



YEAR 9

CURRICULUM

HANDBOOK

2026

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YEAR 9 SUBJECTS

Students will be assigned the six core subjects, they will also need to select one subject from each Elective Area - Creative Arts, LOTE and Technology.

CORE SUBJECTS

Christian Education
English
History and Geography
Mathematics
Health and Physical Education
Science

ELECTIVE SUBJECTS

Creative Arts

Drama
Music
Media Arts
Visual Art

LOTE

Chinese
French
Japanese

Technology

Design Technology
Digital Technology
iFutures

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Christian Education

Subject Overview

The place of Christian Education within the School's curriculum is to inform each student's intellect with a clear reference point to both Gospel values and the redeeming person of Jesus Christ. Students will investigate Christ's call for transformational living and for us to be agents of change in the world. Christian Education assists students to understand God's call in our lives, and the many ways we can positively respond to the Gospel. The College seeks to make a strong link between real world issues and the Bible's relevance in a young man's life. The Christian Education program at BBC is both practical and experiential, offering many opportunities for boys to respond to the Gospel's foundations of justice, restoration and renewal.

Exploring Christian belief through the Middle and Senior Schools incorporates Old and New Testament Bible study, comparative religions research, topic based research projects and a wide range of invited speakers.

Course Structure

Semester 1 - In the Beginning God created What?

- Students explore the importance and role of the Old Testament for the Christian faith.
- Students to understand what it means to wrestle with the conscience, as the lives of Old Testament characters are studied. Students consider the importance of the family unit.
- The Ten Commandments - the relevance of the Ten Commandments today are explored through the account of Moses.
- Leadership - Students reflect on the value of a leader's capacity to trust God through a study of Israel's kings.
- Jesus in the Old Testament – how the roles of Jesus and king, prophet and high priest are foretold in the Old Testament.

Semester 2 - The Ten Commandments

- Students explore the importance of forgiveness in relationships and how God has forgiven us through Jesus' death and resurrection
- Students will examine a variety of relationships as modelled in the life of the apostle Paul and be challenged to value and develop good relationships in their own lives

Assessment

Semester 1

- End of Term 1 exam & Ten Commandments assignment

Semester 2

- End of Term 3 exam

English

English

Subject Overview

The National Curriculum in English requires students in Years 7-10 to respond to a variety of literary and non-literary texts from various authors and perspectives, across a range of cultural contexts. Students are also required to produce a variety of literary and non-literary texts, representing different social contexts, times and places, attitudes, values and perspectives. The course enables individuals to identify, understand, empathise and critically engage with various people, viewpoints and experiences in life.

During their course of study, students learn to articulate their own attitudes, values and viewpoints, evaluate texts and representations of people and contexts, as well as create their own informative, imaginative, multi-modal, persuasive, and analytical-expository texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of the basics: grammar, syntax, spelling, punctuation and vocabulary. Students are encouraged to read widely to expand their vocabulary, revise spelling and their use of sentence punctuation, to improve their literacy skills in English. Students are also strongly urged to read novel and drama texts before viewing film representations.

Assessment

- Spoken persuasive exam (controlled conditions)
- Written analytical exam (unseen)
- Written imaginative assignment (seen)
- Written analytical exam (seen)

English Honours

Selected students will be provided with the opportunity to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts through invitation to the Honours English course. This is an enrichment course that enables students to pursue their interests and abilities in the English subject. The course explores topics, themes, genres and texts with greater breadth and depth than is normally required and thus enables learners to develop an appreciation of the wider context of a subject area. While the texts and focus may change, the Honours English program will mirror the course structure of the English program and students will be assessed using the same assessment types.

Health and Physical Education

Subject Overview

Year 9 students learn to apply specialised movement skills and complex movement strategies and concepts in a range of physical contexts. There is a focus on personal and community health and wellbeing. Students begin to examine their own and others movement performances with a focus on analysis and evaluation to improve performance. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also begin to propose strategies to support preventative health practices ensuring community health and wellbeing is considered.

