achieving minimum pre-requisite levels of achievement.**

## **9 Dance (09DAN)**

**Mrs Kathryn Crocker**

Phone: 9350 5433 / Email: [kathryn.crocker@norbert.wa.edu.au](mailto:kathryn.crocker@norbert.wa.edu.au)

### **Minimum Entry Requirements**

'C' grade and a mark of 50% in Year 8 Dance (8DAN) or audition/interview

### **Description**

In the study of dance students develop knowledge, understanding and skills through the experiences of performing, composing and appreciating their own dances and the dances of others.

In Year 9 Dance students are given opportunities to choreograph using the elements of dance, choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present and perform dance to an audience, discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They will investigate the evolution of particular dance genres/styles.

Students who choose this subject should have an interest in the areas of dance and a willingness to learn, practice and perform various genres of dance including contemporary, jazz and cultural dance. The course caters for students with a high level of prior knowledge, skills and experience in dance as well as catering for those students without prior knowledge and experience in dance.

### **Future Pathways**

Year 10 Dance

## **9 Drama (09DRA)**

**Ms Karen Cassidy**

Phone: 9350 5433 / Email: [karen.cassidy@norbert.wa.edu.au](mailto:karen.cassidy@norbert.wa.edu.au)

### **Minimum Entry Requirements**

'C' grade and a mark of 50% in Year 8 Drama (8DRA) or approval from the Head of Learning Area

### **Description**

This course is designed to look at drama and Theatre. Students are given opportunities to refine their knowledge and skills to present drama. Students will develop drama based on devised drama and appropriate published scripts. Styles covered include commedia dell art, melodrama and devised improvisation.

Year 9 students will continue to build confidence and self-awareness through building their skills of improvisation and creativity.

### **Future Pathways**

Year 10 Drama

## 9 Media Arts (09MART)

Mr Craig Mecham

Phone: 9350 5433 / Email: [craig.mecham@norbert.wa.edu.au](mailto:craig.mecham@norbert.wa.edu.au)

### Minimum Entry Requirements

'C' grade and a mark of 50% in Year 8 Media Arts (8MART) or approval from the Head of Learning Area

### Description

In Year 9, students are provided with opportunities to view media work from contemporary and past times to explore viewpoints from Australian and/or international media work. They consider the impact context and audience have on media work, and explore the impact of trends on how audiences use media.

Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Media Arts focus options may be either Media Fiction (for example, TV fiction, comics and graphic novels, magazines) or Media Non-Fiction (for example, documentaries, news stories, current affairs stories).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

### Future Pathways

Year 10 Media Arts

## 9 Music (09MUS)

Mr Luke Di Labio

Phone: 9350 5433 / Email: [Luke.DiLabio@norbert.wa.edu.au](mailto:Luke.DiLabio@norbert.wa.edu.au)

### Minimum Entry Requirements

'C' grade and a mark of 50% in Year 8 General or Specialist Music (8MUS/8MSS) or audition/interview

### Description

The Year 9 Music course will further develop student's knowledge of music. Through performance, analysis and structured composition activities, students will further develop their aural skills and gain a deeper understanding of musical theory and elements. Students will explore a range of contexts including musical theatre, rock music, world music and music technology.

The course will focus on the following areas of musical knowledge:

- Music literacy – aural/theory skills
- Composing and arranging – application of aural/theory skills in context
- Practical/performance skills – technique development in ensemble for a class audience
- Analysis and context – application of the elements of music in context
- Response interpretation and evaluation – personal practice and ensemble work

While it is not a prerequisite of the course, students are encouraged to undertake instrumental tuition on an instrument of their choice. Lessons can be taken at St. Norbert College or with a private tutor outside of school. Participation in College ensembles and/or bands is also highly encouraged to enhance student understanding of concepts studied in class.

It is strongly recommended that students enrolling in Year 9 Music remain in the program until the end of Year 10.

## **Future Pathways**

Year 10 Music

## **9 Visual Art (09ART)**

**Ms Jennifer Rigg**

Phone: 9350 5433 / Email: [jennifer.rigg@norbert.wa.edu.au](mailto:jennifer.rigg@norbert.wa.edu.au)

### **Minimum Entry Requirements**

'C' grade and a mark of 50% in Year 8 Visual Art (8ART) or approval from the Head of Learning Area

### **Description**

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work.

Students are required to critically analyse traditional and contemporary artwork using simple analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, collage)

3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

## **Future Pathways**

10 Visual Art