

2026

Pine Rivers State High School



Year 9 Subject Selection Handbook

Pine Rivers State High School

Pine Rivers State High School Senior Subject Selection Guide
For students in Year 8 2025 (Year 9 in 2026)

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Pine Rivers State High School

Principal's Welcome

At Pine Rivers State High School, we are committed to providing a supportive and nurturing environment where every student can thrive.

Entering Years 8 and 9 is an exciting and pivotal time for our students. These years are all about discovery, growth, and laying strong educational foundations. At Pine Rivers State High School, we are committed to providing a supportive and stimulating environment where every student can thrive. We acknowledge that students will find their journey; 'by different ways to excellence'.

Our curriculum is designed to be broad and balanced, offering a wide range of subjects that allow students to explore their interests and develop new skills. We believe in nurturing curiosity and encouraging students to step out of their comfort zones, to discover their strengths and passions.

This handbook will provide you with comprehensive information on the subjects and opportunities available during these formative years. It outlines not only the academic programs but also the various support systems we have in place to ensure that each student can achieve their best. From our experienced and dedicated teachers to our excellent facilities and extracurricular programs, we are equipped to support your child's learning journey.

As you navigate through Years 8 and 9, I encourage you to be inquisitive, take on new challenges, and actively engage in the diverse learning experiences we offer. Remember, education is a collaborative effort, and our staff is here to guide and support you every step of the way.

Together, let's make these years at Pine Rivers State High School enjoyable, enriching, and rewarding.



Richard James
Principal, Pine Rivers State High School



Perseverance



Integrity



Nurturing



Excellence

Year 9 Subject Selection Guide

Selecting subjects?

This Guide is a resource to support planning for your Year 9 pathway. It is designed to assist you with information regarding the next phase of your secondary schooling.

Each student should choose those subjects which seem appropriate to his/her needs, interests, abilities, and future career plans.

Students at Pine Rivers State High School in Year 9 2026 will each study:

- English, Maths, Science for the entire year
- One Semester of History and HPE
- 2 electives per semester
- Character and Citizenship Programs which are educational enrichment programs that explore a range of lifelong learning skills and practices.

The two electives will be chosen from the list offered in this guide. Included in that list are subjects designed to cater for the full range of students' interests and abilities.

Subject Selection Process

Students will select their subjects for 2026 through the OneSchool online Subject Selection process. Student subject choices must then be printed, signed by a parent/caregiver and handed in at the office.

The subject Selection process opens online at 8.30am on Tuesday, 19 August 2025 and closes at 3.00pm on Friday, 22 August 2025.

Careful consideration must be given when choosing your subjects. Although some subject changes may be approved, students and parents must appreciate that changes could impact on future course selections.

The school will make every effort to accommodate the choices of students. Students may, however, be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

LANGUAGES



English

6

German

7

Japanese

8

Brief Description of Subject

English is a mandatory subject that develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. A range of both literary and non-literary texts are studied. Through these studies students develop an awareness and appreciation of different social, cultural and generational perspectives as well as developing an appreciation for literature and language.

Course Outline

The course is based on the Australian National Curriculum – English and is built around the three strands of Language, Literature and Literacy.

- Reading and comprehension of literary and non-literary texts (e.g. novel, play, articles, media)
- Development of written skills in a range of genres
- Development of spoken skills for a range of purposes and audiences
- Participation in class discussions and activities that develop an appreciation of literature and understanding of cultural and social differences

Course Overview

| Semester | Unit Description | Assessment |
|----------|-----------------------|---|
| 1 | The Art of Persuasion | Listening exam Persuasive written response |
| | Novel study | Analytical response |
| 2 | Speculative Fiction | Short Story Short Response Exam |
| | Ethical Text | Monologue - spoken |

Expectations

Students are expected to read and write on a regular basis. Consistent effort is of the utmost importance. Students are also expected to actively participate in class discussions and activities as it is often through these activities that life skills are developed. Students are also encouraged to read for pleasure.

Relevance to further studies

English is a subject that is critical to future success. In their senior years, students may choose General English or Literature (General subject) or Essential English (Applied subject).

