SUCCESS. TOGETHER.

PROSERPINE

STATE HIGH SCHOOL

Junior Secondary 2026

Curriculum Booklet
Year 9

Local Spirit.
Universal Success.

www.proserpineshs.eq.edu.au

Welcome to Proserpine State High School

In Junior Secondary at Proserpine State High School, we strive to develop learners who challenge themselves and embrace opportunity, who can innovate and create, and who can shape and define their future. We enable this through building positive relationships, ensuring the social emotional wellbeing of our students, and encouraging our students to strive for success.

Our Junior Secondary Curriculum supports students in their transition from primary school to high school by providing them with a comprehensive program where students are engaged in learning utilising the Australian Curriculum. With our supportive teachers encouraging students to achieve to their potential, your child will develop as an independent learner with the knowledge and skills to engage in future learning and be productive and valued members of our wider community.

Our curriculum also caters for the diverse needs, interests and abilities of all learners with targeted programs for those experiencing difficulties in engaging in learning, to opportunities for extension for those students who require accelerated learning. Our Inclusive Education Program provides specialised programs for students with disabilities. This combination of challenge and support will provide your child with every opportunity to be successful at Proserpine State High School.

Principal	Mr Don McDermid
Deputy Principal – Student Engagement & Wellbeing	Mr Robert Jensen
Deputy Principal – Senior Schooling	Miss Shirley Holcombe
Deputy Principal – Inclusion	Mrs Alison Rodgers
Deputy Principal – Professional Capabilities	Mrs Peterina Dinnie

Heads of Department

Business & Technology	TBC
English and LOTE	Mrs Corinne Raiteri
Health and Physical Education	Mr Andrew Cox
Humanities (Acting)	Miss Melanie Garibaldi
Industrial Technology & Design (ITD) and Home Economics	Mr Ben Whybird
Mathematics	Mr Lukas Sabo
Science	Mrs Michelle Sothmann
The Arts	Mrs Jenny Napier
Inclusive Education Services	Mrs Julia Entvisl
Student Engagement & Wellbeing	Mrs Elizabeth Crear
Explicit Teaching and Learning	Ms Marijke Kuypers
Teaching and Learning Support Practices	Ms Kerry Simpson
Senior Schooling	Miss Bec Watts
Transition & Pathways	Ms Jess Dray

Support Teachers: Literacy/Numeracy & Digital Literacy	Ms Kerry Simpson
Guidance Officer	Mrs Karen O'Keefe
Year 9 Coordinator	Mrs Rachel Noble

TABLE OF CONTENTS

WHY DO WE OFFER THE SUBJECTS WE DO?

The Junior Secondary School is designed to respond to the needs of the young adolescent in Years 7 to 9. This stage of adolescence is one of intense growth and change in the lives of young people and the school considers many developmental factors when planning for their learning.

Our junior school is founded on:

- An understanding of the nature of our adolescents
- Social development and building self-esteem
- Developing positive relationships amongst students and teachers
- Engagement in learning
- Considering the demands of a rapidly changing world
- Promoting the future leaders of our community.

AUSTRALIAN CURRICULUM

Australian Curriculum sets the curriculum (Year 7 – 10) at Proserpine State High School for English, Mathematics, Science, The Arts - Art, Drama and Music, Digital Technologies, Health & Physical Education and Humanities and Social Sciences - History, Geography, Economics and Business, and Civics and Citizenship.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

YEAR 9 SUBJECT INFORMATION

Subjects offered at Proserpine State High School are:

Mandatory subjects

These subjects are required to be studied by all students:

- English for the entire year (3 x 70 minute lessons)
- Mathematics for the entire year (3 x 70 minute lessons)
- Science for the entire year (3 x 70 minute lessons)
- Humanities and Social Sciences:
  - History for one semester (3 x 70 minute lessons)
  - Geography for one semester (3 x 70 minute lessons)
- Health and Physical Education for the entire year (2 x 70 minute lessons).

Elective subjects

These subjects are chosen by students for each semester of Year 9. An elective subject can only be taken for one semester. (3 x 70 minute lessons).

Students need to thoroughly read the descriptions of all subject offerings before completing the subject selection form.

SUBJECTS OFFERED IN 2024	
Mandatory Subjects	**Elective Subjects**
English Mathematics Science Humanities: (History and Geography) Health & Physical Education (HPE)	Art – Visual Arts Business Studies – Business & Technology Dance – The Arts Design & Technologies – Graphics Digital Technologies – Business & Technology Drama – The Arts Economics & Business – Humanities & Social Sciences Media Arts – The Arts Food Specialisations Japanese Engineering Principles & Systems – Metal Materials & Technologies Specialisations – Wood Music – The Arts Physical Education – Health & Physical Education Extension Science, Technology, Engineering & Maths – Business & Technology

LITERACY AND NUMERACY SUPPORT

Support is available at Proserpine State High School for those students who have been recognised as requiring extra assistance in literacy or numeracy. Students who require this support are identified by their teachers and/or support teachers as having failed to achieve a pass in their academic achievement, or have fallen below expected minimum standards in their literacy and numeracy testing.

