



Pine Rivers  
State High School

# YEAR 9

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# 2023

# SUBJECT SELECTION BOOKLET



By different ways to excellence

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## FROM THE PRINCIPAL

### *Preparing for Year 9*

Students will soon be at a point where they must start making plans for their future. It is important to consider possible career options and what subjects they would like to study in Year 9 so that they can be successful in every subject and are well prepared for the Senior Phase of learning. Subjects studied in Years 11 and 12 will provide one of the bases for their career and study directions after they leave school.

Year 9 and Semester 1, Year 10 are designed to give students the opportunity to build on a general education, but also to allow some exploration into electives within The Arts and Technology areas. It is hoped during this transition students can better decide on what subjects they would most like to pursue in their final two years.

According to legislative changes (Youth Participation in Education and Training Act 2003) every young Queenslanders must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first.

Additionally, students will need to participate in education or training for a further two years or obtain a QCE or at least a Certificate III or turn 17, whichever comes first. If they are not learning then they must be earning i.e. working a minimum of 25 hours/week.

Each student should choose those subjects which seem appropriate to their needs, interests, abilities and future career plans. Careful consideration should be given to subject choices as there are implications for future pathways. More detailed advice from the Guidance Officer follows.

Pine Rivers State High School is well known for its curriculum diversity and its commitment to providing suitable pathways to cater for the whole range of our students. We wish you well in gathering all of the information, seeking advice from guidance officers, subject teachers, Heads of Department and making the best decision for the student.

**Doug Watson**  
**Principal**

## FROM THE GUIDANCE OFFICER

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and will directly influence your happiness and success while at school.

### Choosing Subjects

At this stage of your schooling, you should be choosing subjects:

- **you enjoy** - Your feelings about a subject will have a great influence on your levels of achievement.
- **in which you can do well** - Past results in a subject are usually good indicators of future achievement. However, they may not necessarily reflect ability level as poor results in the past may be due to other factors.
- **which give you skills, knowledge and attitudes useful in life** - Don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.
- **which will help you get into your chosen career** - You need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. Whilst your choice of subjects in Year 9 may not have a huge impact on your career opportunities, your choice of subjects in Year 10, and the results you obtain, can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.

### Keeping Options Open

It is a good idea to choose subjects that will "keep your career options open". Your best chance of doing this is to focus on the following points:

- In Year 9 concentrate on obtaining the highest possible achievement levels in English, Maths and Science.
- Choose subjects in which you have a particular interest and which you may wish to continue studying in future years.

### Investigate Subjects

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. Do not base your choice on your likes or dislikes of particular teachers or students. To investigate any subject:

- ask the teachers of that subject
- look at the books and materials in that subject
- read about the subject in this booklet
- talk to other students who are doing or have done the subject. However, do not assume that because one student does or does not like a subject you will feel the same.

### Conclusion

Students of today have many more options than were available in the past. Education, employment and training opportunities and requirements are changing very rapidly. It is important that you get good, up to date information about the subjects, careers and courses that interest you. It is also wise to get advice from teachers, parents, the Guidance Officer and people connected with your areas of interest. You then need to weigh up this information and consider all of the possible consequences before deciding on the subjects you will study. You will have made a good decision if you follow this process carefully and take responsibility for your decisions by doing your best in the subjects you have chosen. If you require any more information or assistance in making these decisions, you are encouraged to make an appointment to see me in the Guidance Office.

**Kirsty Lee/Chenoa Matthews**  
Guidance Officers

## EXPENSES

Pine Rivers High School's P & C Association has given the Principal approval for the school to retain the text book cheque paid by the Government. The former subject charge is now paid directly to the school's internal account.

Each subject a student undertakes attracts a charge from the relevant Department and the payment is apportioned to cover these charges. Any parent who wishes may make application to have the cheque paid to them but books and materials made available to students through the resources hire scheme must be provided by parents. The costs to parents who decide on the latter option can be quite high.

Text books and certain resources (e.g. notes, paint, access to computers, etc) are covered under the Resource Hire Scheme but students must still purchase consumables. Extra charges are made for excursions. Details are noted in the subject information.