Expenses

Nil

Brief Description of Subject

In the Languages learning area of German the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

This subject develops students' skills in reading, writing, speaking, listening and understanding a foreign language using a variety of literary and non-literary texts. Through studying this subject, students come to appreciate the customs, traditions and culture of a European society as well as learning how to communicate in German. Language learning has been shown to assist in developing areas of the brain responsible for deep learning, such as communication and citizenship.

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- *Communicating*: using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding*: analysing language and culture as a resource for interpreting and creating meaning.

Course Overview

| Term | Unit Description | Assessment |
|------|---|----------------|
| 1 | <u>In and Around Town</u> Naming places and buildings, asking for and giving directions, saying how to get somewhere by foot or public transport, asking for and telling travelling times and distances. | Listening Exam |
| 2 | <u>Looking good!</u> Saying what you or others look like, saying what clothes you or others like to wear, giving an opinion on various clothes, talking about prices and sizes, saying where shops are and what you spend your money on. | Reading Exam |
| 3 | <u>At Home, At Work</u> Naming rooms in a dwelling, describing types of houses and describing set-up, talking about what you do to help around the house, giving opinions on these tasks, saying how you earn money, what you spend your money on. | Speaking Exam |
| 4 | <u>What have you done? (Past tense)</u> Talking about weekend activities, giving opinions about different activities, writing diary entries, saying what you are doing on your holidays, describing activities of the past year. | Written Exam |

Relevance to further studies:

Studying a foreign language not only develops language skills and an appreciation of other cultures and perspectives, it also provides an on-going intellectual challenge.

Expenses

A textbook is included as part of the Student Resource Scheme while studying German. Students should provide sufficient stationery or BYOD to complete and store their work. Students without access to the internet at home will benefit from the provision of a USB stick.

Brief Description of Subject

In the Languages learning area of Japanese, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

This subject develops students' skills in reading, writing, speaking and listening in Japanese using a variety of literary and non-literary texts. Through studying this subject, students come to appreciate the customs, traditions and culture of Japanese society as well as how to communicate in a foreign language.

The content of the Australian Curriculum: Languages is organised through two interrelated strands. The two strands are:

- Communicating Meaning in Japanese: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding Language and Culture: analysing language and culture as a resource for interpreting and creating meaning.

Course Overview

| Term | Unit Description | Assessment |
|------|------------------|----------------------------|
| 1 | At Home in Japan | Listening Exam |
| 2 | School Life | Reading and Writing Exam |
| 3 | A Trip to Japan | Writing Extended Response |
| 4 | Shopping | Speaking Extended Response |

Relevance to further studies

Studying a foreign language not only helps to develop language skills and an appreciation of other cultures and perspectives, it also provides an on-going intellectual challenge. Completing further study of Japanese in Years 11 and 12 can be beneficial in tertiary studies and future career paths.

Requirements

Students are expected to attend each class with a Laptop Computer (BYOD). They also require a HB pencil, eraser, exercise book, folder, highlighters and black, blue and red pen.

Expenses

A textbook is included as part of the Student Resource Scheme while studying Japanese. Students should provide sufficient stationery or BYOD to complete and store their work. Students without access to the internet at home will benefit from the provision of a USB stick.

Health and Physical Education



Health & Physical Education

Brief Description of Subject

Health and Physical Education is a compulsory subject for year 9 students for a semester. This curriculum allows students to experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students also learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Course Overview

