Junior Secondary 2017

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 extension programs for those students who require accelerated learning. Our Special 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 Principals
Mrs Alison Rodgers
Mr Ian Dachs

Heads of Department
- Business & Technology
  Mrs Deb Brown
- English and LOTE
  Mrs Corinne Raiteri
- Health and Physical Education
  Mr Andrew Cox
- Humanities & Social Sciences
  Mrs Glynis Nicolson
- Home Economics
  Ms Kellie Klupfel
- Industrial Technology & Design (ITD)
  Mr Ben Whybird
- Mathematics
  Mr Rod Wecker
- Science and Marine (Acting)
  Ms Michelle Wild
- The Arts
  Mrs Jenny Napier
- Inclusive Education Services
  Mrs Rosin Connolly
- Junior Secondary (Acting)
  Mr Rob Jensen
- Literacy & Numeracy
  Mrs Jo Goodall

Guidance Officer
Mrs Sharon Rudinski

School Based Youth Health Nurse
Mrs Karen Dachs

Behaviour Support Teachers
Mrs Leanne Farr
Mr Chris Lane

Year 9 Coordinator
Ms Rayleen Rasmussen
TABLE OF CONTENTS

AUSTRALIAN CURRICULUM ....................................................................................... 3
YEAR 9 SUBJECT INFORMATION ............................................................................ 4
LITERACY AND NUMERACY SUPPORT ............................................................. 5
PROCESS FOR SUBJECT SELECTION ................................................................ 6
CURRICULUM ORGANISATION ............................................................................. 7

YEAR 9 SUBJECT INFORMATION

Art .............................................................................................................................. 8
Business Studies .................................................................................................... 9
Civics and Citizenship (Politics and Law) ............................................................ 10
Digital Technologies ............................................................................................ 11
Drama ................................................................................................................... 12
Economics and Business ..................................................................................... 13
English ................................................................................................................ 14
Food Technology ................................................................................................ 15
Graphics - 2D & 3D Drawing Systems ............................................................... 16
Health & Nutrition .............................................................................................. 17
Health & Physical Education ............................................................................... 18
Humanities and Social Sciences: History and Geography .................................. 19
Japanese ............................................................................................................... 20
Mathematics ........................................................................................................ 21
Metal Technology ............................................................................................... 22
Music ................................................................................................................... 23
Physical Education ............................................................................................... 24
Science ................................................................................................................ 25
Textile Technology ............................................................................................. 26
Wood Technology ............................................................................................... 27
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, and Humanities and Social Sciences - History, Geography, Economics and Business and Civics and Citizenship (although languages have not yet been included in the Australian Curriculum, it is a core subject requirement in schools Years 7 and 8).

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.

<table>
<thead>
<tr>
<th>SUBJECTS OFFERED IN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory Subjects</strong></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Humanities and Social Sciences: (History and Geography)</td>
</tr>
<tr>
<td>Health &amp; Physical Education (HPE)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
LITERACY AND NUMERACY SUPPORT

Specialised Literacy and Numeracy classes are provided to all Year 9 students in Semester 1. These lessons are designed to support and enhance student abilities at all levels.

An Intensive Reading program has been implemented to support Year 9 students with specific reading needs. This program is designed as one-on-one short sessions with a teacher skilled at teaching reading in secondary school. These students are identified by their teachers as having difficulties in reading affecting their academic ability.

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.
**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. This will be completed online through their OneSchool account. 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 entered into OneSchool by the due date. (Placements will be considered on the number allocation of individual returns.)
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:*