Additional support offered by the Literacy and Numeracy Teachers include:

- assisting with differentiation of the curriculum to accommodate all students.
- supporting students in the classroom.
- supporting students with reading and comprehension
- supporting students who have English as a second language.

WELLBEING PROGRAM

The Wellbeing Program is delivered to Year 9 and Year 10 students four times per term.

Wellbeing lessons aim to support and develop the personal and social capabilities of our students. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skill, self-concept, classroom behaviour and connection to school
- improved skills to engage positively with others
- development of a positive sense of self and resilience
- improved ability to identify and respond appropriately to their own emotions and those of others
- improved skills to accept and resolve differences respectfully
- reduced emotional distress such as depression, stress or social withdrawal
- improved academic performance

The content delivered to our students is aligned with The Australian Curriculum and The Respectful Relationships program, endorses by Education Queensland. It focuses on four main topics, Respectful Relationships, Positive Technology Use, Career Education, and Healthy Mind and Body.

PROCESS OF SUBJECT SELECTION

1. Students will receive a Subject Selection Flyer and key information.
2. Students will be issued with a Subject Selection Form (JET Planning). Subject Selection Handbooks will be available from the school website.
3. Students may seek counselling from teachers, Administration members and our Guidance Officer to ensure they create a “balanced” program of study that maximises future options.
4. The subject selection form must be completed and submitted by the due date.
5. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Key contacts for any queries regarding subject selection are:

Mr Don McDermid	**Principal**
Mr Robert Jensen	**Deputy Principal – Student Engagement & Wellbeing**
Mrs Jenny Napier	Head of Department – The Arts
TBC	Head of Department – Business & Technology
Mrs Corinne Raiteri	Head of Department – English & LOTE (Japanese)
Mr Andrew Cox	Head of Department – Health & Physical Education
Miss Melanie Garibaldi	Head of Department – Humanities
Mr Ben Whybird	Head of Department – Industrial Technology & Design / Home Economics
Mr Lukas Sabo	Head of Department – Mathematics
Mrs Michelle Sothmann	Head of Department – Science
Mrs Karen O’Keefe	Guidance Officer

CURRICULUM ORGANISATION

Year 9 curriculum is structured to address Australian Curriculum requirements that outline the minimum requirements of set curriculum programs and allocated time requirements. As the last year of 'Junior Secondary', Year 9 also establishes key programs that then link into the Senior School. While Year 10 still requires Australian Curriculum requirements it is also considered a part of our Senior Secondary schooling and is a preparation for the senior years of 11 and 12. This sets Year 10 as an important juncture in young people's schooling life.

Year 8 and 9 curriculum is set with a Junior Secondary teaching context.

Year 10, 11 and 12 curriculum is set for students to work towards a Queensland Certificate of Education (QCE)

Subjects offered in Year 11 and 12 are a combination of:

General subjects based on syllabuses that have been approved and issued by the QCAA.

Applied subjects include substantial vocational and practical components.

VET courses: these subjects offer nationally recognised qualifications.

YEAR 8 SUBJECTS		YEAR 9 SUBJECTS	YEAR 10 SUBJECTS	YEAR 11 and 12 SUBJECTS			
				Authority Subjects	Applied Subjects	VET Courses	External
ENGLISH		English	English English Extension English Foundation	English Literature	Essential English		
MATHEMATICS		Mathematics	Mathematics Mathematics Extension Mathematics Foundation	General Mathematics Mathematics Methods Specialist Mathematics	Essential Mathematics		
SCIENCE		Science	Biology Sciences Chemistry Physics Science in Practice	Biology Chemistry Physics Marine Science	Science in Practice Aquatic Practices		Certificate II in Maritime Operations (Coxswain Grade 1 Near Costal)
HUMANITIES AND SOCIAL SCIENCES	History and Geography Economics and Business Civics and Citizenship	History and Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Legal Studies Social and Community Studies	Modern History Geography Economics Legal Studies	Social and Community Studies		
HPE	HPE	HPE	HPE	Physical Education	Sport and Recreation	Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services)	Certificate II in Health Support Services (TAFE)
	Heath and Physical Education Extension	Health and Physical Education Extension	Health and Physical Education Extension Recreational Studies				
LOTE	Japanese	Japanese	Japanese				
THE ARTS	Art Dance Drama Media Arts Music	Art Dance Drama Media Arts Music	Visual Arts Dance Drama Media Arts Music	Visual Arts Drama Film, Television and New Media	Media Arts in Practice Visual Arts in Practice Music in Practice		
TECHNOLOGIES	Design and Technology - Graphics Engineering Principles and Systems - Metal Materials and Technologies Specialisations - Wood	Design and Technology - Graphics Engineering Principles and Systems - Metal Materials and Technologies Specialisations 2 - Wood	Design and Technologies - Graphics Engineering Principles and Systems - Metal Material and Technologies Specialisations 2 – Wood		Engineering Skills Furnishing Skills Industrial Graphics Skills		Certificate II in Engineering Pathways (TAFE) Certificate II in Automotive Vocational Preparation (TAFE) Certificate II in Electrotechnology (TAFE) Certificate II in Plumbing (TAFE)

