KINGAROY
STATE HIGH SCHOOL

# Year 9 Studies Handbook 2027

# YEAR 9 STUDIES HANDBOOK

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KINGAROY
STATE HIGH SCHOOL

Dear Student

At Kingaroy State High School, we build on past success and tradition to make every year better for you, the students of our exceptional school. Education is a partnership between the school staff, parents/carers and you. This partnership is the cornerstone of the education we provide at Kingaroy State High School.

To do this we have ***three*** *key focus areas*.

**Focus Area 1: Responsibility**

It is our responsibility that students are safe and cared for at our school. We ensure **teaching** is of the highest quality so that you can learn and grow. It is our responsibility to enable all students to **perform** and develop to their full potential.

**Focus Area 2: Respect**

The second key focus area is respect. Every student will feel welcome and respected at Kingaroy State High School. **Wellbeing** is another key focus for students and staff, and our aim is to promote **inclusion** in our school. Together, we will focus on developing and enhancing the already fantastic **partnerships** that exist between our school and the wider community.

**Focus area 3: Resilience**

The third key focus area is resilience. We take deliberate actions to work together, learn together and improve together, so we get extraordinary results for you here at our school.

There are outstanding opportunities for learning and outcomes throughout the year. It is your choice to make the most of them, and I look forward to working with you in **our** school.

Happy learning.

Mr David Thomson
Principal

# STATEMENT OF PURPOSE

***Kingaroy State High School prepares students for life.***

The school community believes that:

1. The school is a place of *high-quality learning*.
2. The school equips students with *knowledge and skills* to meet the needs of a *changing society*.
3. The school operates as a *caring environment* and recognises the *worth of every member*.
4. Each student has the opportunity to *participate in the learning process*, having *regard for individual needs and abilities*.
5. *High personal standards*, including *honesty* and working to the *best of one's ability*, are essential.
6. Each person *contributes to* the achievement of *common and individual goals*.

# How Can Parents/Carers Assist Students?

Parents and carers play a vital role in our educational partnership. This begins with supporting students, the school, and its policies, as well as actively engaging in your child's educational journey.

Parents/Carers can help by encouraging students to:

- Develop a good **work ethic** at school and home
- Be well **organised** with their schoolwork, resources and property
- Use the **school calendar** to plan assessment and events
- **Read regularly**, as this has direct links to improving literacy
- Use their **school diaries** effectively to plan for homework and assessment pieces
- Maintain an interest in **current affairs**, both locally and globally
- **Communicate** effectively with staff
- Achieve a **balanced lifestyle**, e.g., healthy diet (particularly breakfast), adequate sleep, and an appropriate balance between schoolwork and other activities

The school's STEP UP strategy that has been developed by the school community, outlines how student success is a shared responsibility and how a culture of students completing and reviewing their school work nightly will assist in their success in their senior years of schooling.

# STEP UP

The STEP UP Strategy is a School Community Approach to assist Kingaroy State High School students develop healthy schoolwork / life balance.

Our school community acknowledges that as our students progress through the school, their responsibility for LEARNING requires a STEP UP in commitment. Our school community believes the support necessary for students to reach their full potential is a shared responsibility.

## SCHOOL

- Every student is issued with a diary
- Expectation is the diary will come into each class.
- Every student will have set homework every lesson.
- Focus of homework can be practice /review, but can also include specific tasks.
- Ensure homework is recorded in diary before exiting room. Use as part of the exit process.
- Homework – all displayed on board
- Homework completion recorded and reported on.
- Message home when drafts or assessments not handed in.

## STUDENT

- Has school diary with them in every lesson.
- Records homework in the diary as assigned by teacher in each lesson.
- Recommended homework times:
  Yr 7, 8 & 9 1 – 1½ hrs /night
  Yr 10, 11 & 12 1½ – 3 hrs/night
- Use your Assessment Calendar to record draft and assignment due dates in diary in RED pen.
- Manages extra curricula activities and ensures there is time for homework.
- Manages part-time work arrangements.
- Speak with teachers to resolve issues
- Plans how to prepare for assessment (e.g., week 1: collect data; week 2: write plan
- Weekly plan
- Manages personal devices/screen time to ensure distractions are kept to minimum

## PARENT

- Monitors time that students are doing homework. Review student's weekly plan. (See suggested strategies over)
- Supports and puts strategies in place to ensure distractions including personal devices/screen time are at a manageable level.
- Monitor, assist to develop and encourage student self-management,
- Support school and student by expecting homework to be completed.
- Monitor the Assessment Calendar for draft and assignment due dates.
- Communicate regularly with staff to discuss or seek clarity.
- Understand consequence for non-submittal of assessment.
- Connect through QParents.

# Principles and Beliefs Central to the Year 9 Curriculum

Our Year 9 curriculum has been designed from the K–12 Curriculum, assessment and reporting framework (K-12 Framework) which reflects State Schools Improvement Strategy 2022–2026: Every student succeeding **.** This is part of the commitment to providing a world-class education for all students. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to teaching.

- The Year 9 curriculum is directly aligned to the Australian Curriculum and provides a broad education while preserving the emphasis on academic disciplines.

- Learning is organised around 8 key learning areas and a wide range of core and elective subjects are offered. Subject offerings, and the way subject groups are organised and taught, cater to the needs and abilities of all students with structures in place to enable flexible groupings, varied teaching strategies and support through differentiation.