Shoes with substantial uppers are a requirement of Pine Rivers State High School's uniform policy. It must be stressed that it is the policy of the Education Department that students **NOT** be permitted into practical classes (e.g. Design Technology, Home Economics and the Science laboratories) if they are without shoes with substantial uppers. This is a safety requirement.

## POLICY ON CHANGING SUBJECTS

The selection of subjects for Year 9 requires much careful thought. There are implications for the student and the school in the choices that are made. The procedure that is adopted at Pine Rivers provides a great deal of guidance to students and parents through:

- Subject and Form lessons
- Oral reporting
- Comprehensive subject selection booklet
- Full time guidance assistance
- Year 8, 9 and 10 selection sessions
- Ready access to subject teachers and HODs

As staffing, particularly in some specialist areas, remains tight there will be an even greater need "to get it right" in choosing subjects at the beginning. The school will be staffed on the basis of the information supplied at the time of subject selection and the following policy will be implemented.

- 1 As far as it is possible, all student choices will be facilitated, provided the initial on-line subject selection process is completed accurately and submitted on time.
- 2 Changes to the original subject selection will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request must be in writing following consultation with school staff and signed by parent/caregiver.
- 3 Changes to subjects across Years 9 will only be made in the first 4 weeks of Semester 1 and until the end of the third week of Semester 2, unless there are substantial reasons presented to do otherwise.
- 4 Any student wishing to request a subject change once the course has begun must complete the relevant form available from the office.
- 5 No changes to subjects will take place unless there are vacancies to accommodate such requests.
- 6 Students must have demonstrated a genuine effort to achieve in the subject they wish to change as a pre-requisite to any mid-course subject change. This will be particularly the case when changing the subject may affect the viability of the whole class.

## SUBJECT SELECTION PROCESS

Students will select their subjects for 2023 through the OneSchool on-line Subject Selection process. Student subject choices MUST then be printed, signed by a parent/caregiver and handed in at the office. Please note, all elective subjects will be filled on a first in, first served basis and students must meet the minimum requirements for the course of study selected.

**The subject Selection process opens online at 7.00am on Tuesday 30 August and closes at 8.30am on Tuesday 6 September. Signed Subject Selection Forms must be handed in to the school office by Friday 9 September. The OneSchool on-line Subject Selections will be the official point of truth.**

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.

### 2023 SUBJECT SELECTION – ONLINE VIA ONESCHOOL

**Step 1** - Click on the “One School” shortcut on your desktop or type in <http://oslp.eq.edu.au>

**Step 2** – Enter your EQ Username and Password – the same one used at school. See your Form teacher or staff in Junior Secondary if there are problems with this.

Logon ID  
Password  
Login

**Step 3** – Click on “My Education Plan”



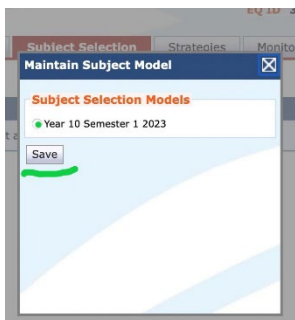
**Step 4** – Click on “Subject Selection”



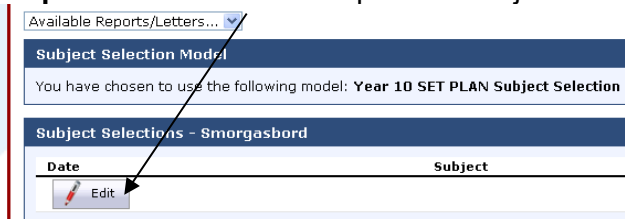
**Step 5** – Click on “here”