YEAR 8 SUBJECTS		YEAR 9 SUBJECTS	YEAR 10 SUBJECTS	YEAR 11 and 12 SUBJECTS			
				Authority Subjects	Applied Subjects	VET Courses	External
	Food and Fibre Production – Textiles Food Specialisations	Food Specialisations	Food Specialisations Early Childhood Studies		Hospitality Practices	Certificate III in Early Childhood Education and Care	Certificate II in Tourism (TAFE)
			Certificate I in AgriFood Operations				Certificate II in Agriculture (TAFE)
	Business Studies Digital Technologies	Business Studies Digital Technologies	Business Studies Digital Technologies	Accounting Business		Certificate II in Workplace Skills Certificate II in Applied Digital Technologies Certificate III in Business	
	STEM	STEM		Science Mathematics Technology			
OTHER			Certificate I in Workplace Skills			Certificate II in Workplace Skills	
				Alternative learning options available through external providers by school application – see Senior Schooling Deputy Principal or Guidance Officer.			

ART ART

VISUAL ARTS

Subject Description

This semester course is divided into two (2) units (approximately 10 weeks each).

Unit 1: **The World of the Inanimate** focusses on still life drawing and painting. Students will take inspiration from artists who use inanimate objects as their subject matter. They will complete teacher directed tasks to develop composition, techniques and skills. Students will then complete a still life painting.

Unit 2: **Alchemy** looks at Contemporary Art and focusses on artists who collect/found man-made objects or materials to use in their artworks. Students take inspiration from artists who work with these materials. They will complete a folio of experimental tasks then work collaboratively to make a resolved artwork.

Course Content

This is a semester course.
TERM 1 or 3 Unit 1 The World of the Inanimate
TERM 2 or 4 Unit 2 Alchemy

Assessment Summary

Assessment in Art is designed to enable students to demonstrate achievement in all aspects of the objectives:

- Creating and making
- Presenting
- Exploring and responding

Types of assessment may include:

- Journal work- research and development of ideas, teacher directed tasks
- Presentation of resolved artworks
- Written responses to artworks
- Artist's statements
- Reflections

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

Students require:

- a spiral bound A4 art journal,
- a pencil case with basic supplies.

They will also be required to bring items suitable for still life drawing in Unit 1 and to collect found objects for Unit 2.

Homework will be required to complete tasks.

BUSINESS STUDIES BSS

BUSINESS & TECHNOLOGY

Subject Description

A BUSINESS START This subject examines the fundamentals of a successful business. It begins with financial concepts, financial procedures and accounting terms needed in order to complete financial records for a business i.e. Income Statement and Balance Sheet.

From there, students will examine the selling process and effective promotional strategies. The way businesses target customers with their selling techniques will be covered, as well as the legal and ethical issues behind these techniques.

The unit will conclude with concepts of what it takes to start a business. A mini business plan is established that addresses the business structure, location, promotional strategies, competition, funding and other considerations.

Course Content

This is a semester course.

TERM 1 or 3

Financial Procedures

Promotion Techniques

TERM 2 or 4

Business Plan

Assessment Summary

Students will complete a financial records test, advertising campaign assignment and business report.

Homework Requirements

Students will be required to complete homework and unfinished class tasks. Some assessment tasks will require additional time at home in order for the student to succeed.

Resources/Stationery Requirements

Access to a computer at school and home is ESSENTIAL.

External drive (i.e. USB/HDD)

Document Wallet

Exercise book

DANCE DAN

THE ARTS

Subject Description

Across the semester, students will spend one term studying Commercial Jazz and Hip Hop, and the following term focusing on Musical Theatre. Throughout both terms, students will make, perform, and respond to dances. Using safe dance practices, they will choreograph, rehearse, and perform dances while developing their technical and expressive skills. Students will evaluate how the elements of dance and choreographic devices are used to communicate ideas to an audience. Regular group work and collaborative activities will support their learning, and they will engage in a combination of theory and practical work across both the course structure and assessment.

Course Content

SEMESTER 1 or 2
TERM 1 or 3 Exploring the progression of commercial jazz and hip hop throughout the decades. Learning, performing and creating choreography.
TERM 2 or 4 Exploring the evolution of musical theatre and its diverse styles throughout the decades. Learning, performing and creating choreography.