- Mastery of literacy and numeracy is highly valued, and the school's Literacy Strategy is incorporated through all year levels. The cross curricular priorities, general capabilities and lifelong learner skills are addressed in all school programs.

- The school adopts a learner-centred approach to teaching and learning. This provides opportunities for students to develop the 21st century skills our young Queenslanders need to be:
  - innovators
  - entrepreneurs
  - lifelong learners
  - responsible global citizens

- Student learning opportunities are further extended by the opportunities offered for students to be involved in a range of co-curricular activities.

- It is considered important that students accept ownership of, and responsibility for, their learning and behaviour. Students in all year levels are expected to complete homework and assignments in their own time. Behavioural expectations of students are stated and promoted in positive terms through the school's *Responsible Behaviour Plan* and through the school values of *Resilience*, *Responsibility* and *Respect*.

**Assessment**

- Each student receives an individualised Assessment Planner for Semester One and Semester Two, which summarizes major assessment tasks and timelines.
- Assessment tasks are accompanied by criteria sheets that are related to the outcome statements in the Queensland Curriculum and Assessment Authority's Key Learning Area Syllabuses.

**Reporting**

- Students receive **three** formal written reports: an interim, progress report mid Semester One, a detailed report at the end of Semester One and another at the end of Semester Two.
- There are **two** Parent-Teacher Interview afternoons that parents are strongly encouraged to attend.

# The Structure of the Year 9 Program

In Year 9, students study five Core Key Learning Areas (KLA's) – Australian Curriculum in English, Mathematics, Science, History, as well as Health and Physical Education. In addition, students study Elective Subjects based on four Key Learning Areas - The Arts, Humanities and Business, Languages (LOTE) and Technologies.

**Australian Curriculum Core:**

- Studied all year: English, Mathematics, Science
- Studied for one Semester: History in addition to Health and Physical Education

**Australian Curriculum Elective:**

- Four electives studied for a semester each
    - NB: Japanese is a whole year elective, hence students will study a total of 3 electives instead of 4
- Electives are allocated each year on student selections and operational viability

When listing preferences, students should list 7 subjects in order of preference. Allocations will be made based on these listed preferences. Please note that if fewer than 7 subjects are listed and a student's preferences are exhausted, the school will allocate a student to subjects.

***Elective Subjects***
***Year 9***

Civics and Citizenship
Creative Textiles
Dance
Design
Digital Technology
Drama
Economics & Business
Food and Fibre Production
Food Studies
Geography
Japanese ◆ whole year subject
Materials and Technologies Specialisations
Media Arts
Music
Visual Arts

## A note regarding subject costs:

There is a set resource fee which covers a variety of resources, depending on the subject: textbooks, photocopied resources, media resources, some ingredients for group cooking activities, sporting equipment, manual arts items etc. You will see, though, that some subjects have an additional charge due to the nature of the subject. Should you have any particular questions about what the amount includes, please contact the relevant Head of Department.
Subject requirements may include earphones (buds) which are a part of the schools' digital device policy, the use of earphones is permitted under teacher instruction and with the approval of principal discretion.

**NB –**The 7 general capabilities and 3 cross-curriculum priorities are integrated into the curriculum of eight (8) Learning Areas: English, Health and Physical Education (HPE), Mathematics, Science, Humanities and Business, The Arts, Technologies, and Languages.

◆ Japanese is the only subject that is a prerequisite for the senior subject (Years 11 & 12). This, however, reduces the number of electives a student will study in Years 9 and 10.

# Guidelines from the Deputy Principal

**Dear Parents and Students,**

The Kingaroy High School *Statement of Purpose* affirms that our goal is to prepare students for life. This commitment is reflected in many ways throughout each student's schooling journey.

In Years 9 and 10, students will study a broad range of subjects, with an emphasis on engaging, skills-based learning. All students will complete the five core subjects—English, Mathematics, Science, History, and Health & Physical Education—and will be placed into classes by the relevant Heads of Department.

Alongside their core learning, students will also select elective subjects. Across Years 9 and 10, students will complete seven (7) electives in total. Students will nominate preferences, and electives will be allocated accordingly. Please note, that due to class sizes and staffing availability, changes to electives after class allocations have been finalised, will be very limited. It is therefore essential that students make informed choices, using all the information provided in this booklet.

While every effort is made to run all listed subjects, classes may not proceed if there is insufficient demand. In such cases, students will be placed into one of their other preferences. For this reason, students should carefully consider all preferences they list, not just their first choices.

We encourage students to approach their electives as an opportunity to explore and take risks—trying new areas of interest that may spark future passions or career pathways. These years are designed as a safe space to test ideas, discover strengths, and develop valuable skills for senior schooling and beyond.

Most importantly, the journey through Years 9 and 10 is not just about subjects. It is a time for students to build independence, resilience, and responsibility for their own learning. These qualities are as vital as academic knowledge in preparing for the opportunities and challenges of the senior years.

Finally, please remember that electives in Years 9 and 10 are designed as 'tasters.' With the exception of Japanese (which is strongly recommended as a prerequisite for senior study), no subjects at this stage are compulsory for entry into the Senior School.

We wish all students the very best as they prepare to transition into Year 9, and we look forward to supporting them as they grow into confident and capable young adults.