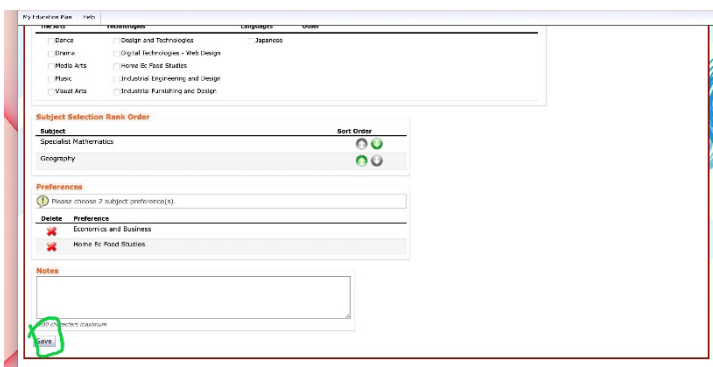
Step 6 – Select the latest version available and “Save”



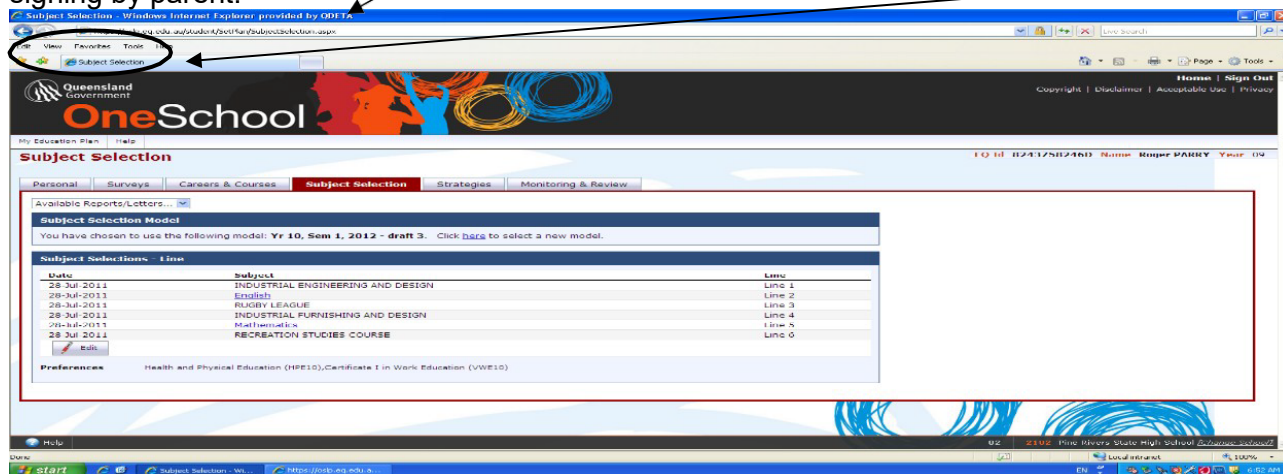
Step 7 – Click on “Edit” to open the Subject Selection Process.



Step 8 – **READ CAREFULLY** the instructions on the subject selection page. Complete your subject selections, complete your additional preferences, then ensure you click “Save” at the bottom. You may further edit subject choices until closing date – **8.30am, Tuesday 6 September**.



Step 9 – Return to “Subject Selection” tab to check subjects and print “Subject Selection” report for signing by parent.



Any queries please see Mr Armstrong in the office or via email on [darms1@eq.edu.au](mailto:darms1@eq.edu.au)

## SUBJECTS OFFERED TO YEAR 9 STUDENTS IN 2023

Students entering Year 9 invariably find that the work is more demanding than is the work in a similar subject in Year 8. Past experience has shown that students who do not demonstrate an ability to cope with certain subjects in Year 8 have a low chance of success in related Year 9 subjects. The rational approach is to select within a student's capability and areas of interest for Year 9.