Assessment Summary

Assessment in Dance focuses on three strands:

- Creating and making
- Presenting
- Exploring and responding

Types of assessment may include:

UNIT 1

- **Creating and Making/Performing:** choreograph, rehearse and perform a collaborative Commercial Jazz or Hip Hop dance.

UNIT 2

- **Performing:** perform a teacher choreographed Musical Theatre style dance.
- **Creating and Making/Exploring and Responding/Performing:** choreograph, rehearse and perform a collaborative Musical Theatre style dance with and Artist Journal that documents the creative process.

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements:

- PE shirt
- Leggings

Laptop needed for assessment and classwork

DESIGN & TECHNOLOGIES — DAT

GRAPHICS – 2D & 3D DRAWING SYSTEMS

Subject Description

This unit focuses on 2 and 3 Dimensional work in relation to TECHNICAL and GEOMETRICAL drawings. Computer Aided Drafting (C.A.D.) programs *Inventor* and *Revit* will be used to produce all drawings. Using these programs will develop a basic understanding in the areas of:

- Australian drawing standards
- principles of third angle projection
- concepts of edge, corner, face, surface, side, end, base, axis, apex, thickness, height, depth and volume
- translating from pictorial to orthographic views and vice versa
- dimensioned multi-view drawings
- surface development

Course Content

This is a semester course.

TERM 1 or 3

Students will use *Inventor* to produce 2D and 3D drawings

TERM 2 or 4

Students will use *Revit* to produce 2D and 3D architectural drawings

Assessment Summary

Items of assessment include:

- class work
- assignment work

Homework Requirements

N\A

Resources/Stationery Requirements

2H Pencil

DIGITAL TECHNOLOGIES (CODING) DIG

BUSINESS & TECHNOLOGY

Subject Description

This unit has a heavy focus on programming. In this unit students will use algorithms and programming languages to design and create a responsive website to solve an identified problem, for example a cyberbullying website. Learning opportunities will include:

- examining existing websites
- studying a software development cycle used in real-world projects
- exploring and evaluating solutions and information systems.
- implement modular programming, for example using CSS files.

Students will create a website that addresses a data visualisation need, applying skills in defining, designing, implementing, evaluating, collaborating and managing.

Course Content

This is a semester course.

TERM 1 or 3

Designing and constructing a Web-site.

TERM 2 or 4

Constructing, testing and evaluating a Web-site (continued including assessment)

Assessment Summary

Assignment/Project – Project Folio.

Students create an interactive website that is flexible for a range of screen types, and document the processes involved.

Homework Requirements

Students will be required to complete homework and unfinished class tasks. Some assessment tasks will require additional time at home in order for the student to succeed.

Resources/Stationery Requirements

Access to a computer at school and home is ESSENTIAL.

External drive (i.e. USB/HDD)

Document Wallet

DRAMA DRA

THE ARTS

Subject Description

The course aims to provide opportunities for students to explore the contemporary style of Cinematic Theatre where the performance is a fusion of live performance and the magic of the big screen. There are endless possibilities to create interesting narratives and stage dynamics through the blend of story, stage design and digital cinematic projection. Throughout this unit students will –

- identify cinematic conventions and transitions within a recorded live performance.
- Identify elements of drama used to enhance dramatic action and meaning.
- Analyse and evaluate how selected conventions and elements have been manipulated to create dramatic action and meaning.
- Plan a cinematic scene by creating a storyboard.
- Use technology to create a cinematic scene.
- Retell the plot of 'A Midsummer Night's Dream'
- Rehearse a scene from 'A Midsummer Night's Dream' using skills of acting (movement and voice), technology and costume.

Course Content

- Explore the conventions of cinematic theatre.
- View cinematic theatre.
- Create cinematic scenes.
- Perform cinematic theatre.

Assessment Summary

1. **Exploring and Responding** – Analyse the elements, conventions and skills of acting in a recorded live Cinematic theatre performance.
2. **Creating and Making** – Creating cinematic scenes for a performance of 'A Midsummer Night's Dream' by William Shakespeare.
3. **Performing and Presenting** – Performing 'A Summer Night's Dream' by William Shakespeare in the style of cinematic theatre.

Homework Requirements

- Learning lines, collecting props and costumes
- Assignment work

Resources/Stationery Requirements

- Theatre black (Plain black t-shirt, black shorts/pants)
- Notebook

ECONOMICS & BUSINESS ECB

HUMANITIES & SOCIAL SCIENCES

Subject Description

Through this subject, students become savvy thinkers and informed decision-makers in the world of money, business and trade. They explore how Australia's financial sector shapes the choices individuals and businesses make every day, from buying a coffee to launching a company. They uncover how countries, businesses and people around the world are all connected through the global economy, and how this interdependence influences what we trade and why, especially with our neighbours in Asia. Students discover how businesses compete to stay ahead, and how individuals and organisations manage the risks and rewards of spending, saving, and investing.