**Mr Trent Cluff**
Deputy Principal – Operations

# Advice from the Guidance Officer

## Choosing Year 9 subjects

As an overall plan, it is suggested that you choose elective subjects:

a) that you enjoy
b) in which you have already had some success
c) which will help you reach your chosen career/s, or at least keep many careers open to you
d) which will develop skills, attitudes and knowledge useful throughout your life

To find out about the school's subjects:

a) read the subject descriptions in this booklet
b) ask Heads of Department and teachers of particular subjects
c) look at books and materials used by students in the subjects
d) talk to students who are already studying the subjects

**When investigating a subject** to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed.

It is important to remember that you are an individual and that **your** particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take, or avoid, a subject because:

- Someone told you that you will like or dislike it
- Some friends are or are not taking it
- You like or dislike the teacher

## *Heads of Department to consult if you have questions:*

| | |
|---|---|
| Design Technology | Mrs Carissa Sempf |
| English and LOTE | Mr Paul Hutton |
| Health and Physical Education | Mr Rob Turner |
| Humanities and Business | Mrs Jade Cluff |
| Mathematics | Mr Ken Lee |
| Science and Agriculture | Mr James Shirlaw |
| Senior Schooling | Mrs Alysha Walker |
| The Arts | Miss Kathryn Radunz |
| Guidance Officers | Mrs Bec Zischke |
| | Mr Sean Wicks |

# Core Subjects

**Department**: English and LOTE

**Subject Name**: English

**Duration:** All Year

Students study written and spoken genres across a range of sources and genres. Students learn the skills of written communication in a variety of writing styles from language to entertain, persuade and evaluate.

**Content & Assessment**:

| Content and Area | Lengths (Weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Representations of Australia | 6 | Examining texts featuring various representations of Australia's people, history and culture. Techniques to persuade an audience to adopt a particular point of view. | Persuasive Speech | Assignment | 3-5 minutes |
| Speculative Fiction | 6 | Creating an additional scene for a speculative fiction text. | Narrative Writing | Assignment | 600 - 800 words |
| Information Texts | 7 | Reading and viewing a variety of informative and speculative fiction texts. | Feature Article | Controlled 3 x 70 min lessons | 500 800 words |
| Novel Study: Characters and Perspectives | 9 | Examine the ways text structures and language features construct representations of characters. | Character Diary Entry | Controlled 120 mins | 500-800 words |
| Examining perspectives on issues through Drama | 9 | Compare and contrast human experience in response to an ethical dilemma raised in a drama text. | Creative/Expository Speech | Assignment | 3-5 minutes |
| ***Students working on an Individual Curriculum Plan (ICP) Receive adjusted content and assessment.*** | | | | | |

**Excursion:** N/A

**Requirements:** Large A4 exercise writing pad (NOT shared with other subjects)
document wallet for storage of completed assessment items
USB Device

**Department**: Health and Physical Education

**Subject Name**: Health and Physical Education

**Duration:** 1 Semester

Health and Physical Education involves students in learning about, and practising ways of maintaining a healthy lifestyle. The subject recognises the importance of participation in physical activity as a medium for learning.

**Content & Assessment**:

| Theory Content | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| My social responsibility | 10 | • Research techniques<br>• Evaluate Data<br>• Identify risks<br>• Draw conclusions | Unseen Stimulus exam | Closed book | 2 x 70 minutes |
| Respectful relationships | 10 | • Identify issues<br>• Draw conclusions<br>• Communication skills | Short answer exam – Case study | Closed book | 70 minutes |
| **Practical Component** | **Length (weeks)** | **Skills Covered** | **Assessment Type** | **Conditions** | **Length** |
| Basketball/Soccer<br>Cricket/Athletics<br>Touch/Volleyball<br>Softball/Tennis | 5<br>5<br>5<br>5 | • Develop and refine body and movement concepts, teamwork and tactical knowledge.<br>• Movement sequences and Movement strategies in each sport | Performance in simple and complex drills, modified games and game play | Ongoing assessment throughout the unit | 5 weeks<br>5 weeks<br>5 weeks<br>5 weeks |

***Note: (some of the physical activities may change to suit the needs of individual classes).***

**Excursion:** None

**Requirements**: A4 exercise book (NOT shared with other subjects)
Compulsory participation in *ALL* practical activities

**Department**: Humanities and Business

**Subject Name**: History

**Duration:** 1 Semester

History incorporates skills such as analysis, comparison of sources, and development of questions and explanations. Students trace the development of modern Australia from the Industrial Revolution to Federation in 1901 and investigate Australia's participation in the First World War. The perspectives of Indigenous Australians, South Sea Islanders, and women are examined throughout two units.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Australia: Making a Nation | 10 | Locating, analysing, and evaluating sources. Developing focus questions and explanations. | Investigation | Use of both class and home time | 600-800 words |
| World War I | 10 | Analysing and evaluating sources. Developing explanations. | Response to stimulus exam | Seen sources | 70 minutes |
| ***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.*** | | | | | |

**Incursions:** WWI artefacts, South Sea Islanders guest speaker

**Department:** Mathematics

**Subject Name:** Mathematics

**Duration:** All Year

Year 9 Mathematics involves a continuation of the work done in Year 8, adding new mathematical concepts, and further developing skills. Mathematics covers the mandatory aspects of the National Curriculum across the strands of Number and Algebra, Geometry and Measurement, and Probability and Statistics.