| Term | Unit Description | Assessment |
|------|--|--|
| 1/4 | <u>Food for Sport:</u> Students will access, synthesise and apply health information from credible sources to propose and justify responses to nutrition. | <u>Written response to stimulus exam:</u> Students will analyse nutrition and daily eating habits and research the diet of a youth elite athlete and make recommendations for improvement. |
| 1/4 | <u>Adapting to the game:</u> Students engage with a variety of movement strategies (attacking and defending) through participation in a range of different sports. Students draw parallels between successful movement strategies from previous experiences and adapt and transfer these skills to create successful outcomes in an unfamiliar new sporting situation | <u>Performance and practical application:</u> Through engagement and participation in a variety of sports, the student will communicate through a series of reflection questions with their teacher on how they created successful (or otherwise) outcomes in unfamiliar situations by transferring attacking and defending strategies to different sports. |
| 2/3 | <u>Get Your Motor Running:</u> Students will propose and evaluate interventions to improve fitness and physical activity levels in their communities by analysing their own fitness and skills for touch football. | <u>Folio of work:</u> Students collect their own fitness data and determine the fitness components required for touch football and propose training activities to improve their fitness and touch football performance. |
| 2/3 | <u>Leadership, fair play and cooperation:</u> Students will demonstrate leadership, fair play and cooperation across a range of movement and health contexts by taking on different roles in their team, whilst participating in a variety of sports. | <u>Performance and practical application:</u> This is an ongoing assessment throughout the unit through engagement and participation in a tournament and completing reflection task. |

Requirements

In line with Workplace Health and Safety and sun safe requirements, students must wear a bucket hat for all outdoor lessons.

Expenses

No extra expenses on top of the Student Resource Scheme and subject requirements list.

Humanities and Business



| | |
|----------------------|----|
| History | 12 |
| Geography | 13 |
| Economics & Business | 14 |

Brief Description of Subject

History is a mandatory subject that develops students' historical knowledge and understanding and historical skills in researching, analysis and evaluation of historical sources and communication in a variety of formats. The course provides opportunities for students to develop historical understanding through key concepts including, evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The Australian National Curriculum provides for the study of the history of the making of the modern world. Students will engage in two depth studies over the course of study. The first depth study is of the Industrial Revolution and the making of the Australian nation and they conclude with a study of World War One.

Course Overview

| Term | Unit Description | Assessment |
|------|---|------------------------|
| 1 | Making of the Modern World and a new Nation | Exam |
| 2 | World War 1 | Research Essay Exam |

Expenses

Students should provide sufficient stationery or BYOD to complete and store their work. Students without access to the internet at home will benefit from the provision of a USB stick.

Complementary subject

English

Brief Description of Subject

Geography is an elective subject that develops students' geographical knowledge and understanding and geographical skills in collection, interpretation, analysis and evaluation of information, researching and communicating. The curriculum provides a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

The Australian National Curriculum in Geography in years 7-10 focusses students beyond their own community and gives them the opportunity to consider increasingly complex ideas and debate alternative answers and interpretations. The units of work for year 9 provide for a study of biomes and food security and the geographies of interconnections through the key inquiry questions of:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Course Overview

| Term | Unit Description | Assessment |
|------|---------------------------------|---------------------------|
| 1 | Biomes and Food Security | Knowledge and skills test |
| 2 | Geographies of Interconnections | Multimodal Presentation |

Expenses

Students should provide sufficient stationery or BYOD to complete and store their work. Students without access to the internet at home will benefit from the provision of a USB stick.

Complementary subject

Science

Economics and Business

Brief Description of Subject

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. In Year 9 Economics and Business students develop their understanding of economics and business concepts and what this means for Australia in the global marketplace. Students consider the relationships of participants in the economy and how decisions impact individuals, businesses and governments.

This course is designed for students with an interest in business and financial studies. Tasks and studies that relate to these topics engage students and enable them to participate more effectively and responsibly in an ever-changing global business environment.

Course Overview

| Term | Unit Description | Assessment |
|------|--|---------------|
| 1 | Australian trade, patterns and competitive advantage | Exam |
| 2 | Australian financial sector roles and interactions | Investigation |

Expenses

Students require a BYOD and a notebook to record their work and notes. Students without access to the internet at home will benefit from the provision of a USB stick.

Complementary subject

English and Maths

Mathematics



Mathematics

Brief Description of Subject

Mathematics students study content from the Australian Curriculum: Mathematics at the Year 9 level.