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Don McDermid</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr Ian Dachs</td>
<td>Deputy Principal – Junior School</td>
</tr>
<tr>
<td>Mrs Jenny Napier</td>
<td>Head of Department – The Arts</td>
</tr>
<tr>
<td>Mrs Debra Brown</td>
<td>Head of Department – Business &amp; Technology</td>
</tr>
<tr>
<td>Mrs Corinne Raiteri</td>
<td>Head of Department – English and LOTE (Japanese)</td>
</tr>
<tr>
<td>Mr Andrew Cox</td>
<td>Head of Department – Health &amp; Physical Education</td>
</tr>
<tr>
<td>Ms Kellie Klupfel</td>
<td>Head of Department – Home Economics</td>
</tr>
<tr>
<td>Mrs Glynis Nicolson</td>
<td>Head of Department – Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Mr Ben Whybird</td>
<td>Head of Department – Industrial Technology &amp; Design</td>
</tr>
<tr>
<td>Mr Rod Wecker</td>
<td>Head of Department – Mathematics</td>
</tr>
<tr>
<td>Ms Michelle Wild</td>
<td>Acting Head of Department – Science and Marine</td>
</tr>
<tr>
<td>Mrs Sharon Rudinski</td>
<td>Guidance Officer</td>
</tr>
</tbody>
</table>
**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 some 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)

*Authority subjects* based on syllabuses that have been approved and issued by the QCAA. In 2018 new senior subjects will be available in line with the new senior schooling system.

*Authority-registered subjects* are developed from Study Area specifications (SASs) and generally include substantial vocational and practical components.

*VET courses:* these subjects offer nationally recognised qualifications.

---

### Year 8 & 9 Subjects

<table>
<thead>
<tr>
<th>Subject Category</th>
<th>Year 8 Subjects</th>
<th>Year 9 Subjects</th>
<th>Year 10 Subjects</th>
<th>Year 11 &amp; 12 Subjects</th>
<th>Year 10 – 12 External or Non-School Mode Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>Essential English</td>
<td>English Communication</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
<td>Social and Community Studies</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>History and Geography</td>
<td>History and Geography</td>
<td>History</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>HPE</td>
<td>HPE</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Art, Drama, Music</td>
<td>Art, Drama, Music</td>
<td>Art, Drama, Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology, Textile Technology, Health and Nutrition</td>
<td>Hospitality, Home Economics, Early Childhood</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Available through external trainers – see Guidance Officer or appropriate Head of Department.
ART

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

<table>
<thead>
<tr>
<th>This is a semester course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1 or 3</td>
</tr>
<tr>
<td>The World of the Inanimate</td>
</tr>
<tr>
<td>TERM 2 or 4</td>
</tr>
<tr>
<td>Alchemy</td>
</tr>
</tbody>
</table>

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 collect found objects for Unit 2 and bring items suitable for still life drawing in Unit 3.
Homework will be required to complete tasks.
**BUSINESS STUDIES**

**Subject Description**
This unit examines the fundamentals of a successful business. It begins with financial concepts, 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**

| TERM 1 or 3 | Financial Procedures |
| TERM 2 or 4 | Business Plan |

**Assessment Summary**
Students will complete a financial records test, digital animation 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**
- External drive (i.e. VSB/HDD)
- Document Wallet
- Access to a computer at school and home is required.
## CIVICS AND CITIZENSHIP (POLITICS & LAW)

### Subject Description
'Civics and Citizenship Education promotes students' participation in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.' Australian Government Department of Education, Employment and Workplace Relations.

The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

### Course Content

<table>
<thead>
<tr>
<th>This is a semester course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What influences shape the operation of Australia’s political system?</td>
</tr>
<tr>
<td>How does Australia's court system work in support of a democratic and just society?</td>
</tr>
<tr>
<td>How do citizens participate in an interconnected world?</td>
</tr>
</tbody>
</table>

### Assessment Summary

Assessment in Civics and Citizenship focuses on two strands: *Knowledge and Understanding* and *Skills*.

Types of assessment may include:
- Collection of work
- Test
- Research and multimodal assignment

### 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
DIGITAL TECHNOLOGY

Subject Description
THERE’S AN APP FOR THAT! In this unit students will use algorithms and an object oriented programming language to design and create a responsive web app to solve an identified problem, for example an app to locate the best surfing spots in Queensland. Learning opportunities will include:

- examining existing apps
- studying agile software development cycle used in real-world projects
- exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).