| **Term 1** | Length (weeks) | Assessment |
|---|---|---|
| UNIT 1: Measurement and algebra<br><br>UNIT 2: Statistics | 5<br><br>5 | Exam<br><br>Assignment |
| **Term 2** | | |
| UNIT 3: Algebra | 9 | Exam |
| **Term 3** | | |
| UNIT 4: Probability<br><br>UNIT 5: Measurement | 6<br><br>4 | Assignment<br><br>Exam |
| **Term 4** | | |
| UNIT 6: Space | 9 | Exam |
| ***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.*** | | |

**Excursion:** N/A

**Requirements:** 140 page notebook (NOT shared with other subjects)
Writing equipment
Scientific calculator (the Texas Instruments TI-30XB sold by the school $28 is preferred),
protractor, ruler, compass
Grid book (48 pages is enough with 5mm squares).

**Department**: Science and Agriculture

**Subject Name**: Science

**Duration:** All Year

Students study the key areas of science, Biology, Chemistry, Physics, Earth and Space Science using an inquiry-based approach

**Content & Assessment**:

| Unit Title | Approx Weeks | Skills and Content covered |
|---|---|---|
| Unit 1: Biological systems | 8 | Students cover a range of practical and science inquiry skills, while covering content from the key areas of Biology, Chemistry, Physics and Earth sciences. |
| Unit 2: Energy | 6 | |
| Unit 3: Energy conservation | 6 | |
| Unit 4: Chemistry | 7 | |
| Unit 5: Radioactivity | 5 | |
| Unit 6: Elemental Cycles | 5 | |

**Assessment:** Students are assessed using formative monitoring and summative assessment. The summative assessment contributes to end semester marks and is listed below.

| Topic | Assessment Type | Conditions | Length |
|---|---|---|---|
| Unit 1: Biological systems | Exam | Supervised | 3 weeks |
| Unit 2: Energy | Experimental Investigation | Class and own time | 60 mins |
| Unit 3:Energy conservation | Research Investigation | Class and own time | 3 weeks |
| Unit 4: Chemistry | Exam | Supervised | 60 mins |
| Unit 5: Radioactivity | Research Investigation | Class and own time | 3 weeks |
| Unit 6: Elemental Cycles | Exam | Supervised | 60 mins |

***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.***

**Excursion:** N/A

**Requirements:** large exercise book (NOT shared with other subjects), writing materials, white board marker

# Elective Subjects

**Duration - 1 Semester**

**Department**: Humanities & Business

**Subject Name**: Civics and Citizenship

Want to know how decisions are made in Australia and how you can influence them? This subject explores how our democracy works, the role of government, the court system and how citizens can create change. You'll build skills in debating, critical thinking, and understanding current issues. If you're passionate about fairness, leadership, or making a difference, this is for you! It's a great foundation for Legal Studies, Modern History, or leadership roles in school and beyond.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Justice & You: Understanding Australia's Legal System | 10 | Introduction to law and justice<br>How are laws made and changed?<br>Who decides how laws are enforced?<br>How do courts work?<br>Roles in the legal system<br>Real life case studies | Examination | Short response items<br>Extended response item<br>Response to stimulus | Up to 90 mins, plus 10 mins perusal |
| Power to the People – Democracy in action | 10 | What is Democracy?<br>Levels of government<br>Constitution and rule of law<br>Elections & Voting<br>Political parties and campaigns<br>Create your own party | Project: Create your own Political Party Campaign | Written | 400-600 words |
| ***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.*** | | | | | |

**Department:** Technology

**Subject Name**: Creative Textiles

**Overview of the subject**:
This subject provides students with the opportunity to investigate and make judgements on how various fabrics, tools and equipment can be combined to create textile items which meet an identified need or opportunity in their own lives. They will develop design ideas and manage projects to make their chosen textile item. This subject provides a useful foundation for students wishing to study the subject 'Design' in the senior school. It is based on the Australian Curriculum: Design and Technologies, "Materials" context.

**Content Covered**: The Textiles elective operates as a composite class and alternates over a two-year cycle.

| Unit Title | Weeks | Skills & Criteria Covered | Assessment | Conditions |
|---|---|---|---|---|
| **COURSE A** | | | | |
| Introduction to fibres and fabrics | 9 | Recall of facts, concepts and principles re textiles and sustainability. Explaining, analysing, justifying and evaluating. Development of practical hand and machine sewing skills eg embroidery, applique, patchwork, quilting, simple machine sewing. | Examination | 70 minutes<br>Class time<br>Supervised exam conditions |
| Get creative with textiles | 10 | Investigating, making judgements, designing, producing, evaluating and managing in relation to a design problem.<br>Design and create an item to *"Carry, cover or protect"* something you use in everyday life. | Project (Portfolio)<br><br>Practical task | Class time for practical sewing<br><br>Class/home time for portfolio<br><br>7 – 8 weeks class time |
| **COURSE B** | | | | |
| Introduction to textiles technology | 9 | Recall of facts, concepts and principles re textiles and sustainability. Explaining, analysing, justifying and evaluating. Development of hand and machine sewing skills. | Examination | 70 minutes<br>Class time<br>Supervised exam conditions |
| Recycling Textiles | 10 | Investigating, making judgements, designing, producing, evaluating and managing in relation to a design problem.<br>Design and make a textile item that recycles, repurposes or reuses a pre worn item of clothing. | Project (Portfolio)<br><br>Practical task | Class time for practical sewing<br><br>Class/home time for portfolio<br><br>7 – 8 weeks class time |

**Excursion:** N/A

**Prerequisites**: The study of Textiles in Year 8 is an advantage but not essential.

**Requirements:** A4 notebook and display folder, pre worn item of clothing, haberdashery and basic sewing kit for completion of practical sewing tasks.