### THE JUNIOR SECONDARY CURRICULUM

The focus of Years 8 and 9 is to deliver the core elements of the Key Learning Areas (KLAs) and the Australian Curriculum, with Year 10 to be a transition year leading to the senior Years 11 and 12. The concept of the Year 10 transition year allows for both consolidation and extension in preparation for Senior pathways. The current year 9 curriculum structure is:

#### Year 9 – 2023

Line	Term 1	Term 2	Term 3	Term 4
1	English	English	English	English
2	Maths	Maths	Maths	Maths
3	Science	Science	Science	Science
4	HPE / History		HPE / History	
5	Elective 1		Elective 3	
6	Elective 2		Elective 4	
Electives (Select 4)	<ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Dance</li> <li>• Design and Technologies</li> <li>• Digital Technologies</li> <li>• Drama</li> <li>• Economics and Business</li> <li>• Geography</li> </ul>		<ul style="list-style-type: none"> <li>• German (all year)</li> <li>• Home Economics</li> <li>• Industrial Technology and Design</li> <li>• Japanese (all year)</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	
	7	<p style="text-align: center;"><b>Interschool Sport, Character and Citizenship (CCT) Thursday &amp; Character and Citizenship (CCF) Friday (Form)</b></p>		

If further information on the subject selection process is required, appointments may be made with the Guidance Officer, Year Level Coordinator, any member of the school administration, or the student's Form teacher. Both parents and students should be aware that staffing and facilities realities may affect our ability to proceed with all our subject offerings. There may be restrictions on the numbers of students accepted into certain subjects. Similarly, subjects will not proceed unless there are viable class numbers. In such situations, students will be asked to choose an alternative subject.

All students will have their subject choice reviewed by their Form teacher and any potential problem choices referred to the Year Level Coordinator or Deputy Principal for further investigation and advice. Whilst these selections are not totally binding, they will form the basis for the 2023 timetable and staffing requirements. The possibility of responding to student-initiated change will become difficult, if not impossible, after the staffing needs are decided. It is imperative; therefore, that parents and students make a carefully considered choice.



## CIVICS AND CITIZENSHIP (CIT)

### Brief Description of Subject:

Civics and Citizenship is an elective subject that develops students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The Australian National Curriculum in Civics and Citizenship 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 democracy and the legal system. Focus questions include:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

### Course Overview

Term	Unit Description	Assessment
1	Government and Democracy	Knowledge and skills test
2	Laws and Citizenship	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.

## DANCE (DAN)

### Brief 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            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><b>MAKING (Performing)</b> – 2 x 1 minute teacher devised pieces in different styles (e.g. Contemporary and Hip Hop)</p> <p><b>RESPONDING</b> – 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><b>MAKING (Choreographing)</b> – 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.

## DESIGN AND TECHNOLOGIES (DES)

### 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. <b>Students will need to use a BYOD</b> 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.
1/3	Design a character  Students will complete a series of design-based activities to develop their design skills and complete a design folio. <b>Students will need to use a BYOD</b> to research and produce a character using a variety of drawing programs.	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. <b>Students will need to use a BYOD</b> 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 may get the opportunity to build and program a robot (EV3) using Lego Mindstorm	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 (DIT)

### 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	<p><i>It's All About Me</i></p> <p>Unit 1 - students will demonstrate knowledge of how text, image and audio data can be transformed into information in a digital solution through the creation of a personal website.</p> <p>Unit 2 - In this unit students will transform data into information, explore and analyse networked systems and data transmission, and evaluate, design and generate webpages. Students will design to create a range of digital solutions based on their data that represents themselves (e.g. NAPLAN, Academic Results, LIPs)</p> <p>Learning opportunities include developing an information system, proposing network architecture and modifying an existing website using Google Charts visualisations.</p>	<p>Part A – Creating a folio and website</p> <p>Part B – Google charts and network folio</p>

### 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.

## DRAMA (DRA)

### 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. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

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>'We are the teller of tales and sharers of secrets' is an introduction to drama where students learn that drama is an art form which can be used as a vehicle for social commentary and change.</p> <p>During this unit students will develop and apply their knowledge of the elements of drama, forms, and performance styles, and evaluate meaning in drama they devise, interpret, perform, and view in the style of realism.</p> <p>They will analyse and evaluate how meaning and intent is communicated through drama, analysing a filmed performance through an exam.</p> <p>Students will explore a key social issue and create a devised concept and performance using conventions of collage drama to educate and engage an audience.</p>	<p><b>MAKING (Performing)</b> – Group performance in the style of Realism. Conditions: 1-2 minutes per person actively engaged on stage.</p> <p><b>RESPONDING</b> – In class exam responding to the use of elements or drama and conventions of style within a filmed or live performance. Conditions: 500-600 Words.</p> <p><b>MAKING (Devising)</b> – Students will create a devised concept around a key social issue. They will then combine their concept with others to create a fully polished Collage Drama performance. Conditions: Concept 400 Words. Performance - 1-2 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).