Through hands-on investigations, students ask big questions about real-world economic and business issues, they'll track trends, analyse data, and come up with creative solutions to financial and business challenges. It's hands-on, it's real, and it's all about giving students the tools to be confident, informed, and ready for the future.

Course Content

This is a semester course.

TERM 1 or 3

Innovation and Risk

- Types of Work – Reasons Individuals Work
- Success in Business
- Managing Finances – Why do we do it, how do we do it?
- Rights and Responsibilities in the Workplace (The boss is always right?)

TERM 2 or 4

The Australian and Global Economies

- Why trade at all?
- How Global Trade Impacts Australia
- Participants in the Global Economy

Assessment Summary

Assessment in Humanities and Social Sciences focuses on two strands: *Knowledge and Understanding* and *Skills*.

Types of assessment may include:

- Short Response Exam
- Investigation (Project)

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationary Requirement List

Laptop needed for assessment and classwork.

ENGINEERING PRINCIPLES & SYSTEMS TMT

METAL

Subject Description

This unit allows students to develop the ability to plan and construct articles from a range of sheet and solid metal materials. Students learn a range of shaping, joining and finishing techniques on a range of metals.

After completing this unit, students will be able to:

- understand safe operating procedures
- demonstrate an understanding of the design process
- demonstrate correct marking out, cutting, folding, shaping and joining techniques with sheet metal
- correctly demonstrate a number of joining and edge finishing techniques including:
  - folded and wired edges, use of solid and pop rivets
  - folded and soldered seams
- understand a basic electric circuit.

Course Content

This is a semester course.

TERM 1 or 3

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from metal materials.

TERM 2 or 4

Students use the design process to produce projects from metal and plastic materials incorporating basic electric circuits.

Assessment Summary

Items of assessment may include:

- Practical projects
- Theory test

Homework Requirements

N/A

Resources/Stationery Requirements

Pen/Pencil

ENGLISH ENG

Subject Description

KEEP IT REAL

In this age of uncertainty, the growing abundance of speculative fiction manipulates the boundaries of reality. It takes our existing world and challenges it by asking "What if…?" This genre allows students to challenge themselves in terms of thinking outside the box and explore the possibilities for the human experience, to shape their perceptions of how the world is, how it has been and how it could be.

BLACK AND WHITE – PERSUASION AT ITS BEST

In the modern world, we are inundated by conflicting views presented by the media. Understanding the relevance of the issues presented to our own lives is important in understanding the world around us. Just as the media uses persuasive techniques to manipulate us as the audience, we too need to understand how to use persuasive techniques to explore relevant issues in the media and manipulate others.

SHADES OF MEANING – NOVEL STUDY

Language is power, and authors use it to create representations of people, places and events in order to leave their imprint on the reader. Students will read a novel, examining the ways in which the author uses language and textual features to construct characters, represent issues and position audiences. They will analyse in greater depth universal issues raised in the text to understand the importance of these issues in the modern world.

WHAT A CHARACTER – PLAY STUDY

Literary characters help us explore important themes from different perspectives, often teaching us significant lessons about ourselves and the world in which live. Students will read the play *The Diary of Anne Frank* to gain an understanding of human experience in response to ethical and global dilemmas of justice and equity. Students will analyse the play to explore themes of human and cultural significance and interpersonal relationships.

Course Content

Students will engage with a variety of texts (inc. novels, poetry, film, media, etc.) to study:

- representations of people, places and times;
- A range of aesthetic features and stylistic devices and how they engage readers/viewers;
- Values, attitudes and beliefs reflected in texts.

Assessment Summary

Students will be assessed through:

- Written assignments and exams;
- Spoken and multi-modal presentations

Assessment will cover a range of text types:

- Imaginative
- Persuasive
- Analytical
- Comprehension.

Homework Requirements

Prior to NAPLAN (Week 4 of Term 2) students will spend several weeks on preparation and practice NAPLAN tasks.

Resources/Stationery Requirements

See Resource/Stationary Requirement List

Laptop needed for assessment and classwork.

FOOD SPECIALISATIONS TFD

SMART FOOD CHOICES

Subject Description

In this unit, students will investigate and make judgements on many facets that influence the creation of food products for healthy eating. They will examine products, services and environments and how these influence preferred food futures. Use of design process; investigating, generating, producing, evaluating and collaboration will enable students the skills to be active participants of the Food Technology classroom.

Students will build upon previous kitchen skills ensuring safe and hygienic food preparation and cookery skills. They will also have more opportunities to work collaboratively in the kitchen.

Course Content

This is a semester course.

ONGOING: Food Preparation and Cooking Skills

TERM 1 or 3

- Food Hygiene and Safety
- Sensory Analysis
- Current Food Models
- Food Packaging
- Nutritional Information Panels
    - Adolescents Nutritional Needs

TERM 2 or 4

- Conversions of Measurements
- Function of Foods
- Preparation Plans
- Design Process:
    - Investigating and defining
    - Generating and designing
    - Producing and implementing
    - Evaluating
    - Collaborating and managing

Assessment Summary

Assessment in Food Technology is designed to enable students to demonstrate achievement in all aspects of objectives, i.e. Design and Technologies *Knowledge and Understanding* and *Processes and Production Skills*.