**Additional Subject Fee**: $45

**Department**: The Arts

**Subject Name**: Dance

The Dance elective alternates over a two-year cycle, and aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

## Content & Assessment:

| Content | | Length (weeks) | Skills Covered | Assessment | Conditions | Duration |
|---|---|---|---|---|---|---|
| A Cycle | Contemporary Dance | 10 | Students learn how to:<br>- perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style | Performance | Students will perform teacher-choreographed dance | 1-2 minutes |
| | | | Students learn how to:<br>- Choreograph dances with communication of choreographic intent through the manipulation and combination of:<br>• elements of dance<br>• choreographic devices<br>• form<br>• production elements | Choreography | Students will individually complete choreography, supported by a choreographic statement. | Choreography: 1-minute<br><br>Statements:<br>- written 200–300 words<br>- spoken 1–2 minutes |
| | | | Students learn how to:<br>- Analyse choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed<br>- Evaluate impact of dance from different cultures, places and times on Australian dance | Extended Response | Students will complete an analysis exam | 2 X 70 minutes (completed over 2 lessons) |
| | Musical Theatre | 10 | Students learn how to:<br>- perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style | Performance | Students will perform teacher guided dance | 1-2 minutes |
| B Cycle | World Dance | 10 | Students learn how to:<br>- Analyse choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances viewed<br>- Evaluate impact of dance from different cultures, places and times on Australian dance | Extended Response | Students will complete an analysis exam | 2 X 70 minutes (completed over 2 lessons) |
| | | | Students learn how to:<br>- perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style | Performance | Students will perform teacher-choreographed dance | 1-2 minutes |
| | | | Students learn how to:<br>- Choreograph dances with communication of choreographic intent through the manipulation and combination of:<br>• elements of dance<br>• choreographic devices<br>• form<br>• production elements | Choreography | Students will individually complete choreography, supported by a choreographic statement. | Choreography: 1-minute<br><br>Statements:<br>- written 200–300 words<br>- spoken 1–2 minutes |
| | Contemporary Dance | **10** | Students learn how to:<br>- perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style | Performance | Students will perform teacher guided dance | 1-2 minutes |

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the opportunity to participate in Eisteddfods, incursion workshops and external dance enrichment excursions.

**Requirements:** A4 lined notebook, A4 plain paper journal, USB, Shorts or Dance pants (worn in class time only), participation in all practical lessons (unless a doctor's certificate has been supplied)

**Department**: Technology

**Subject Name**: Design

In this course, you will get hands-on experience designing solutions for products, services and environments. You will also learn to apply design knowledge, skills, and creative thinking to solve real needs and opportunities that matter locally, nationally or even globally.

A big focus is on shaping **preferred futures** — considering issues like ethics, values, laws, and sustainability. You will use strategies such as life cycle thinking, along with critical thinking, creativity and teamwork, to create and improve your designs. You will also learn to analyse data, respond to feedback, and evaluate your own processes to strengthen your solutions.

By the end of the course, you will be able to:

1. Understand and apply real-world design processes in a challenging project.
2. Use project management skills to plan, adapt and finish tasks on time and within budget.
3. Safely and skilfully use tools and technologies to produce a high-quality product.
4. Justify your design choices using criteria like sustainability

**Content & Assessment Covered**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Use a range of Design processes to develop and create an end product for a client | 15 | Design and produce a product for a client, specific to clients' needs and directions | Practical Activity<br>Written response portfolio | In class/ at home | 15 weeks |

**Excursion** None

**Requirements:** Students are required to wear substantial footwear e.g. LEATHER or VINYL, HB Pencil for practical, 2 x 2H Pencils for Graphics, colour pencils, A3 portfolio booklet, scissors, ruler, glue

**Additional Subject Fee**: $55

**Department**: Technology

**Subject Name**: Digital Technology

Digital Technology is a rewarding but challenge practical subject. This subject gives students a glimpse into the ever changing digital landscape. This subject flows on from Year 8 Digital Technology. During this semester course, students are exposed to drones, esports and html programming. Students should choose this subject if they are considering Digital Solutions in Year 11 and 12.