Course Structure

Semester 1

- Unit 1: Diversity Games
- Unit 2: Optimising performance in a Biathlon (Nutrition and Training for Performance)

Semester 2

- Unit 3: Let's Get Physical (Community Health)
- Unit 4: Creative movements (Gymnastics Performance Evaluation)

Assessment

- Unit 1: Report
- Unit 2: Project Folio
- Unit 3: Action Research Report
- Unit 4: Project Folio

Humanities

History and Geography

Subject Overview

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918 with a particular focus on the making and transformation of the Australian nation 1750-1914. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students also learn to evaluate key primary and secondary sources, making use of information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources and compare perspectives of significant events and developments.

In Semester Two, students commence two units of study in the Year 9 curriculum for Geography: 'Biomes and Food Security' and 'Geographies of Interconnections'. 'Biomes and Food Security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. 'Geographies of Interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the (positive and negative) effects of their production on the places that make them.

As part of their studies, students collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They also learn how to make effective use of geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

Course Structure

Semester 1 - History

- The making and transformation of the Australian Nation
- World War I

Semester 2 - Geography

- Biomes and Food Security
- Interconnections

Assessment

Semester 1

- Making a Nation - short response to sources examination
- World War I - Historical essay based on research

Semester 2

- Knowledge and skills assessment
- Investigative report

Mathematics

Mathematical Methods

Subject Overview

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematical content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Course Structure

The course covers and extends the Australian Curriculum and involves topics from the strands of number and algebra, measurement and geometry, and statistics and probability.

Semester 1

- Money and Financial Mathematics
- Algebraic techniques
- Solving linear equations
- Simultaneous equations
- Indices and surds
- Geometry

Semester 2

- Measurement
- Algebraic techniques
- Money and Financial Mathematics
- Probability
- Trigonometry
- Linear relations

Assessment

Each term consists of two quizzes and an examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%). In Terms 1 and 3, the examination covers the term's content and in Terms 2 and 4 the examination covers the semester's content.

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 20%

General Mathematics

Subject Overview

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Course Structure

The course covers the Australian Curriculum and involves topics from the strands of number and algebra, measurement and geometry, and statistics and probability.

Semester 1

- Money and Financial Mathematics
- Patterns and Algebra
- Pythagoras
- Using units of Measurement

Semester 2

- Measurement
- Congruence and similarity
- Pythagoras and trigonometry
- Probability
- Statistics
- Linear and non-linear graphs

Assessment

Each term consists of two quizzes and a term examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%).

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination 20%

Essential Mathematics

Subject Overview

The course is designed to build confidence and success when using Mathematics in everyday contexts, to develop skills such as using a calculator, maps and tables to identify and use relevant technologies in Mathematics. The course aims to improve boy's numeracy skills as preparedness for work entry through apprenticeships and traineeships. Boys will be expected to work cooperatively with others, in groups. The course expects boys to make informed mathematical decisions after researching and suitably presenting various projects and tasks. In this course, the teaching and learning contexts is one that has personal relevance to students and is related to real life. This is achieved primarily through the three general objectives of knowing, applying and explaining. This course meets the requirements of the Australian Curriculum Achievement Standards.

Assessment

- Folio of work - including mini tasks, pre and post tests.
- End of semester examination

Science

Subject Overview

Science as a 'way of knowing' is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world.

The study of Science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world. Scientists work in ways which influence the nature and credibility of the conclusions they draw.

People who understand how scientists work are more likely to make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment.

When working scientifically, students make sense of the phenomena they experience as they investigate, understand and communicate. They develop an appreciation of working 'scientifically' when they learn the concepts of Science through engaging in the widest range of active learning experiences.

Course Structure

Semester 1 - Chemistry and Biology

- Term 1: Atomic structure and chemical equations
- Term 2: Homeostasis and reproduction

Semester 2 - Physics and Earth and Space Science

- Term 3: The carbon cycle and the Earth's spheres
- Term 4: Energy transfer and efficiency

Assessment

Term 1: Chemistry, Student Experiment 25%

Term 2: Biology, exam 25%

Term 3: Earth and Environmental, Research Investigation, 25%

Term 4: Physics, exam 25%

The Arts

Visual Art

Subject Overview

Year 9 Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

Course Structure

Semester 1 - Unit 1: Construct It

Students engage in a year-long inquiry in response to the stimulus quote "Before you judge a person, walk a mile in their shoes". In an experimental folio, they select a pair of shoes as the focus of their inquiry and examine their aesthetic and symbolic qualities. In Making Folio part B, students construct a 3D representation of their focus shoes using cardboard and document their progress, process and problem solving. Part C asks students to consider the composition of a display image and add further meaning can be constructed for audiences. They produce a black and white mark making drawing of their display image.