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Overview

| Term | Unit Description | Assessment |
|------|--|------------------------------|
| 1 | Unit 1: Probability | Investigation |
| 2 | Unit 2: Pythagoras, Trigonometry, Ratio, Scale Unit 3: Statistics | Investigation Examination |
| 3 | Unit 4: Algebra Unit 5: Graphing and functions | Examination Investigation |
| 4 | Unit 6: Shape and measurement | Examination |

Requirements

Students should refer to the Mathematics subject flow chart for further information regarding the streams of Mathematics offered and pathways into senior and beyond. Consideration should be given to the stream of Mathematics studied in Year 9, with a view to a pathway through Year 10, 11, 12 and beyond school.

Expenses

Students are expected to provide their own scientific calculator (preferably Casio).

A digital or physical textbook is included as part of the Student Resource Scheme while studying Mathematics.

There are excursions, tournaments and competitions that students may be able to participate in. The cost will be approximately \$10 per event.

Brief Description of Subject

Mathematics extension students study content from the Australian Curriculum: Mathematics at the Year 9 level, as well as selected content at Year 10 and Year 10A (advanced) level, however the Year 10 content is not assessed on summative assessment items.

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Overview

| Term | Unit Description | Assessment |
|------|--|------------------------------|
| 1 | Unit 1: Probability | Investigation |
| 2 | Unit 2: Pythagoras, Trigonometry, Ratio, Scale Unit 3: Statistics | Investigation Examination |
| 3 | Unit 4: Algebra Unit 5: Graphing and functions | Examination Investigation |
| 4 | Unit 6: Shape and measurement | Examination |

Requirements

Students should refer to the Mathematics subject flow chart for further information regarding the streams of Mathematics offered and pathways into senior and beyond. Consideration should be given to the stream of Mathematics studied in Year 9, with a view to a pathway through Year 10, 11, 12 and beyond school.