Students will create a prototype app or 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
There’s an app for that!

TERM 2 or 4
There’s an app for that! (continued including assessment)

Assessment Summary
Assignment/Project – Project Folio.
Students create a prototype app or website.

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
External drive (i.e. YSB/HDD)
Document Wallet
Access to a computer at school and home is required.
DRAMA

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.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This is a semester course.</strong></td>
<td>1. Forming: Performance of student devised theatre in the form of horror, mystery or comedy</td>
</tr>
<tr>
<td>TERM 1 or 3</td>
<td>2. Responding: Analysis and Dramatic tension and atmosphere</td>
</tr>
<tr>
<td>Exploring a Magical Mystical Land</td>
<td>3. Presenting: Performance of Physical Theatre</td>
</tr>
<tr>
<td>TERM 2 or 4</td>
<td>4. Forming: Image Theatre script</td>
</tr>
<tr>
<td>Exploring the Canvas Image</td>
<td></td>
</tr>
</tbody>
</table>

Homework Requirements
- Learning lines, collecting props and costumes
- Assignment work

Resources/Stationery Requirements
- Theatre black ( Plain black t-shirt, black shorts/pants)
- Notebook
## ECONOMICS AND BUSINESS

### 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**  
Making Money?  
Managing Financial Responsibilities, Risks and Rewards  
- ASX Share Market Game  
- Budgeting for life  
- The on-line challenge  
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 Participants in the Global Economy Interact?  
- Sitting down with Panda  
How does creating a competitive advantage benefit business  
- What do we have that they want?

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

Types of assessment may include:  
- Play the Share Market  
  - Collection of work  
- Test  
- Research assignment

### 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.
ENGLISH

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.

IDENTITY SHAPED BY MUSIC
Texts play a significant role in shaping who we are and who we become. For teenagers, arguably the most influential of texts is song. Therefore students will explore identity through an examination of music and its impact on different generations of Australians. They will explore, compare and contrast how events, situations and people are represented from different perspectives in song lyrics from across the twentieth and twenty-first centuries.

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.

SHADES OF GREY – 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.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Keep It Real</td>
<td>What a Character – Play Study</td>
</tr>
<tr>
<td>TERM 2</td>
<td>TERM 4</td>
</tr>
<tr>
<td>Identity Shaped by Music</td>
<td>Shades of Grey – Novel Study</td>
</tr>
</tbody>
</table>

Assessment Summary

| INSTRUMENT 1: Imaginative written – Short story |
| INSTRUMENT 2: Persuasive written – Persuasive exposition |
| INSTRUMENT 3: Informative written – Comparative exposition |
| INSTRUMENT 4: Imaginative spoken – Interior monologue |
| INSTRUMENT 5: Informative written – Comprehension exam |
| INSTRUMENT 6: Persuasive spoken - Debate |

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 TECHNOLOGY

## Subject Description
**FAST FANTASTIC FOODS**
Students will learn how to combine time saving convenience foods and simple cookery techniques to produce tasty, nutritious, fast, fantastic meals and snacks.
Students will work with design briefs to formulate solutions and choices for a selected consumer with identified needs and requirements.

## Course Content

<table>
<thead>
<tr>
<th><strong>TERM 1 or 3</strong></th>
<th><strong>TERM 2 or 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food hygiene and safety</td>
<td>• Principles of cookery and food production cont.</td>
</tr>
<tr>
<td>• How food is produced</td>
<td>• Contemporary technology and food issues related to ‘convenience’ foods, highly processed foods, food packaging and labelling</td>
</tr>
<tr>
<td>• Principles of cookery and food production</td>
<td>• Availability of food and influences on food availability (cultural impact)</td>
</tr>
<tr>
<td>• Nutritional needs and food sources</td>
<td>• Creating solutions for a Design Brief and evaluating solutions and choices.</td>
</tr>
<tr>
<td>• Australian Guide to Healthy Eating</td>
<td></td>
</tr>
</tbody>
</table>

## 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. Practical design project/s
2. Research
3. Collection of work
4. Supervised assessment.