## ECONOMICS AND BUSINESS (ECB)

### 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 and the Global Marketplace	Infographic and Report
2	Managing Financial Risk	Exam

### 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 Subjects

English, Maths

**ENGLISH (ENG)****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 Speculative Fiction	Persuasive text (exam) Narrative (assignment)
2	Reading and our heroes – novel study Perspectives	Essay (exam) Persuasive Multimodal and Panel Discussion

**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 English (Authority subject) or English Communication (Authority-Registered, non-VET subject). Passing English at Year 10 level is a pre-requisite for Authority English and a range of other senior Authority subjects.

**Expenses**

Nil

## GEOGRAPHY (GEG)

### 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 Subjects

Science



## GERMAN (GER)

### 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	In and Around Town	Written Assignment Reading Exam
2	Looking Good!	Listening Exam Spoken Presentation
3	At Home, At Work	Listening Exam Reading Exam
4	What have you done?	Spoken Presentation Written assignment

### 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. Completing the study of a foreign language further in year 11 and 12 can cover the newly established prerequisites (Categories of Learning) to certain courses of tertiary study.

### Expenses

The course requires students to use the German workbook *Katzensprung*. It can be purchased from the school for approximately \$38.

In Semester Two students may enjoy an excursion to a German restaurant (approx. \$40).

## HEALTH AND PHYSICAL EDUCATION (HPE)

### Brief Description of Subject

Health and Physical Education is a compulsory subject for year 9 students for a semester. This curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also 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. Students will analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. 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	<p><u>Food for Sport:</u></p> <p>Students will access, synthesise and apply health information from credible sources to propose and justify responses to nutrition.</p>	<p><u>Written response to stimulus exam:</u></p> <p>Students will analyse nutrition and daily eating habits and research the diet of a youth elite athlete and make recommendations for improvement.</p>
1/4	<p><u>Square Dancing:</u></p> <p>Students will examine the role physical activity has played historically in defining cultures and cultural identities and work collaboratively to design and apply solutions to create their own square-dancing routine.</p>	<p><u>Written response and performance:</u></p> <p>Students research the cultural significance using square dance as a case study, and then design and perform their own square dance routine.</p>
2/3	<p><u>Get Your Motor Running:</u></p> <p>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.</p>	<p><u>Folio of work:</u></p> <p>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.</p>
2/3	<p><u>Leadership, fair play and cooperation:</u></p> <p>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 touch football/volleyball tournament.</p>	<p><u>Performance and practical application:</u></p> <p>This is an ongoing assessment throughout the unit through engagement and participation in a tournament and completing reflection task.</p>

### **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 Resource Hire Scheme and subject requirements list.

### **Complementary Subjects**

This subject provides an ideal grounding for continued study of HPE in Year 10 as well as for senior subjects of HPE including Health, Physical Education, Sport and Recreation, Outdoor Recreation.

## HISTORY (HIS)

### 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 the World War One.

### Course Overview

Term	Unit Description	Assessment
1	Making of the Modern World and a New Nation	Multi-modal presentation
2	World War I	Response to Stimulus essay

### 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 Subjects

English

## HOME ECONOMICS (HEF)

### Brief Description of Subject

This is a one semester course of study. The aim of the Home Economics 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 bring in their own ingredients.**

### 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 & process journal – Healthy Fast Food
2	FOOD FOR HEALTH Food spoilage and safety Seasonal Vegetables	Practical task & process journal – Seasonal Vegetables

### 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 weekly practicals.

### Complementary Subjects

English

# INDUSTRIAL TECHNOLOGY AND DESIGN (ITZ)

## 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.

**The use of BYODs to leverage digital technologies is essential** to maximise students developing their skills and learning in this area. Student workbooks contain self-assessment in the areas of literacy and numeracy. There is a Safety element embedded in this subject. This is addressed by a digital package called On-Guard Training.