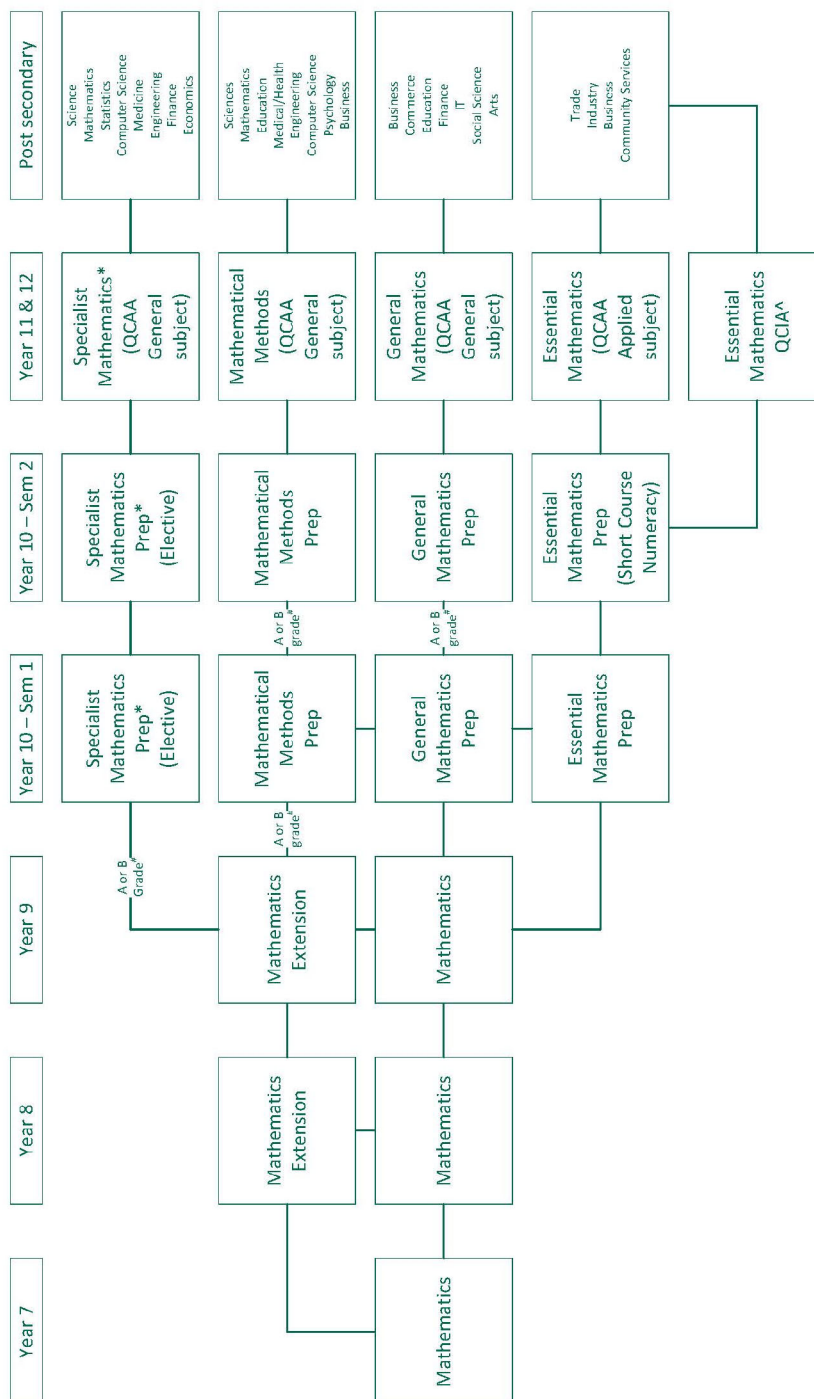
Expenses

Students are expected to provide their own scientific calculator (preferably Casio).

A digital or physical textbook is included as part of the Student Resource Scheme while studying Mathematics.

There are excursions, tournaments and competitions that students may be able to participate in. The cost will be approximately \$10 per event.

Pine Rivers State High School – Mathematics Subjects & Recommended Pre-Requisites



* Students who choose Specialist Mathematics (elective) must also choose Mathematical Methods.

^ Queensland Certificate of Individual Achievement – by invitation only.

* Exemptions to pre-requisites can be applied for through the faculty Head of Department.

Version 9 – March 2024

Science



Brief Description of Subject

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and is a reliable basis for action in our personal, social and economic lives.

Science is a core subject for all Year 9 students and this course builds on the Year 8 Science course. Students will be working from the Australian curriculum syllabus which has three interrelated strands in Science:

- Science Understanding
- Science as a human endeavour
- Science inquiry

Detailed information can be found at the ACARA website - <http://www.australiancurriculum.edu.au/Home>

Course Overview

| Term | Unit Description | Assessment |
|------|--|---|
| 1 | Physical science – energy transfer (wave and particle models) and energy efficiency | Research investigation |
| 2 | Chemical science – chemical reactions (atomic structure, rearrangement and mass) | Student experimental report - antacids |
| 3 | Earth and space science – carbon cycle (combustion, photosynthesis, respiration and greenhouse effect) | Student experimental report – greenhouse effect |
| 4 | Biological science – homeostasis and body systems (eg reproduction) | Exam |

Requirements

In line with Health, Safety and Wellbeing (HSW) requirements, students must wear fully enclosed, leather or vinyl non-porous footwear when undertaking practical experiments in laboratories.

Students will NOT be able to participate in the activity if the WH&S guidelines are not met.

Expenses

Minor expenses may be incurred during class projects, depending on the chosen topic, but students are encouraged to recycle useful materials where possible, to reduce costs.

Complementary Subjects

Although Science draws on skills from many other subjects, the most closely linked are Mathematics (measuring, making calculations from data, graphing to determine relationships) and English (clear and concise communication, well-reasoned conclusions, logical presentation of information to assist reader understanding).

The Arts



| | |
|-------------|----|
| Dance | 22 |
| Drama | 23 |
| Media Arts | 24 |
| Music | 25 |
| Visual Arts | 26 |

Dance

Description of Subject

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

In Year 9, Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in dance and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Course Overview

| Semester | Unit Description | Assessment |
|----------|---|---|
| 1 or 2 | <p>'Make It Mean Something' is an introduction to dance, and how we use dance as an outlet to convey, create, analyse, interpret and evaluate meaning. In this unit, students will be introduced to the three focus areas of dance study in year 9 and 10</p> <p>Making: Performing Making: Choreographing and Responding.</p> <p>There will be a clear coverage of the fundamental elements of dance, choreographic devices, form, production elements, expressive and technical skills, choreographic process steps, safe dance practices and overall dance class etiquette across a range of styles.</p> | <p>MAKING (Performing) - 2 x 1 minute teacher devised pieces in different styles (e.g. Contemporary and Hip Hop)</p> <p>RESPONDING – essay response to a SYTYCD piece, built around a series of questions that lead students to describe, analyse, interpret, evaluate and justify responses.</p> <p>MAKING (Choreographing) – pair response to a binary stimulus in their chosen style of dance</p> |