## Homework Requirements
Students are required to buy ingredients for weekly cooking and their practical assessment task. Weekly homework includes writing out recipe cards and organising ingredients. Practical components are completed in class time with written tasks, including assessment, set for homework.

## Resources/Stationery Requirements
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.
### GRAPHICS

#### Subject Description

**2D & 3D DRAWING SYSTEMS**

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

<table>
<thead>
<tr>
<th>TERM 1 or 3</th>
<th>TERM 2 or 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use <em>Inventor</em> to produce 2D and 3D drawings</td>
<td>Students will use <em>Revit</em> to produce 2D and 3D architectural drawings</td>
</tr>
</tbody>
</table>

#### Assessment Summary

Items of assessment include:

- class work
- assignment work

#### Homework Requirements

N/A

#### Resources/Stationery Requirements

2H Pencil
## HEALTH & NUTRITION

### Subject Description

**ME, MYSELF AND I**

This course examines ‘health’ and ‘wellbeing’ of the teenager around topics that are common concerns at this stage of development.

This unit involves critical analysis and critical evaluation of health and physical activity knowledge in order to make informed judgement and take appropriate action.

### Course Content

**This is a semester course.**

**TERM 1 or 3**
- Health in all its aspects
- Food trends and technology
- Influences of food choice
- Factors affecting food choices
- Sustainability/Waste and impact of personal food choices
- Food preparation

**TERM 2 or 4**
- Body image
- Analysis of teenage (self) eating habits, food habits and lifestyle using ‘Food Works’ computer program and evaluation action
- Making personal goals and taking action
- Healthy dieting
- Health trends
- Food preparation

### Assessment Summary

Types of assessment may include:
- Practical design project/s
- Research
- Collection of work
- Supervised assessment.

### Homework Requirements

Students are required to buy ingredients for weekly cooking and their practical assessment task. Weekly homework includes writing out recipe cards and organising ingredients. Practical components are completed in class time with written tasks, including assessment, set for homework.

### Resources/Stationery Requirements

Students will be required to provide ingredients for weekly practical classes. Students will require a suitable (clearly marked) container each week to take cooking home in.
HEALTH & PHYSICAL EDUCATION

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

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERMIN 3</td>
</tr>
<tr>
<td>Summer Games and Sports</td>
<td>Winter Games and Sports – Choice</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td>TERM 2</td>
<td>TERM 4</td>
</tr>
<tr>
<td>Playing it Safe – Sexuality Athletics</td>
<td>Clear Choices – Drugs</td>
</tr>
<tr>
<td></td>
<td>Summer Games and Sports – 2 Choices</td>
</tr>
</tbody>
</table>

Assessment Summary
Practical assessment of skills in class
In class essay/test
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 AND SOCIAL SCIENCES

Subject Description
HISTORY
The Year 9 curriculum provides a study of the history of THE MAKING OF THE MODERN WORLD from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate and understanding of the past and to provide a focus for historical inquiries.

GEOGRAPHY
There are two units of study in the Year 9 curriculum for Geography: ‘BIOMES AND FOOD SECURITY’ and ‘GEOGRAPHIES OR INTERCONNECTIONS’.

‘Biomes and Food Security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. These unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

‘Geographies of Interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Making a better world – The Industrial Revolution (1750-1914)</td>
<td>Unit 1: Biomes and Food Security</td>
</tr>
<tr>
<td>Unit 2: Australia and Asia – The Making of a Nation (1790-1914)</td>
<td>Unit 2: Geographies of Interconnections</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Unit 3: World War I (1914-1918)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary
Assessment in History and Geography focuses on two strands: Knowledge and Understanding and Skills.
Types of assessment may include:

HISTORY
Research: Multimodal Presentation
Short Response Test (Written) OR
Essay Response to historical stimulus (Written)

GEOGRAPHY
Short Response Test
Multimodal Presentation

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

Resources/Stationery Requirements
See Resource/Stationery Requirements List
Laptop needed for assessment and classwork.
# Japanese

## Subject Description

**JAPAN LANGUAGE AND CULTURE**

In Year 9 Japanese, students are further immersed in Japanese culture through their language experiences, looking at daily home and school life. 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.

