



**PROSERPINE**  
STATE HIGH SCHOOL

Junior Secondary 2025

Curriculum Booklet  
Year 9

*Local Spirit.  
Universal Success.*



# 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

Mrs Deb Brown

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 and Marine

Mrs Michelle Sothmann

The Arts

Mrs Jenny Napier

Inclusive Education Services

Mrs Kate White

Student Engagement & Wellbeing

Mrs Elizabeth Crear

Explicit Teaching and Learning

Ms Marijke Kuypers

Differentiated Teaching and Learning

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

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## **YEAR 9 SUBJECT INFORMATION**

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# 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	Art – Visual Arts
Mathematics	Business Studies – Business & Technology
Science	Dance – The Arts
Humanities: (History and Geography)	Design & Technologies – Graphics
Health & Physical Education (HPE)	Digital Technologies – Business & Technology
	Drama – The Arts
	Economics & Business – Humanities & Social Sciences
	Media Arts – Film, Television & New Media
	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, endorsed 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:***

<b>Mr Don McDermid</b>	<b>Principal</b>
<b>Mr Robert Jensen</b>	<b>Deputy Principal – Student Engagement &amp; Wellbeing</b>
<b>Mrs Jenny Napier</b>	Head of Department – The Arts
<b>Mrs Deb Brown</b>	Head of Department – Business & Technology
<b>Mrs Corinne Raiteri</b>	Head of Department – English & LOTE (Japanese)
<b>Mr Andrew Cox</b>	Head of Department – Health & Physical Education
<b>Miss Melanie Garibaldi</b>	Head of Department – Humanities
<b>Mr Ben Whybird</b>	Head of Department – Industrial Technology & Design / Home Economics
<b>Mr Lukas Sabo</b>	Head of Department – Mathematics
<b>Mrs Michelle Sothmann</b>	Head of Department – Science
<b>Mrs Karen O’Keefe</b>	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 Coastal)
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	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)
HPE	Health 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 Music	Art Dance Drama Media Arts Music	Visual Arts Dance Drama Media Arts Music	Visual Arts Drama Film, Television and New Media	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
OTHER	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			
			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.							

**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, i.e. *Knowledge and Understanding, Making 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, photo story project 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

**DANCE**

**DAN**

**THE ARTS**

**Subject Description**

With a focus on Musical Theatre, this unit of work involves students making, performing and responding to dances. Using safe dance practices, students will choreograph, practice and perform dances using technical expressive skills. They will evaluate the elements of dance and choreographic devices used to communicate their ideas with the audience. Students will evaluate how dance is used throughout time and cultures. Using regular group work and collaborative activities, students will complete a combination of theory and practical work, both in the course structure and assessment.

**Course Content**

**SEMESTER 1 or 2**

**TERM 1 or 3**

- Exploring the progression of musical theatre throughout the decades.
- Understand the elements of dance and choreography devices and apply the through performance and response.

**TERM 2 or 4**

- Understanding of how to make choreography.

**This is a semester course.**

TERM 1 or 3

**Assessment Summary**

Assessment in Dance focuses on two strands: Making and Performing, and Responding.

Types of assessment may include:

**UNIT 1**

- Making: perform a teacher choreographed Musical Theatre style dance.
- Responding: Analysis of Dance in the style of Musical Theatre.

**UNIT 2**

- Making: choreograph, rehearse and perform a collaborative Musical Theatre style dance.

**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-based App.

TERM 2 or 4

Constructing, testing and evaluating a web-based App (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**

**EXPLORING** This program hopes to encourage a love and understanding of drama as an art form. As well as developing an understanding of drama and learning essential dramatic skills, the students develop effective social interaction, self-discipline and confidence.

The course aims to provide students with opportunities to explore in a practical way the dynamic relationship between those who create drama and those who watch it with a view to developing their own life philosophy.

- Revision of improvisation skills
- Tension: creating, directing and resolving
- Play building
- Atmosphere
- Sound and lighting theory and practice
- Analytical and evaluative essay style.
- Expressive movement and mime – Laban
- Developing effective voice
- Image theatre
- Physical theatre
- Four types of focus
- Blocking
- Basic costume and make-up.