**Content Covered**:

| Unit Title | Approx Weeks | Skills & Criteria Covered | |
|---|---|---|---|
| Online Privacy | 4 | **Overview:**<br><br>**Skills**:<br><br>**Criteria:** | Understanding internet safety and how users can protect themselves in the digital setting<br>Representation of data<br>Investigating and defining<br>Knowledge and understanding |
| Esports | 8 | **Overview:**<br><br>**Skills:**<br><br><br><br><br>**Criteria:** | Engaging in a class designed esports tournament and creating commentary for the results<br>Generating and designing<br>Producing and implementing<br>Collecting, managing and analysing data<br>Collaborating and managing<br>Evaluating<br>Knowledge and understanding<br>Processes and production skills |
| Drone Flight | 8 | **Overview:**<br>**Skills:**<br><br><br><br><br>**Criteria:** | Creating a program for a drone to complete a desired task<br>Generating and designing<br>Producing and implementing<br>Collecting, managing and analysing data<br>Collaborating and managing<br>Evaluating<br>Knowledge and understanding<br>Processes and production skills |

**Assessment:**

| Topic | Assessment Type | Conditions | Length |
|---|---|---|---|
| Online Privacy | Persuasive PowerPoint – extended response task | Unsupervised at home and at school | 2 weeks |
| Esports | Portfolio | Unsupervised at home and at school | 3 weeks |
| Drone Flight | Project | Unsupervised at home and at school | 5 weeks |

**Requirements**: earphones (buds).

**Additional Subject Fee**: $10

**Department**: The Arts

**Subject Name**: Drama

The Year 9 Drama elective aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

## Content & Assessment:

| Content | Length (weeks) | Skills Covered | Assessment | Conditions | Duration |
|---|---|---|---|---|---|
| Contemporary Theatre Styles: From Page to Stage | **14** | Covering a number of contemporary theatre styles, such as Physical Theatre, Visual Theatre and Children's Theatre, students learn how to:<br>- perform scripted drama in different forms, styles and performance spaces<br>- select and use the elements of drama, narrative and structure in acting to engage audiences<br>- analyse elements of drama, forms and performance styles<br>- evaluate meaning and aesthetic effect in drama devised, interpreted, performed and viewed | Extended Response | Students will complete an analytical essay, after viewing a recorded live performance. They will have access to key moments of the performance, and will have 3 weeks to complete the task. | 400 – 600 words |
| | | | Devising Project | Students devise a performance using a children's picture book as stimulus. They will then present, within an ensemble, a polished performance for audiences<br>- Submit evidence of planning<br>- Annotate script | 1-2 minutes per student |
| Culture, Community and Connection | **6** | - develop and sustain different roles and characters for given circumstances and intentions<br>- plan and direct performances<br>- select and use the elements of drama, narrative and structure in directing to engage audiences<br>- Refine performance and expressive skills in voice and movement to convey dramatic action<br>- select and use the elements of drama, narrative and structure in acting to engage audiences | Portfolio of Work | Through a series of in-class activities and workshops, students will respond, devise and perform using stimulus, to manipulate dramatic languages and communicate ideas, perspectives and meaning. | 1 -3 Minutes<br><br>Practical reflection and worksheets submitted weekly or at checkpoints<br><br>Student work in groups – marked individually |

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students will have an opportunity to participate in an Enrichment excursion to the Theatre or participate in a workshop, approx. $70.00.

**Requirements:** Theatre blacks (plain black clothing), display folder, highlighters, USB and notebook

**Subject Fee:** $10.00

**Department:** Humanities and Business

**Subject Name**: Economics and Business

Curious about how businesses work and how money matters in everyday life?
In this subject, you'll explore the exciting world of entrepreneurship and financial literacy. You'll learn how successful entrepreneurs turn ideas into reality and even get the chance to develop your own business idea for our Market Day—a fun and hands-on way to experience running a small business!

We'll also dive into money matters, helping you build practical skills in budgeting, saving, and making smart financial decisions. These are life skills that will help you now and in the future.

Why choose this subject?

- It's practical, creative, and fun!
- You'll gain skills that are useful in everyday life and future careers.
- It's a great foundation for senior subjects like Business, Economics, and Accounting.
- It opens pathways to careers in business, finance, marketing, entrepreneurship, and more.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Entrepreneurs R Us – Develop a business idea for Market Day | 10 | Characteristics of an entrepreneur, what's your big idea, Supply and demand, Target market, Market research and analysis, marketing, finance, evaluate and reflect. | Feasibility Report | At home and in class | 6 weeks |
| Managing your Money - Personal Finance & Budgeting | 10 | Students will engage with an Interactive on-line learning game – Earning, Saving, Spending and Investing.<br>Includes: Bank accounts, payslips, credit, keeping safe while shopping online, superannuation, investment, budgeting, insurance, and share market basics. | Project (response to a case study) | At home and in class | 4 weeks |

**Excursion:** Futures Anything Conference

**Requirements:**

**Department**: Science and Agriculture

**Subject Name**: Food and Fibre Production

Food and Fibre Production involves the study of plant and animal production systems. This course forms a foundation for further studies in senior agriculture and horticulture.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Horticulture – Vegetable Production | 10 | Plant propagation, horticultural management, vegetable production | Assignment | Class and own time | 5 weeks |
| Chickens | 10 | Breed identification and general chicken care, chicken production systems | Assignment | Class and own time | 5 weeks |

**Excursion:** Nil

**Excursion:** Cost involved will be invoiced if and when applicable.

**Requirements:** Students require protective clothing for practical work and a notebook (NOT shared with other subjects) and writing materials for theory work.