Topics studied include:

- Katakana
- Revision of Hiragana, Kanji
- Self-introduction - advanced
- Japanese/Australian family unit (occupations, pets, family members, Japanese houses, food and drink)
- School life (timetables, leisure activities, transport)

## Course Content

**This is a semester course.**

<table>
<thead>
<tr>
<th>Katakana</th>
<th>Revision of Hiragana, Kanji</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-introduction (advanced)</td>
<td>Japanese/Australian family unit (occupations, pets, family members, Japanese houses, food and drink)</td>
</tr>
<tr>
<td>School life (timetables, leisure activities, transport)</td>
<td></td>
</tr>
</tbody>
</table>

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

## Assessment Summary

Students will be assessed on the four basic language skills **once** per term:

1. Listening – 35 minute test
2. Reading – 35 minute test
3. Speaking – 2-3 minute prepared oral
4. Writing – 35 minute test.

## 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.
MATHEMATICS

Subject Description
UNIT 1 Rates and ratios – simplify, solve problems, direct proportion and represent rates graphically.
Linear relationships – gradient, the distance between two points, midpoint of a line segment.
UNIT 2 Index laws (1 – 6) – Apply to numerical expressions, and variables.
Scientific notation – include very small and very large time scales
Simple Interest \( I = \frac{PR}{100} \), be able to rearrange to solve problems for P, R, and T.
UNIT 3 Review of knowledge
UNIT 4 Measurement – composite area, surface area of prisms, volume of prisms, scale.
UNIT 5 Statistics – Measures of centre, measures of spread, back-to-back stem plots, histograms, use
graphical displays to describe and compare data.
UNIT 6 Pythagoras – side lengths and application. Trigonometry – sin, cos, and tan ratios, applications
of these to solve simple problems.
UNIT 7 Probability – simple space, theoretical probability, experimental probability (relative frequency),
tree diagrams, ‘and’ & ‘or’ Venn diagrams.
UNIT 8 Algebra – expanding (simple and binomial), factorising (simple), sketch linear equations, using
two points, sketch non-linear (parabolic) functions using points.

Course Content
<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Unit 5</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Unit 6</td>
</tr>
<tr>
<td>TERM 2</td>
<td>TERM 4</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Unit 7</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Unit 8</td>
</tr>
</tbody>
</table>

Assessment Summary
Test – Week 5
Assignments
Test – Week 8
Test – Week 10

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.
# METAL TECHNOLOGY

## 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
MUSIC

Subject Description
ROCK / POP MUSIC
This course involves the study of popular music, popular groups and soloists. During the course students will acquire knowledge of various styles of rock music including Rock’n’Roll, The Blues, Punk, Soft Rock, Reggae, Country Rock and Aboriginal Rock. Pop artists, knowledge of popular song forms and rock music instrumentation will also be studied.

Students will be able to:
- show knowledge of terms, clefs and keys encountered in the pieces studied
- show knowledge of characteristics of various styles of pop and rock music and their performers
- recognise and analyse aurally the various styles
- play and sing some of the music studied
- complete music writing exercises in relevant styles continue basic theory work.

MUSIC OF THE MEDIA
This course involves the study of the use of music in radio and television advertising. During the study, students will acquire knowledge of the characteristics of music used to persuade, create a mood or atmosphere and convey a feeling or a certain message. Students will also identify the techniques used by the creators of advertisements to successfully promote a product or concept to an audience, and apply these concepts to their own ads.

Students will be able to:
- recognise techniques of TV jingle writing
- identify techniques of terms, forms, keys and symbols encountered in the relevant works
- create melodies and jingles and set theme to words
- aurally recognise and analyse features of relevant studied works
- continue basic theory and aural skills
- perform in an ensemble.