Semester 2 - Unit 2: Ride It

In Unit 2, students explore an alternative perspective of their focus shoes and consider how they are an expression of personal style and culture. They draw inspiration from the shapes and patterns of their shoes' sole tread to create an abstract artwork on a skateboard deck. In the responding exam, students analyse and evaluate how artists use visual languages to communicate meaning in their work.

Assessment

Semester 1

- Making Folio A - Experimental Folio
- Making Folio B - Project
- Making Folio C - Product and Reflective Statement

Semester 2

- Skateboard Project
- Exam

Drama

Subject Overview

Year 9 Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

Course Structure

Semester 1: Real Life to Make Believe

Students begin the year by exploring Realism, examining how contemporary issues are represented on stage. They investigate the complexity of dramatic meaning by analysing relationships between context, text, and subtext, and develop their ability to communicate these ideas through performance. Later in the semester, they shift to the heightened and imaginative style of Children's Theatre. Using visual stimulus as inspiration, students devise and perform uplifting, engaging pieces for a live audience of Prep students, building skills in physicality, characterisation, and theatrical convention.

Semester 2: Swords, Sonnets and Screens

The second semester introduces students to the world of Shakespeare. Through practical workshops with iconic scenes, students explore voice, movement, and interpretation, reimagining Shakespeare's works through a contemporary lens. They will also learn foundational stage combat and sword-fighting techniques to support their performance work. The semester concludes with an exploration of Cinematic Theatre, where students examine how contemporary technologies—such as projection, multimedia, and sound—can enhance the impact of live performance.

Assessment

Students focus on:

1. exploring and responding to
 - drama works, performances, practices and contexts from a range of cultures, times and places; for example through analysis of their own drama or the work of others, including professional work
 - ways in which drama created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
2. developing practices and skills
 - building and extending creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles
 - building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for script interpretations, analysing their own and others' use of elements of drama, and evaluating their own performances
3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation; for example, interpretation of realism and non-realism, exploration of historic, contemporary and/or hybrid styles
4. presenting and performing drama in informal and/or formal settings; for example, using acting skills and working in an ensemble to perform drama for familiar and unfamiliar audiences.

Music

Subject Overview

Year 9 Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

Students focus on:

1. Exploring and responding to
 - Music and music practices and contexts from a range of cultures, times and places; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others
 - Ways in which music created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
2. Developing practices and skills
 - Building and extending creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (for example, beat and rhythm, tempo, pulse, simple/compound metre, syncopation), pitch, dynamics and expression, form and structure, timbre and texture
 - Building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, considering how to apply knowledge of music genres/styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances
3. Composing in genres/forms such as songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate
4. Presenting performances to audiences; for example, for a specific target audience.

Students wishing to choose Senior Music in Years 10, 11 and 12 are strongly encouraged to choose Year 9 Music to maximise their experience and expertise in the subject. It is recommended that all Year 9 Music students undertake private instrumental and/or vocal lessons and participate in at least one College ensemble.

Course Structure

Semester 1 – Form and Function

Semester 2 – Integrated project

Assessment

Students will engage in a variety of whole class, small group and individual tasks that challenge and foster a well- rounded musician. Assessment will include performances on an instrument of a student's choice, compositions, musicological analysis and musicianship tasks

Media Arts

Subject Overview

Year 9 Media continues to build on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Course Structure

Semester 1: Action now – Ask question later

In this course, students will immerse themselves in the dynamic world of action in film, exploring how the technique is presented in a variety of film works. With a particular focus on production as a form of storytelling, students will embark on a journey from concept to production, and develop their skills in screenwriting, storyboarding and filmmaking.

