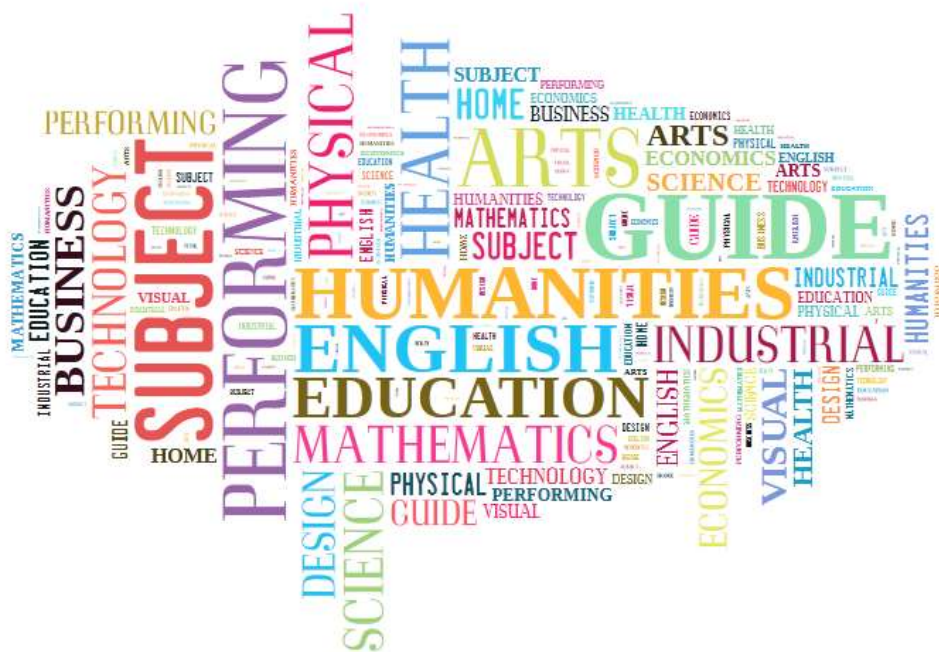




Year 9

Subject Handbook

2024



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Introduction

The purpose of this Handbook is to guide students and parents/carers in selecting subjects for Year 9 2024. This is the first stage of preparing for the senior school which commences in Year 10.

In making subject choices, students must consider:

1. Will I enjoy this subject?
2. Will I be successful in this subject given my current academic results?
3. Will I receive the result in this subject that will enable me to continue successfully into Year 10?
4. Will this subject assist my future pathway?

Refer to the next page for available subjects, number of lessons studied and the Head of Department responsible for each subject.

Students commencing Year 9 at Nerang State High in 2024 will study the following:

- 1 Five core subjects – see next page.
- 2 Three elective subjects – see next page.
- 3 Wellbeing

Subject Selection Process

Students will make their selections via OneSchool during a SET plan meeting with their appointed Mentor Teacher.

Educational Requirements

See Page 4 for information regarding the Educational Requirements : Qld Certificate of Education (QCE), Qld Certificate of Individual Achievement (QCIA), Qld Curriculum & Assessment Authority (QCAA) and Australian Tertiary Admission Rank (ATAR).

For more information contact:

- Ms Wharton, Deputy Principal
- Ms Henderson, Guidance Officer

Year 9 Subjects

CORE SUBJECTS	Head of Department	LESSONS PER WEEK
English (ENG)	Cathi Bell	3
Health and Physical Education (HPE)	Cameron Puddey	4 – 1 Semester only
Humanities – History, Geography and Business (HUM)	Tamlyn Dooley	4 – 1 Semester only
Mathematics (MAT)	Jess Wilson	3
Science (SCI)	Lara Hayes	3
Wellbeing	Dean of Students	1
ELECTIVE SUBJECTS (Select three of the following)		
Business & Economics (BEC)	Jodie Teng	2 – per subject
Construction (CON)	Shane Courtenay	
Dance (DAN)	Mandy Acott	
Design & Technology (DAT)	Shane Courtenay	
Digital Technologies (DIG)	Jodie Teng	
Drama (DRA)	Mandy Acott	
Food and Service Industry (TFD)	Kelly Copolov	
Industrial Graphics (IGR)	Shane Courtenay	
Japanese (JAP)	Tamlyn Dooley	
Music (MUS)	Mandy Acott	
Visual Art (ART)	Mandy Acott	
TOTAL LESSONS PER WEEK		