**Course Content**

**This is a semester course.**

TERM 1 or 3

Exploring a Magical Mystical Land

TERM 2 or 4

Exploring the Canvas Image

**Assessment Summary**

1. **Making:** Performance of student devised theatre in the form of horror, mystery or comedy
2. **Responding:** Analysis and Dramatic tension and atmosphere
3. **Making:** Image Theatre performance of ‘A Summer Night’s Dream’ by William Shakespeare

**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**

Economics is the study of the way markets work, how wealth is created and shared and the way scarce resources are used to meet our needs and satisfy our wants. Businesses are the organizations through which markets operate, goods and services are exchanged for money and resources are distributed.

The Year 9 curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are taught the content through contemporary issues, events and/or case studies. Units cover different contexts (personal, local, national, regional, global) to meet the needs of students.

**Course Content**

**This is a semester course.**

TERM 1 or 3

**Managing Financial Responsibilities, Risks and Rewards**

- 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

**Competing as a Business in The Global Economy**

- 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:

- Collection of work
- Exam
- Research assignment

**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

**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
<p><u>TERM 1</u> Summer Games and Sports Clear Choices - Drugs</p>	<p><u>TERM 3</u> Winter Games and Sports – 2 Choices</p>
<p><u>TERM 2</u> Playing it Safe – Sexuality Athletics</p>	<p><u>TERM 4</u> Dance Summer Games and Sports – 2 Choices</p>

**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 study the history of the making of the modern world from 1750 to 1918 with focuses on the Industrial Revolution, the development of Australia into a nation and World War One. These units provide opportunities for students to develop their historical understanding of key concepts, including evidence, continuity and change, cause and effect and identifying different perspectives.

**GEOGRAPHY**

Students study the biomes of the world and the importance of these biomes in providing food security. Within this, students will also examine the environmental challenges facing these biomes and the impact any alterations can have on society. Students will also study how our world is interconnected and how these interconnections positively and negatively impact us in a variety of ways. Students will dive deep into global supply chains, tourism and trade to better understand how we can all make a difference to the world.

**Course Content**

SEMESTER 1 HISTORY	SEMESTER 2 GEOGRAPHY
<p><b>Unit 1:</b> Making a better world – The Industrial Revolution (1750-1914)</p> <p><b>Unit 2:</b> Australia and Asia – The Making of a Nation (1790-1914)</p> <p><b>Unit 3:</b> World War I (1914-1918)</p>	<p><b>Unit 1:</b> Biomes and Food Security</p> <p><b>Unit 2:</b> Geographies of Interconnections</p>

**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.



**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
<u>TERM 1</u> Exponent Laws Ratio and Similarity	<u>TERM 3</u> Surface, Area and Volume
<u>TERM 2</u> Linear and Quadratics equations	<u>TERM 4</u> 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**

Media Arts promotes learning how to communicate and share ideas, emotions, observations and experiences through making and responding to media as artists, consumers and Australian and global citizens. It develops knowledge, understanding and skills for creativity, exploration, experimentation and critical thinking across a range of cultures and contexts. Film, television and new media are our primary sources of information and entertainment and are important channels for education and cultural exchange. In order to make and respond to media, students will study how technologies, representations, audiences, institutions and film languages are used to express ideas in a variety of media contexts, genres and styles.

**Course Content**

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.

**Assessment Summary**

Assessment in Media Arts focuses on two strands: Making and Responding.

Types of assessment may include:

- Unit 1: Making
  - 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: 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

Arrange a popular song for rock band.

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

Unit 2

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

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 volleyball, cricket and softball.

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 AFL, Futsal, Netball and/or Hockey.

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

**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 21<sup>st</sup> century. Many careers and jobs of the past have been replaced with computerised automation and STEM will help students develop the skills required to tackle these new industries.

In this semester long subject, students will combine and apply their fundamental knowledge of science, technology, engineering and mathematics. Students will build on the technological skills to design, construct and program a micro-controller to build a robotic system. 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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