Semester 2: What is real?

In this course, Year 9 students will explore the wonderful world of visual effects (VFX), special effects (SFX), and computer graphics (CGI). Through a combination of theoretical studies and hands-on practice, students will gain a deeper understanding of the techniques used to create striking visuals in film, television and digital media.

Assessment

Students will engage in a variety of individual and small group and individual tasks that challenge and foster accomplishments in:

- Creativity, critical thinking, aesthetic knowledge and understanding about arts practices.
- Knowledge and skills to imagine, observe, express, respond to and communicate ideas and perspectives in meaningful ways.
- Use of available resources and materials including digital tools.
- Empathy for multiple perspectives and understanding of personal, local, regional, national and global histories and traditions through the arts.
- Engagement with the diverse and continuing cultures, arts works and practices of First Nations Australians.
- Understanding of local, regional, national and global cultures and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

Assessment is conducted in the following criteria.

- Presenting and performing - use of responsible media arts practice and discerning use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms
- Creating and making – analysis of how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience
- Exploring and responding - discerning use of media arts concepts to construct representations and communicate ideas, perspectives and/or meaning

LOTE

Chinese

Subject Overview

China is one of the largest trading partners of Australia and the second-largest economy in the world. The Chinese language is widely spoken across the world, including in China, Taiwan, Hong Kong, Singapore, Malaysia, and the Chinese communities worldwide. Also, Madeiran is the second most used language in Australia.

Communication in a second language, such as Chinese, is an essential 21st century skill. Students develop the knowledge, understanding, and skills needed for successful participation in a global society. As national and global citizens, students' horizons and opportunities are expanded by language learning.

In Years 9, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. Also, students are encouraged to apply the Chinese language in real-life situations. Moreover, students gain a better understanding of China by learning about Chinese culture, values, and beliefs through various activities.

BBC organizes a China trip for Year 10 students upwards to experience both China's modern and traditional aspects once every two years.

Course Structure

Semester 1

- Having a birthday party
- Shopping and bargaining

Semester 2

- Dining out
- Planning a trip

Assessment

The four skills, listening, speaking, reading and writing are assessed separately and are equally weighted, i.e. 25% each of the total assessment.

Each skill will be assessed once per semester for summative purposes.

Prerequisite

- Year 7 and Year 8 Chinese

French

Subject Overview

French at BBC is taught in a communicative way following the Version 9.0 Australian Curriculum as well as using the College's Pedagogical Framework.

Students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming more independent learners. Year 9 is a period of language exploration and vocabulary expansion at that level, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts.

Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. Students reference the accuracy of their language use against a wider framework of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how inter-cultural experience, technology, media and globalisation influence forms of communication. Learners also develop general capabilities such as literacy and numeracy.

Course Structure

The students will be able to participate in the following events:

- Bastille Day (July)

Semester 1

- My home
- My life/My routine
- My work

Semester 2

- My leisure
- My outings/My travels
- My food

Assessment

Assessments will take place every term and will be based on a multi-modal approach and the students demonstrating their communication in the target language as well as their understanding of the language, its system and its culture.

Term 1- A1

- Interpret/Analyse French Texts in English

Term 2- A2

- Interpret/Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Term 3- A3

- Interpret/Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Term 4- A4

- Interpret/Analyse French Texts in English
- Create French Texts with French Stimulus
- Exchange Information and Ideas in French

Prerequisite

- Years 7-8 French

Japanese

Subject Overview

Japanese involves studying the Japanese language (speaking, writing, reading and listening) and its culture.

Studying Japanese offers a multitude of captivating aspects. It grants you the opportunity to immerse yourself deeply in Japanese culture. Japan boasts a rich history, traditional values, and exquisite arts. Its customs and festivals are unique, and learning the Japanese language allows for meaningful interactions with Japanese people, providing insights into their way of life and mindset.

The language of Japanese is spoken by over 125 million people. Understanding of the Japanese way of thinking and an ability to speak Japanese is a very valuable skill to possess when entering the work force, as past students can attest. By mastering Japanese, you can broaden your career horizons and unlock doors to collaborate with Japanese companies across diverse fields.