Types of assessment may include:

1. Exam
2. Practical assessment
3. Design Brief Portfolio
4. Collection of work.

Homework Requirements

Students are required to buy ingredients for weekly cooking and their practical assessment task.

Weekly homework includes reflective questions and evaluating their cooking and time in the kitchen.

Practical components are completed in class time with written tasks, including assessment set for homework.

Resources/Stationery Requirements

- Note book for theory lessons
- Display Folder for recipes
- Laptop needed for assessment and classwork

Students will be required to provide ingredients for weekly practical tasks and final practical assessment task.

Students must bring a suitable container to take their cooking home in.

HEALTH & PHYSICAL EDUCATION HPE

Subject Description

Health and Physical Education is a core subject that includes both practical and theory units. It aims to teach movement skills and physical activities to enhance student health and wellbeing. In year 9 students choose from a variety of sporting options learning about the benefits of physical activity and the key role it plays on their health. Students refine, develop and perform skills in the various sports, athletics and dance options with a focus on their personal best and maximising improvement.

In theory students review Sexuality issues and examine Safe Sex practices, contraception and Sexually Transmitted Infections. The focus is on making informed decisions and the consequences of those decisions. Students analyse the physical, social and emotional effects of drug use. They evaluate the effects of advertising, values ethics and other influences on their choices in relation to drugs.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 Summer Games and Sports Clear Choices - Drugs	TERM 3 Winter Games and Sports – 2 Choices
TERM 2 Playing it Safe – Sexuality Athletics	TERM 4 Dance Summer Games and Sports – 2 Choices

Assessment Summary

Practical assessment of skills in class

In class essay/test – Personal response

Written assignment – Advertising analysis

Homework Requirements

Students will have set activities related to classwork and assessment to complete during theory units.

Resources/Stationery Requirements

School sports uniform and hat

Exercise book, pens, pencils, etc.

Laptop as needed.

HUMANITIES & SOCIAL SCIENCES HASS

Subject Description

HISTORY Students journey through three powerful chapters of the modern world where through inquiry, empathy and critical thinking, will be able to connect the past to the world they live in today. First, students explore, with 'Full Steam Ahead', the Industrial Revolution and discover how steam, steel, and innovation transformed societies forever. They also look at the impacts of child labour and the responses to this at the time, but also today. In Unit 2 students delve into Australia's colonial past, examining the road to Federation and the impact of colonisation on First Nations peoples, sparking critical conversations about rights, resistance, and reconciliation. Finally, students will also head to the trenches in a campaign of discovery into World War I. Students will uncover the causes of WW1, key events, key figures and the ANZAC legacy that shaped Australia's national identity. They will conclude History with their own inquiry into a topic of WWI that intrigues them, for example the role of women or animals in the war, the impact of technological advancements, the tactics of a particular battle, or the influence of a particular figure.

GEOGRAPHY This year in Geography, students explore the ways people interact with the environment and the global systems that connect us all. In Unit 1students examine the world's major biomes and their important role in food production. They investigate the challenges of feeding a growing population, with a spotlight on the Murray-Darling Basin and the competing demands it faces. From farmers to environmentalists, students unpack the tensions and propose solutions for sustainable food futures. Students then zoom out on our local context to explore how people, products, ideas and technologies are linked across borders. From fast fashion, to fast food and phones, students investigate how their everyday choices are part of a complex global web, and what that means for people and the planet. They'll inquire into global brands such as Nike, Shein, Cadbury and Apple, tracking their product supply chain to uncover the social, economic and environmental impacts and discover how their everyday choices ripple around the world. This unit challenges students to think globally and act thoughtfully in an interconnected world.

Course Content

SEMESTER 1 HISTORY	SEMESTER 2 GEOGRAPHY
TERM 1 Full Steam Ahead and The Colonisers and Colonised	TERM 3 Food Fight
TERM 2 The World Crisis	TERM 4 Global Passport

Assessment Summary

Assessment in History and Geography focuses on two strands: *Knowledge and Understanding* and *Skills*.

Types of assessment may include:

HISTORY

- Assignment – Collection of Work
- Short Response Examination
- Investigation – Analytical Essay

GEOGRAPHY

- Short Response Examination
- Extended Response Examination
- Investigation – Inquiry Report

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationary Requirements List

Laptop needed for assessment and classwork.

JAPANESE JPS

Subject Description

JAPAN LANGUAGE AND CULTURE

In Year 9 Japanese, students are further immersed in Japanese culture through their language experiences. They learn the final of the three scripts necessary to communicate in Japanese – KATAKANA – and revise the two previous learned scripts of HIRAGANA and KANJI, in order to develop mastery.