Student Resource Scheme Fee Structure

For Year 9	\$260.00
Non Compulsory Additional Costs	
Instrumental Music Hire	\$100.00
Voluntary P & C Contribution	\$30.00

Senior Assessment System for 2027 Graduates

You need to know what to expect under the Queensland Certificate of Education (QCE) system as you start to think about YOUR senior subjects. In Year 10, your school and family will help you plan what to study in Years 11 and 12. You will discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

What subjects can I choose?

In the QCE system, you can study a wide variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational education and training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning
- Certificates and awards such as the Australian Music Examinations Board, Duke of Edinburgh program.

Curriculum

These subjects and programs will count towards your QCE:

- General subjects
- General extension subjects
- Applied subjects
- Short courses
- Recognised studies
- VET courses

Students will typically undertake the equivalent of five subjects.

Assessment in Years 11 and 12

QCE System

- Subject results in General subjects will be based on student achievement in four summative assessments – three internal assessments and one external assessment that QCAA sets and marks. Subject results in Applied subjects will be based on student achievement in four internal assessments.
- For most General subjects, the internal assessment will contribute 75% to the final subject result, except in Mathematics and Science subjects, where it will contribute 50%.
- External assessment will be completed in all General subjects, but it will not be used to scale a student internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result.
- QCAA will endorse internal assessment instruments before they can be used for summative purposes. QCAA will confirm the grades schools award by reviewing a selected sample of student work for every subject in every school.
- A network of trained assessors will ensure the quality and rigour of assessment and students' results.

Tertiary Entrance Requirements

- The Australian Tertiary Admission Rank (ATAR) has replaced the OP. An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05.
- The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs from students' results using a process of inter-subject scaling.
- An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based VET certificate at a level III or above.
- Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR.

Queensland Certificate of Individual Achievement (QCIA)

- The QCIA is an official record to show students have completed at least 12 years of education.
- It does not have credit value nor does it contribute towards the QCE.
- It recognises the achievements of students who are on individualised learning programs.
- It provides students with a summary of their skills and knowledge that can be presented to employers and training providers.

For more information: <https://nerangshs.eq.edu.au/support-and-resources/parent-resources/queensland-certificate-of-education-q-c-e2019-and-beyond>

Business and Economics (BEC)

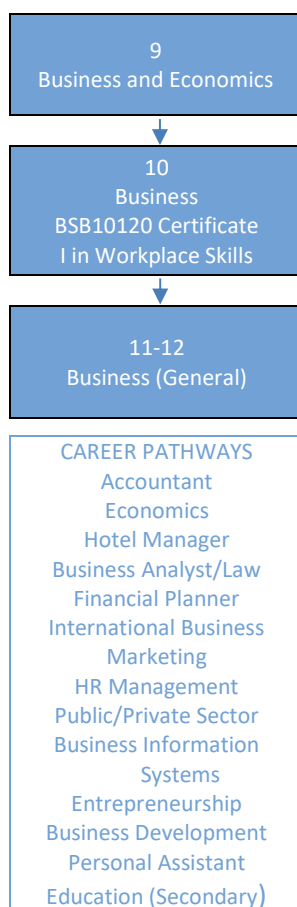
Faculty Business
Equipment

 Laptop
4 GB USB

Costs

Nil

This subject equips students with the ability to communicate effectively and to interact through a business environment and learn to use problem solving strategies. In a world where business and emerging technologies are rapidly changing, students will gain the skills and knowledge to contribute meaningfully in society, the workforce, and marketplace. This subject prepares students for their future pathways as employees, employers, leaders, managers and entrepreneurs of the future.