Expenses

Costumes would be a necessary expense for public performances (Dance Night and possible school assembly performances) with costs kept to a minimum. School sports uniform is appropriate class wear.

Drama

Brief Description of Subject

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories, and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Course Overview

| Semester | Unit Description | Assessment |
|----------|--|--|
| 1 or 2 | <p>During this semester of study students will develop and apply their knowledge of the elements of drama, forms, and performance styles, and evaluate meaning in drama</p> <p>they devise, interpret, perform, and view.</p> <p>Through an exploration of Realism Theatre students will continue to build on prior learning and experiences to develop their capability and confidence across the practices of Drama to perform a published script. They will analyse and evaluate how meaning and intent is communicated through drama, responding to a live or filmed professional theatre performance.</p> <p>Student will then work collaboratively to shape and manipulate the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and meaning in relation to children's theatre. This will culminate in a student devised work that will engage a primary school audience.</p> | <p>MAKING (Performing) - Group performance in the style of Realism. Conditions: 1-2 minutes per person actively engaged on stage.</p> <p>RESPONDING – Extended Response to the use of elements or drama and conventions of style within a filmed or live performance. Conditions: 400-600 Words.</p> <p>MAKING (Devising) – Students will create a devised concept around a key social issue that affects primary school children. They will then combine their concept with others to create a fully polished Children's Theatre performance.</p> <p>Conditions: Concept up to 600 Words.</p> <p>Performance - 1-3 minutes per person actively engaged on stage.</p> |

Expenses

There may be visits to live performances and these incur a charge; for example: Shake and Stir (approximately \$15-20 per visit).

Media Arts

Brief Description of Subject

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications

Course Overview

| Semester | Unit Description | Assessment |
|----------|---|---|
| 1 or 2 | <p>Walking the Trail: technologies, representations, audiences, languages and institutions</p> <p>Ad Mad: advertising and marketing campaigns and how they influence and manipulate audiences to buy products and ideas</p> <p>Riding the Sound Waves: exploration of representations, languages and technologies of music video artists and video clip creation</p> | <p>Making: Create Video Game Concept</p> <p>Making: Advertising Campaign</p> <p>Responding: Analysis of Music Video Clip</p> |

Requirements

Students are encouraged to bring a BYOD to assist in their learning.

Expenses

There may be consumable costs such as a USB and SD cards.

Music

Brief Description of Subject

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening and making activities (performing and composing). These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

Course Overview

| Semester | Unit Description | Assessment |
|----------|---|--|
| 1 or 2 | Students will develop skills in music practices (performing, composing and musicology) through a study of music from the movies, emphasising how composers create and enhance mood and character through the manipulation of music elements and concepts. Students will respond to music from well-known movies, considering how composers have used music elements and concepts, as well as perform repertoire from movie soundtracks. An extension of the study of how music enhances visuals, students will then explore video game music through a focus on compositional devices and techniques with students creating their own video game music using music software and technology devices. | Presenting – Solo or group performance Responding – Extended response Creating – Individual composition |

Expenses

There may be consumable costs such as headphones, USB/memory stick, capo and lead for guitarists, drumsticks for drummers and possible opportunities to attend concerts and performances at Queensland Performing Arts Centre, the Conservatorium of Music and visiting Queensland Arts Council depending on availability.

Visual Arts

Brief Description of Subject

The Visual Arts are all around us. They influence how we see the world and what we think about it. Art is a subject which helps people form opinions in more meaningful ways. It also helps people understand ourselves and our world. Students choosing Art in Year 9 can be assured of a negotiated curriculum suited to their individual needs and will use a wide variety of art techniques and media.