## 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.

## JAPANESE (JPS)

### 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:** 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	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.

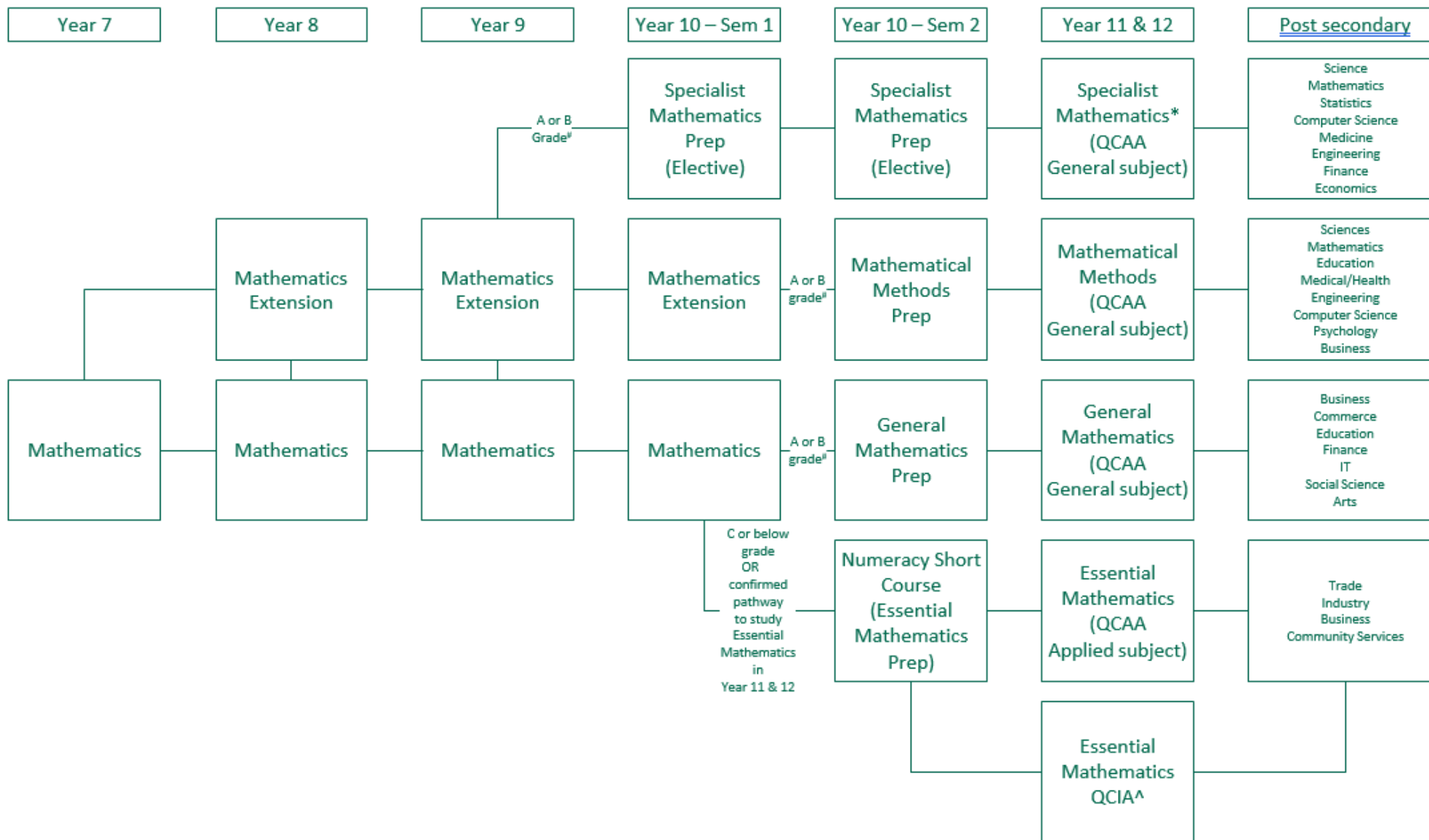
### Requirements

Students 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, 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.