Studying Japanese contributes to personal growth. Mastering a new language is an intellectual challenge and a pathway to self-improvement. While obstacles may arise along the way, the growth and sense of accomplishment experienced throughout the journey are remarkably fulfilling.

Course Structure

Semester 1

- Hiragana / Katakana
- Moving House / School

Semester 2

- Seasons/Weather
- Body parts/Appearance

Assessment

Each of the four skills; listening, speaking, reading and writing are normally assessed twice per semester. Each skill is weighted equally.

To assess Listening skills, comprehension passages relating to topics covered are prepared by students. Speaking is assessed with reference to fluency and pronunciation. Writing needs to convey meaning concisely and be grammatically correct. Reading skills are assessed for comprehension.

Pre-requisite

Hiragana and Katakana. Knowledge of topics covered in Years 7 and 8

Technology

Design Technology

Subject Overview

Design Technology engages students to explore how people consider factors that impact on design decisions and the technologies used to produce products, services and environments. They are challenged to identify the changes necessary to designed solutions to realise preferred futures they have described. When producing their solutions, students will evaluate the features of technologies and their appropriateness for purpose or stakeholder.

Students will create solutions based on the critical evaluation of the needs and wants of a stakeholder or opportunity, they will establish criteria for success, including sustainability considerations, and use these to evaluate their ideas, solutions and processes. Students will be required to communicate and document their projects, including marketing for a range of audiences. Throughout the course, students will work independently and collaboratively apply sequenced production and management plans when producing their solutions, making adjustments to plans as necessary as a result of their evaluation against their criteria.

Course Structure

- Build It – Technology Skills Development.
- Fabricate It – Technology Skill Development
- Festival Flat Pack - Sustainable Festival Seating design
- Help Us - Addressing Homelessness

Assessment

- Digital Portfolio
- Design Folio
- Practical Demonstration

Digital Technology

Subject Overview

Digital Technology challenges students to plan and manage digital projects using an iterative approach, defining and decomposing complex problems in terms of functional and non-functional requirements. They will design and evaluate user experiences and algorithms, implement modular programs, including an object oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.

They will explain digital systems and interactions between software and users, they also explain simple data encoding, and why content data are separated from presentation.

They will evaluate the information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise, as well as sharing and collaborating online, establishing protocols for the use, transmission and maintenance of data and projects.

Course Structure

- Game Programming
- Programming with Python

Assessment

- Examination
- Programming Project
- Game Maker Project

iFutures

Subject Overview

iFutures is a bespoke program at BBC that allows students the freedom to design and create across a range of technology areas within the one learning environment. The course will incorporate elements from Digital Technologies, Design Technology and Engineering.

As part of the course students will be empowered to approach an ever increasingly technological and complex world, and develop the confidence to develop knowledge, critically analyse and creatively respond to digital & design challenges. Throughout the course students will develop the knowledge, understanding and skills involved in the analysis, design, development and prototyping of technology solutions

Students are provided with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will be actively engaged in creating quality designed solutions for identified needs and opportunities. They will manage projects independently and collaboratively from conception to realisation and apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

By the end of the course, students should be able to :

- Identify the changes necessary for designed solutions to be realised
- Create designed solutions based on a critical evaluation of needs or opportunities
- Create and connect design ideas and processes of increasing complexity and justify decisions
- Communicate and document design process for solutions
- Select and use appropriate technology skilfully and safely to produce high quality designed solutions suitable for the intended purpose
- Explain the control and management of digital systems
- Plan and manage digital projects using an iterative approach
- Design and implement modular programs, including an object oriented program, using algorithms and structures involving modular functions that reflect the relationships of real world and entities
- Test and predict results and implement digital solutions

Course Prerequisites

A student must have received a minimum of a B standard in Digital Technology, Design Technology and Mathematics

Course Structure

Term 1

- Battle Bots

Term 2

- Engineering Fundamentals

Term 3 & 4

- iFutures Challenge – Drone rescue

Assessment

- Folio & practical demonstration
- Design & Engineering folio
- Engineering examination



BRISBANE BOYS' COLLEGE

THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION TRADING AS BRISBANE BOYS' COLLEGE
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