Students studying Japanese have a further opportunity every second year to develop their language skills through the Japanese Cultural Tour. This is a ten day trip through Japan, visiting a range of places, offering a variety of experiences, including a visit with our sister school, Asaka Nishi High School.

Course Content

NB: Course content may vary as new units are developed that align with National Curriculum.

Assessment Summary

Types of assessment may include:

- Listening, speaking and reading exams;
- Oral presentations;
- Written assignments.

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationary Requirements List

Laptop needed for assessment and classwork.

LEGAL STUDIES LGL

Subject Description

Students take on the roles as political campaigners, lawyers and policy advisors to create legal change. They will crack open the pages of Australia's Constitution to learn why it's the backbone of our democracy, why changing it is super tricky, and how it affects everyday life. They'll become political campaigners, creating their very own referendum campaigns to convince Australians to vote for change. It's all about understanding what makes a winning campaign and why the Constitution both protects and challenges our rights. Students will also tackle some of the hottest legal issues hitting Australia and their local community. From youth crime and terrorism, to animal rights and even crocodile culling, students will investigate real cases, decide if the laws are effective and then develop legal solutions to reform the laws so that our communities are safer and fairer. Students will conclude the subject by exploring how the court system works—from police to judges and juries—and then put their new skills to the test by staging their very own mock criminal trial. It's a chance to argue cases, weigh evidence, and experience the drama of justice firsthand.

Course Content

UNIT 1 – Power to the People: Your Vote, Your Voice

UNIT 2 – Real Talk, Real Justice

UNIT 3 – Order in the Court – Trial Time!

Assessment Summary

- Investigation – Collection of Work
- Investigation – Inquiry Report

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationary Requirements List

Laptop needed for assessment and classwork.

MATERIALS & TECHNOLOGIES SPECIALISATIONS TTZ

WOOD

Subject Description

This unit investigates the skills involved in working with wood. Students will be instructed in the safe and correct use of hand tools with some limited use of machinery.

After completing this unit, students will be able to:

- understand safe operating procedures
- plan, design and appraise projects in wood and ply
- perform simple hand and machine operations
- investigate the properties and uses of materials, hardware items, adhesives, abrasive materials, surface treatments and fasteners

Course Content

This is a semester course.

TERM 1 or 3

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from wood.

TERM 2 or 4

Students use the design process to produce projects from wood and plastic materials.

Assessment Summary

- Practical projects
- Theory test

Homework Requirements

N/A

Resources/Stationery Requirements

HB Pencil

MATHEMATICS MAT

Subject Description

Mathematics is the science and study of quality, structure, space, and change. It evolved from counting, calculation, measurement, and the systematic study of the shapes and motions of physical objects. Practical mathematics has been a human activity for as far back as written records exist. Today, mathematics is used throughout the world as an essential tool in many fields, including science, engineering, medicine, finance, and many trades.

Course Content – *order of topics may change*

SEMESTER 1	SEMESTER 2
TERM 1 Exponent Laws Ratio and Similarity	TERM 3 Surface, Area and Volume
TERM 2 Linear and Quadratics equations	TERM 4 Statistics and Probability

Assessment Summary

Assessment in Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Practical skills*, *Knowledge and understanding* and *Reasoning*.

Types of assessment may include:

- Exams – short answer responses
- Assignments

Homework Requirements

Students will be required to complete homework and unfinished class tasks.

Resources/Stationery Requirements

See Resource/Stationary Requirements List

Laptop needed for assessment and classwork.

MEDIA ARTS MED

Subject Description

Unit – Against the Grain? (Part 1)

In this unit, students explore promotion and marketing, examining how media artists create advertisements with representations that appeal to a target audience. They investigate how to both confirm and challenge representations and stereotypes in subtle and sensitive ways. To do this, students study media languages and media technologies including camera, lighting, sound and editing basics. With the addition of demonstrating competency with workplace health and safety, students use their understanding of media concepts to manage a project from design stages through to production, post-production and distribution.

Unit 2 – Against the Grain? (Part 2)

In this unit, students examine the influence of various times, places and cultures on international animation styles and stories. They analyse and evaluate the ways in which audiences make meaning and interact with animation productions, taking into consideration how representations have been conveyed through technical and symbolic elements, and how this confirms or challenges ideas, perspectives and meaning.

Course Content

This is a semester course.
TERM 1 or 3 Against the Grain? (Part 1)
TERM 2 or 4 Against the Grain? (Part 2)

Assessment Summary

Assessment in Media Arts focuses on three strands:

- Creating and Making
- Presenting
- Exploring and Responding

Types of assessment may include:

- Unit 1: Creating and Making, Presenting and Performing
  - Students will design and produce an advertisement that confirms and challenges representations and appeals to an Australian audience. (Forms – storyboard and digital production)
- Unit 2: Exploring and Responding
  - Students will view and respond to an animated film, analysing and evaluating how it uses film languages to create representations, and why it confirms or challenges ideas, perspectives and meaning. (Form – analytical essay)

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

MUSIC MUS

THE ARTS

Subject Description

UNIT 1 - ROCK / POP MUSIC

This course involves the study of popular music.