**Department:** Technology

**Subject Name**: Food Studies

This subject allows students to gain knowledge and develop skills related to the safe and hygienic preparation of food products. It is based on the Australian Curriculum: Design and Technologies, “Food Specialisations” context.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Introduction to Food Technology | 14 | Safety and hygiene, measuring, cutting and mixing and other basic cookery techniques | Theory test based on knowledge and understanding of cookery techniques.<br><br>Continuous practical cookery is monitored<br><br>Minor practical task with evaluation | In class, supervised exam<br><br>Regular weekly monitoring of practical cookery in class<br><br>In class, supervised | 70 minutes<br><br>70 Minutes |
| Make a Smart Food Choice | 5 | Investigating, designing, planning, producing, evaluating and reflecting. Variety of practical cookery skills. | Completion of a project and design folio requiring students to design and produce a snack food item containing vegetables and dairy products. | Class and home time<br><br>70 minutes is given for actual practical task | Approx six weeks for entire task |

**Excursion:** N/A

**Requirements:** A4 notebook and display folder
Ingredients for regular (weekly) practical cookery lessons

**Additional Subject Fee**: $50

**Department**: Humanities and Business

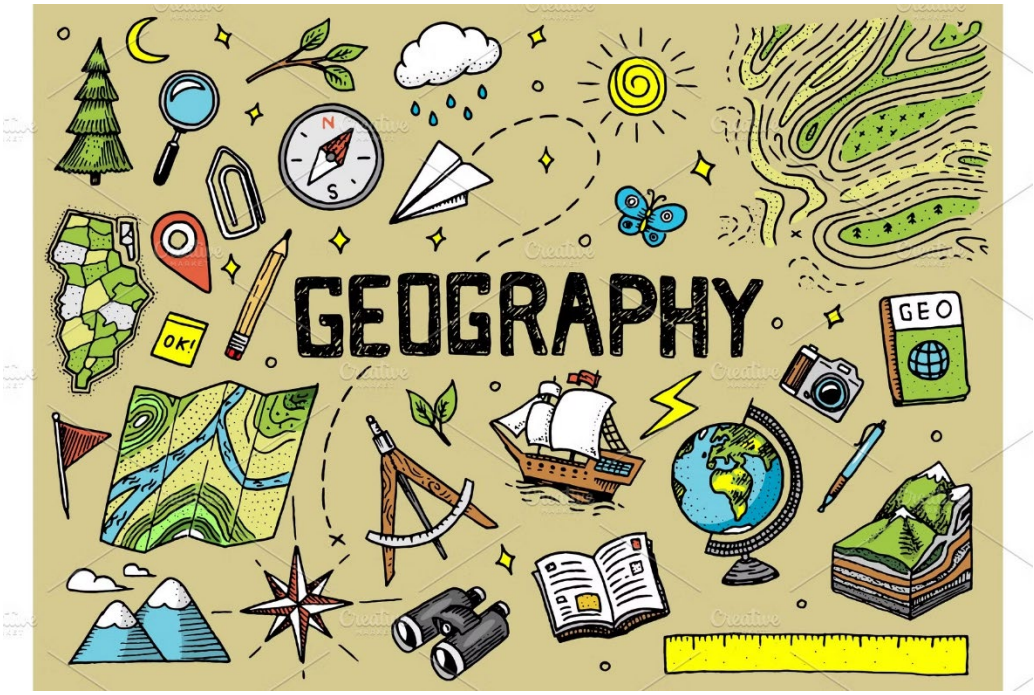
**Subject Name**: Geography

Geography focuses on the characteristics of places and human relationships with environments. Students analyse primary data and research sources and evaluate responses to geographic challenges. Future-focused decisions are made by considering social, economic, and environmental effects. Two units explore interconnections in a globalised world and human interactions with biomes through agriculture.

**Content & Assessment**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Geographics of Interconnections | 7 | Interpretating, analysing, and explaining trends, patterns and relationships. | Response to stimulus test short response | Exam conditions seen and unseen sources | 70 mins |
| Biomes and Food Security | 13 | Analysing and explaining responses to geographic challenges.<br>Representing primary data. | Multimodal explanation based on research and field work. | Use of both class and home time | 600-800 words |
| ***Students working on an Individual Curriculum Plan (ICP) receive modified content and assessment.*** | | | | | |

**Excursions:** Field Study of the Carroll Nature Area



**Department**: English and LOTE

**Subject Name**: Japanese (whole year subject)

Students will continue to develop reading, writing, listening and speaking skills through the use of new and complex sentences. Also, students will continue revising hiragana characters as well as learning katakana and some basic kanji characters. Throughout the years students will also participate in some cultural experiences in the classroom to develop an understanding of the world around them.

| Units | Duration | Skills Covered | Assessment Types | Conditions & Length |
|---|---|---|---|---|
| Daily Routines | 10 | Writing & Speaking | Exam | 2 x 70 minute lessons |
| Leisure & Eating Out | 10 | Reading & Writing | Assignment | 2 Weeks |
| Making Arrangements | 10 | Listening & Reading & Writing | Exam | 2 x 70 minute lessons |
| Health | 9 | Writing and Speaking | Exam | 1 x 70 minute lesson |

**Requirements:** A4 exercise writing notebook (Not shared with other subjects)
Slimpick folder for storage of completed assessment items
A4 display folder.

**Department**: Design Technology

**Subject Name**: Materials and Technology Specialisations

During this course, students will explore the different materials, processes and techniques used in woodworking, metalworking and plastics and a basic introduction to graphics.