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



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

<sup>^</sup> Queensland Certificate of Individual Achievement.

<sup>^</sup> Exemptions to pre-requisites can be applied for through the faculty Head of Department.



## MATHEMATICS (MAT)

### Brief Description of Subject

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

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

### Course Overview

Term	Unit Description	Assessment
1	Unit 1.1: Statistics Unit 1.2: Real numbers Unit 1.3: Linear and non-linear relationships; real numbers	Examination
2	Unit 2.1: Pythagoras & trigonometry Unit 2.2: Using units of measurement	Investigation Examination
3	Unit 3.1: Chance Unit 3.2: Geometric reasoning	Investigation Examination
4	Unit 4.1: Financial Mathematics Unit 4.2: Patterns & algebra	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 textbook is included as part of the Student Resource Scheme while studying Mathematics.

There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10 per event, although the school may subsidise these events.

## MATHEMATICS EXTENSION (MEX)

### Brief Description of Subject

Extension Mathematics students study content from the Australian Curriculum: Mathematics at the Year 9 level, as well as selected content at Year 10 and 10A (advanced) level.

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

### Course Overview

Term	Unit Description	Assessment
1	Unit 1.1: Statistics Unit 1.2: Real numbers Unit 1.3: Linear and non-linear relationships; real numbers	Examination
2	Unit 2.1: Pythagoras & trigonometry Unit 2.2: Using units of measurement	Investigation Examination
3	Unit 3.1: Chance Unit 3.2: Geometric reasoning	Investigation Examination
4	Unit 4.1: Financial Mathematics Unit 4.2: Patterns & algebra	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 textbook is included as part of the Student Resource Scheme while studying Extension Mathematics.

There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10 per event, although the school may subsidise these events.

## MEDIA ARTS (MED)

### 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><b>Walking the Trail:</b> technologies, representations, audiences, languages and institutions</p> <p><b>Ad Mad:</b> advertising and marketing campaigns and how they influence and manipulate audiences to buy products and ideas</p> <p><b>Riding the Sound Waves:</b> exploration of representations, languages and technologies of music video artists and video clip creation</p>	<p><b>Making:</b> Create Video Game Concept</p> <p><b>Making:</b> Advertising Campaign</p> <p><b>Responding:</b> 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 (MUS)

### 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	In this unit, students explore elements of music and their application across a range of styles and contexts.	<p><b>Presenting:</b> Solo Performance</p> <p><b>Presenting:</b> Group Performance</p> <p><b>Creating:</b> Composition</p> <p><b>Responding:</b> Written exam</p>

### 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.

## SCIENCE (SCI)

### Brief Description of Subject

Science provides a practical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

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 National curriculum syllabus which has three interrelated strands in Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. Detailed information can be found at the ACARA website - <http://www.australiancurriculum.edu.au/Home>

Term	Unit Description	Assessment
1	Earth Science – geological processes and timescales, plate tectonics, plate boundaries Biology (ecology) – ecosystems, interrelationships, photosynthesis and respiration, cycles – water, carbon, nitrogen	Exam - Term 1
2	Chemistry – atoms, Periodic table, isotopes, radioactivity, chemical reactions	Student experimental report - antacids
3	Biology (body systems) – co-ordinated systems, nervous, endocrine and immune systems	Research task - Immune System
4	Physics – wave and particle models, heat transfer (conduction, convection and radiation), electricity	Student experiment - Insulators

### 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 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).

## VISUAL ARTS (ART)

### 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 portrait 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.	<b>Making:</b> 2D Portrait (mixed media) <b>Responding:</b> Analysing a portrait 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.	<b>Making:</b> 3D Sculpture folio (clay, found materials) <b>Responding:</b> 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.