Students will be able to:

- Show knowledge of the musical elements
- Show knowledge of characteristics of rock and pop music
- Recognise and analyse various music
- Do basic theory work and aural skills
- Play and sing (perform) rock and pop music in a band
- Complete an arrangement of an excerpt of a pop song for a band.

UNIT 2 – MOVIE MAGIC

This course involves the study of the use of music in movies.

Students will be able to:

- Recognise characteristics of music used in movies
- Understand the ways music is used to create mood and atmosphere
- Continue basic theory work and aural skills
- Play and sing (perform) music from movies in a band or as a solo
- In groups, students create and record a musical soundtrack to a short, animated action scene.

Course Content

This is a semester course.
TERM 1 or 3 Rock / Pop Music
TERM 2 or 4 Movie Magic

Assessment Summary

Unit 1

Creating and making: Arrange a popular song for rock band.

Preforming: Perform a chosen rock/pop piece in a small band.

Unit 2

Preforming: Perform a piece taken from a movie in a small band or as a solo.

Creating and making: Write and record music for a scene.

Homework Requirements

Homework will be in the form of study for exams and working on assessments.

Resources/Stationery Requirements

Pencil, eraser, pen, manuscript book, note book, laptop.

PHYSICAL EDUCATION PEX

HEALTH & PHYSICAL EDUCATION EXTENSION

Subject Description

ENERGY SYSTEMS FOR SPORT

This unit will investigate the body's energy systems and analyse the influence of them on performance in sport. The practical elements will be two (2) chosen from AFL, Futsal, and Hockey.

Students should be able to:

- gather, recall and understand facts and information relating to energy production in the body
- explain, describe and analyse how the different energy systems affect sporting performance and success
- develop and perform skills of the sports
- plan and implement tactics in sport and follow the rules/ etiquette.

ADAPTATIONS TO EXERCISE

This unit will examine the muscular, circulatory and respiratory adaptations the human body makes with training. The practical areas focused on will be two (2) chosen from volleyball, cricket and softball..

Students should be able to:

- recall the muscles and bones of the body
- perform various fitness tests to measure specific fitness components
- analyse the bodies adaptations to exercise and training
- implement training methods and principles in practical situations
- develop and perform skills in practical elements
- recall and/or implement game strategies in a practical setting
- state the rules involved in the sport.

Course Content

This is a semester course.
TERM 1 or 3 Energy Systems for Sport
TERM 2 or 4 Adaptations to Exercise

Assessment Summary

Theory – written exam
– multimodal assignment

Practical – ongoing with final performance (Week 5 and 10)

Homework Requirements

Students will have set activities related to classwork and assessment to complete during theory units.

Resources/Stationery Requirements

School sports uniform and hat.

Exercise book, pens, pencils, etc.

Laptop as needed.

SCIENCE SCI

Subject Description

In Year 9 Science, students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 **CHEMISTRY** Inside the atom & chemical reactions	TERM 3 **EARTH SCIENCE** Global systems – the carbon cycle
TERM 2 **BIOLOGY** Body systems – responding to change & reproduction	TERM 4 **PHYSICS** Energy Transfer & efficiency

Assessment Summary

Assessment in Science is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Science Understanding* and *Science Inquiry Skills*.

Types of assessment may include:

- Written Examination
- Experimental Investigation
- Research Task

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATHS) STM

BUSINESS & TECHNOLOGY

Subject Description

STEM is a cross-curricular subject that integrates Science, Technology, Engineering and Mathematics in a 'real world' learning context. With our world rapidly changing as technology advances, STEM will equip students with the knowledge and skills required for success in the 21st century. Opportunities in STEM are expanding as traditional jobs are being computerised and automated.

In this semester long subject, students will combine and apply their fundamental knowledge of their creativity and knowledge to 3D printing and mechanised structures including motors and sensors. Students will build on the technological skills to design, construct and program a robotic structure. The subject is based on the Australian Curriculum general capabilities, with a particular focus on developing students' creative and critical thinking skills, and their ICT capabilities.

Course Content

This is a semester course.

TERM 1 or 3
Fundamentals of STEM and micro-controllers
Circuit construction and coding
Applying sensors to digital systems

TERM 2 or 4
Turning the digital into physical
Structural engineering
Electrical engineering

Assessment Summary

Assessment in STEM is designed to enable students to demonstrate the following general capabilities i.e. *numeracy, ICT capabilities, creating and critical thinking, and personal and social capability.*

Types of assessment may include:

- Project
- Reflection and evaluation

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

Access to a computer at school and at home is ESSENTIAL.

See Resource/Stationery Requirement List

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