At the end of this course students will:

1. Understand, document and apply real world design processes and decisions throughout a challenging specified design project.
2. Independently and collaboratively apply project management plans, making adjustments when necessary to complete the project on time and budget.
3. Individually select and use appropriate tooling and technologies to skilfully and safely produce a high quality product for the intended purpose.
4. Evaluate and justify design decisions based on criteria for success such as sustainability.

**Content & Assessment Covered**:

| Content Area | Length (weeks) | Skills Covered | Assessment Type | Conditions | Length |
|---|---|---|---|---|---|
| Hand jointed wooden box with lid | 9 | Design and create a wooden box with lid | Practical Activity<br>Written response portfolio | In class/ at home | 9 weeks |
| Travel guitar | 9 | Design and create a travel guitar | Practical Activity<br>Written response portfolio | In class/ at home | 9 weeks |

**Excursion** None

**Requirements:** Students are required to wear substantial footwear eg LEATHER or VINYL, HB Pencil for practical, 2 x 2H Pencils for Graphics

**Additional Subject Fee**: $75

**Department**: The Arts

**Subject Name**: Media Arts

The Year 9 Media elective aims to develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

**Content & Assessment**:

| Content | Length (Weeks) | Skills Covered | Assessment | Conditions | Duration |
|---|---|---|---|---|---|
| Introduction to Media | **20** | Students learn how to:<br>- produce representations that communicate alternative points of view in media artworks for different community and institutional contexts<br>- Evaluate genre and media conventions and technical and symbolic elements, and how they are manipulated to make representations and meaning | Responding – Extended Response | Students will complete a short response exam, across a 70-minute lesson | 150 – 200 word response, per item |
| | | Students learn how to:<br>- Manipulate and evaluate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style<br>- Apply design, production and distribution processes | Project - Making | Students will apply design, production and distribution processes to demonstrate film making, providing planning in the form of a storyboard and evaluating own work. | Film: 45 second – 1 minute<br><br>Written response: 300–400 word |

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the opportunity to participate in various incursion or excursion opportunities to gain knowledge and skills of Media Arts practice.

**Requirements:** A4 lined notebook, USB and Laptop (This coursework uses QLearn.)

**Department**: The Arts

**Subject Name**: Music

The Year 9 Music elective aims to develop:

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form as they acquire skills to become independent music learners.

| Content | Length | Skills Covered | Assessment | Conditions | Duration |
|---|---|---|---|---|---|
| Music in Animation | **20 weeks** | Students learn how to:<br>- Interpret and perform solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, demonstrating the use of:<br>• aural skills, to recognise elements of music<br>• memorisation of aspects of music, such as pitch and rhythm sequences<br>• knowledge of the elements of music, style and notation<br>• technical control<br>• expression<br>• stylistic understanding | Performance | Students perform, within an ensemble or solo. | 1-2 minutes |
| | | Students learn how to:<br>- Analyse different scores and performances aurally and visually<br>- Evaluate the use of the elements of music and defining characteristics from different musical styles | Exam – short response | Students will complete an analysis exam, based on music theory | 60 minutes, closed book exam |
| | | Students learn how to:<br>- Compose and document music, informed and shaped by an understanding of music making in different cultures, times and places, through the use of:<br>• aural skills, to recognise elements of music<br>• memorisation of aspects of music, such as pitch and rhythm sequences<br>• knowledge of the elements of music, style and notation | Composition | Students complete an original composition, over 4 weeks. | Composition – 16 bars (30 seconds) |

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Students may have the option to participate in Music appreciation excursions or school-based skills workshops (approx. $70 - $90)

**Requirements:** A4 lined notebook and headphones.

**Department**: The Arts

**Subject Name**: Visual Arts

The Year 9 Visual Arts elective aims to develop:

- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.
- conceptual and perceptual ideas and representations through design and inquiry processes knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences

**Content & Assessment**:

| Content | Length (Weeks) | Skills Covered | Assessment | Conditions | Duration |
|---|---|---|---|---|---|
| Traditional Art Mediums | **10** | Students learn how to:<br>- develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of:<br>• materials<br>• techniques<br>• processes | Portfolio of Work | Students submit a portfolio of work, demonstrating learned skills<br>- Up to 3 pieces of work | Students will complete work in class, over 4 Weeks |
| | | Students learn how to:<br>- Analyse connections between visual conventions, practices and viewpoints<br>- evaluate artworks and displays from different cultures, times and places<br>- evaluate how representations communicate artistic intentions in artworks viewed | Research Project – Extended Response and Resolved Work | Students will complete 'The Great Artist Study' research project, submitting an analytical response and resolved artwork inspired by chosen artist | 400-600 words and resolved artwork |
| Contemporary Art | **10** | Students learn how to:<br>- identify influences of other artists in their own artworks through an evaluation of how representations communicate artistic intentions in artworks made<br>- develop techniques and processes to represent ideas and subject matter in artworks through the manipulation of:<br>• materials<br>• techniques<br>• processes | Resolved Artworks | Students will complete a resolved artwork (skateboard for example) and submit an artist statement. | Resolved artwork<br><br>150 word artist statement |

*Some units may be studied in varied order, depending on cohort context and school calendar*

**Excursion:** Local Art Exhibit (Free) OR Incursion Workshop (between $15-$25)
**Requirements:** 2B & 4B pencils, glue, rubber and watercolour pencils (18/24 pk Watercolour pencils)
**Fee:** $55 (includes art supplies, specialised stationary)