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly, with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of Visual Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply Visual Arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Course Overview

- Making: including traditional painting, drawing, printmaking and 3D material.
- Responding: written theoretical component, to go with the practical work.

| Term | Unit Description | Assessment |
|--------|--|--|
| 1 or 3 | Students explore ideas, experiences, observations and various processes to create artworks and experiment with a range of media and art styles. They view and learn to analyse how established artists use visual conventions to represent their ideas. | Making: 2D Painting e.g. Street Art Skateboard Responding: Analysing artist's work – written task |
| 2 or 4 | Students will view from different perspectives themes of culture and the future to design and create 3D forms in a variety of sculpture media. They will respond to the artworks they have made by explaining their artistic choices and evaluating their success. | Making: 3D Sculpture folio (clay, found materials) Responding: Artist statement – written task |

Requirements

Students will be expected to provide following basic stationery items: 2B and 4B pencil, black fine tipped drawing pen, eraser, ruler and sharpener, A4 size visual art diary (sketchbook). Students are encouraged to bring a BYOD and a USB or SD card to assist in their learning.

Expenses

Consumable arts materials used in the units will be provided, e.g. paint, paper, brushes, but any personal needs/wants for specific projects must be purchased by the student requiring them.

Technologies



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Design & Technology

Brief Description of Subject

This course centres on the Design and Digital Technologies ACARA. Students will engage in a series of design challenges which helps develop their design and problem-solving skills leading to the completion of a design folio and project each term.

Students will need a BYOD to take advantage of digital technologies and rapid prototyping/ 3D printers. Every student is required to complete a safety element that is embedded in this subject. This is addressed by accessing a digital package called On-Guard Training.

Course Overview

| Term | Unit Description | Assessment |
|------|--|--|
| 1/3 | Design a prototyped article. Students will complete a series of design-based activities to develop their design skills and complete a design folio. Students will need to use a BYOD to research and produce document files about their project design and files that can be exported to a sticker-cutting machine. | Students will need to submit their finished practical workshop projects and completed design folios. |
| 2/4 | Design a rapid prototyped article. Students will complete a design folio, developing their design to manufacture a prototype for a USB / Flash drive housing. Students will need to use a BYOD to research and produce document files about their project design, use TinkerCad and exported files to a 3D printer | Students will need to submit their finished practical workshop projects and completed design folios. |
| 2/4 | Students build and program a robot (EV3) using Lego Mindstorm/Classroom. Students will complete a series of design and programming challenges mirroring real world applications of robotics and autonomous vehicles. | Students will be assessed by their ability to program their robots to navigate through set challenges. |

Requirements

In line with Workplace Health and Safety (WH&S) requirements, students must wear fully enclosed, leather or vinyl non-porous footwear when undertaking practical activities in workshops. Students will NOT be able to participate in the activity if the WH&S guidelines are not met.

Students need to attend each class with a Laptop Computer (BYOD), a definite must for this subject. They also require a HB pencil, eraser, exercise book and pen.

Students are expected to work safely in every lesson.

Expenses

Students need to have a BYOD for this course.

Complementary Subjects

This subject provides an ideal grounding in the senior subjects of Engineering and Design. In general, students will develop employability skills such as working independently and collaboratively. They also practice self-managing activities that require them to meet constraints such as time, cost and availability of resources. This course assists students in preparing for a career in any of the following fields: Architecture, Design and Engineering.

Digital Technologies

Brief Description of Subject

This subject is designed to provide students with an understanding of digital technology processes and techniques and the topic of digital systems and data representation. Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students study computer networking, data acquisition and the economic, environmental, social, technical and usability constraints of real-world situations. Students will need to design algorithms and implement and modify computer programs in a computer programming language or application. They will need to create and communicate interactive ideas and information collaboratively online, taking into account social contexts.