Course Content

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1 or 3</td>
<td>Rock / Pop Music</td>
</tr>
<tr>
<td>TERM 2 or 4</td>
<td>Music of the Media</td>
</tr>
</tbody>
</table>

Assessment Summary

- Arrange a popular song for rock band.
- Perform in a small group ensemble of a chosen pop/rock piece.
- Knowledge and aural exam.
- Perform in a small group ensemble a piece taken from a movie.

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

Resources/Stationery Requirements
PHYSICAL EDUCATION

Subject Description
A SPORTING NATION
This unit will investigate sport in Australia. It will focus on participation influences and sportsmanship. The practical elements will be two (2) chosen from volleyball, cricket and softball.

Students should be able to:
- gather, recall and understand facts and issues relating to participating in sport
- explain, describe and demonstrate attributes of good sportsmanship
- 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

<table>
<thead>
<tr>
<th>This is a semester course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>A Sporting Nation</td>
</tr>
<tr>
<td>TERM 2</td>
</tr>
<tr>
<td>Adaptations to Exercise</td>
</tr>
</tbody>
</table>

Assessment Summary
Theory – written or oral assignment – Week 9
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**

**Subject Description**
In Year 9 Science, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. 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 concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

**Course Content**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td><strong>BIOLOGY</strong></td>
<td><strong>PHYSICS</strong></td>
</tr>
<tr>
<td>My Life in Balance</td>
<td>Heat, Light and Waves</td>
</tr>
<tr>
<td>Exploring Ecosystems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 2</strong></td>
<td><strong>EARTH SCIENCE</strong></td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td>Plate Tectonics</td>
</tr>
<tr>
<td>Chemical Reactions</td>
<td></td>
</tr>
<tr>
<td>Heat and Eat</td>
<td></td>
</tr>
</tbody>
</table>

**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
# TEXTILE TECHNOLOGY

## Subject Description
Students will have multiple opportunities to work with textiles and textile techniques to generate, develop, test and communicate design ideas and plans to meet a design brief. In this unit students use various sewing processes and skills as well as textile decorating techniques such as appliqué, embroidery, painting, dying, stencilling, transfer printing, textile crayon rubbing, beading, and patchwork.

## Course Content

<table>
<thead>
<tr>
<th>TERM 1 or 3</th>
<th>TERM 2 or 4</th>
</tr>
</thead>
</table>
| • Safe work practices in textile room  
• Equipment and usage  
• Experimenting and investigating with textile design and decoration for design projects  
• Elements and principles of design applied to textile products such as fashion and interior design. | • How properties of textile fibres and fabrics determine end use  
• Textile technology and advances (e.g. smart materials)  
• Sustainability of different fibres  
• Experimenting and investigating with textile design and decoration for design projects. |

## Assessment Summary
1. Journal of a range of decorative techniques and the process of production of own item/article.  
2. Production of individual creations.

## Homework Requirements
Students are required to purchase materials and equipment for own personal textile project/s. Practical components completed in class time with written tasks, including assessment, set for homework.

## Resources/Stationery Requirements
Students will be supplied with sample fabrics to trial techniques. However, for the production of own items, **students will be required to purchase fabric and notions to complete tasks.**  
Students need to supply sewing equipment and container to store items plus equipment - all clearly named.  
Process Journal.
**WOOD TECHNOLOGY**

**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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This is a semester course.</strong></td>
<td>- Practical projects</td>
</tr>
<tr>
<td><strong>TERM 1</strong> Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from wood.</td>
<td>- Theory test</td>
</tr>
<tr>
<td><strong>TERM 2</strong> Students use the design process to produce projects from wood and plastic materials.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Requirements</th>
<th>Resources/Stationery Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>HB  Pencil</td>
</tr>
</tbody>
</table>
Visit: 4 Ruge St, Proserpine
Mail: PO Box 220 PROSERPINE QLD 4800
Phone: 07 4945 0111  Fax: 07 4945 0100
E-mail: principal@proserpineshs.eq.edu.au
Website: www.proserpineshs.eq.edu.au