Course Overview

| Semester | Unit Description | Assessment |
|----------|--|---|
| 1/2 | Unit 1 – students will explore different coding languages including, Python, HTML, JavaScript and others to create solutions to digital problems. Students will explore the application of these languages through piloting remote vehicles, creating websites and running simple programs. Students will analyse and visualise data associated with real world applications of remotely operated vehicles in the form of an interactive infographic spreadsheet. | Part A Portfolio & Excel spreadsheet |
| | Unit 2 – Students will analyse their own digital footprint in relation to the Australian privacy principles and explore methods of remaining safe online and the basics of cybersecurity principles and methods. Students will complete activities to utilise problem solving, creative and critical thinking in conjunction with general purpose coding languages to solve cybersecurity problems. | Part B Portfolio |

Expenses

Students studying this subject need their own BYOD computer. As well as their computer, a USB drive is useful.

Complementary Subjects

This subject is strongly recommended for those students considering enrolling in Business (Certificate II in Business), Digital Solutions or Information and Communications Technology in their senior phase of learning.

It allows a student to keep their career options open whilst providing useful skills in problem solving and assignment presentation which not only assist students with their other studies, but also maximizes their time when using a computer.

Home Economics Food Studies

Brief Description of Subject

This is a one semester course of study. The aim of the Home Economics Food Studies course is to provide learning experiences through which the student will acquire knowledge, understanding and skills related to the Australian Curriculum. The areas covered are from the Design and Technology curriculum. The central theme of Home Economics is individual and family wellbeing.

Students will be expected to study from the notebook and worksheets to revise the work covered in class. A work plan needs to be prepared each week for practical food lessons.

The course contains a weekly practical component in which students are expected to actively participate and they bring in their own ingredients for the assessment weeks cooking.

Course Overview

| Term | Unit Description | Assessment |
|------|--|---|
| 1 | FOOD FOR HEALTH Working safely and hygienically Planning Cooking and Cooking Techniques Australian Guide to Healthy Eating Selecting Healthier Fast Food | Practical task & Written assignment – Healthy Fast Food options |
| 2 | FOOD FOR HEALTH Fusion Food Current eating trends in Australia | Practical task & written assignment – Fusion Food options |

Requirements

In line with Workplace Health and Safety (WH&S) requirements, students must wear fully enclosed, leather or vinyl non-porous footwear when undertaking cooking activities in school kitchens.

Students will NOT be able to participate in the activity if the WH&S guidelines are not met.

Students are expected to work safely in every lesson.

Expenses

Students are required to bring their own ingredients for their assessment practicals, which is twice a term.

Complementary Subjects

English

Industrial Technologies & Design

Brief Description of Subject

The aim of this Industrial Technology and Design course is to provide learning experiences through which the student will acquire knowledge, understanding and skills related to the Australian Curriculum areas of Design and Technology, Digital Technology.

Students will undertake and build three individual projects. Two of the three projects will consist of a report/ folio that shows their research, sketches, decision-making process and a completed working project.

Course Overview

| Term | Unit Description | Assessment |
|------|---|---|
| 1 | Students produce a hand-crafted wooden box with fitted lid Complete a folio for the project and evaluation on their product | Complete a workbook and manufacture a wooden box with lid |
| 2 | Students design a low voltage LED light Complete a folio on their LED light using the design process Students design and make a timber Phone holder | Complete a workbook/ design folio and manufacture a LED light |

Requirements

In line with Workplace Health and Safety (WH&S) requirements, students must wear fully enclosed, leather or vinyl non-porous footwear when undertaking practical activities in workshops. Students will NOT be able to participate in the activity if the WH&S guidelines are not met.

Students need to attend each class with a Laptop Computer (BYOD), a definite must for this subject. They also require a HB pencil, eraser, exercise book and pen.

Students are expected to work safely in every lesson. Safety glasses are provided for student use.

Expenses

Students need to have a BYOD for this course.

Students also need stationery items such as HB pencils, eraser, exercise book, pens, etc.

Complementary Subjects

This subject provides an ideal grounding in the senior subjects of Certificate I in Construction, Engineering Skills, Industrial Technology Skills and Design. In general, students will develop employability skills such as working independently and collaboratively. They also practice self-managing activities that require them to meet constraints such as time, cost and availability of resources. This course assists students in preparing for a career in any of the following fields: Architecture, Construction, Design and Manufacturing.