Business Pathways

Structure

Unit 1	Unit 2
The Australian and Global Economy <ul style="list-style-type: none"> Participants in the Australian economy Indicators of economic performance Trade with other economies Global events and the Australian economy Globalisation 	Financial Management <ul style="list-style-type: none"> The role of Banks and other deposit taking institutions Different types of Investment Protection from Financial Risk Managing Debt
Unit 3	Unit 4
Marketing, Technology and Competition in the Marketplace <ul style="list-style-type: none"> Invention and Innovation Competition Profit Margin Digital Technologies Capital Investment Corporate Social Responsibility (CSR) 	Changing Work Environment <ul style="list-style-type: none"> Participants in the Australian workplace Changing roles of employees Employer responsibilities in the workplace Government responsibilities in the workplace

Assessment

Unit 1	Unit 2
Report <ul style="list-style-type: none"> Written Seen 2 Lessons 	Investigation <ul style="list-style-type: none"> Report – Written Seen 4 Weeks
Unit 3	Unit 4
Project <ul style="list-style-type: none"> Multimodal – written Seen 4 Weeks 	Examination <ul style="list-style-type: none"> Written Unseen 2 Lessons

Construction (CON)

Faculty

ITD

Equipment

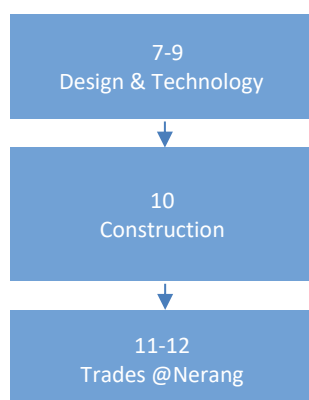
Laptop
Suitable enclosed footwear

Costs

Nil

This course will provide students with an understanding of the construction industry by introducing them to occupational health and safety, practical based projects around the school, hand and power tools, environmental work practices, communication, measurement and calculation, maintenance of plant and equipment.

Construction Pathways



CAREER PATHWAYS
Architectural Designer
Brick/Block layer
Carpenter
Cabinetmaker
Concreter
Construction Management
Illustrator
Engineer
Estimator
Graphics Designer
Industrial Designer
Interior Designer
Painter
Plant Operator
Plasterer
Site Work
Surveyor
Site Foreman
Tiler

Structure

Unit 1	Unit 2
Workplace Health & Safety <ul style="list-style-type: none"> • Tool Box 	Workplace Health & Safety <ul style="list-style-type: none"> • Concrete Stool
Unit 3	Unit 4
<ul style="list-style-type: none"> • Steam Boat 	<ul style="list-style-type: none"> • Bricklaying and Levelling

Assessment

Unit 1	Unit 2
Project <ul style="list-style-type: none"> • Practical • Written Folio 	Project <ul style="list-style-type: none"> • Practical • Written Folio
Unit 3	Unit 4
Project <ul style="list-style-type: none"> • Practical • Written Folio 	Project <ul style="list-style-type: none"> • Practical • Written Folio

Other Information

Suitable enclosed footwear.

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing appropriate personal protective equipment, long sleeve shirts and hats where necessary when working outdoors. These will be supplied by the student.

Dance (DAN)

Faculty

The Arts

Equipment

Laptop
Performing Arts T-shirt
Dance tights & Dance shoes

Costs

Excursion

Dance is an ever changing form of expression that provides a basis for involvement in Dance and related Arts for employment and leisure. Students' self-confidence and the necessary social skills to work effectively, both individually and in teams, are developed within Dance Education. Exploring Dance through the lens of Making (Choreography and Performance) and Responding engages students in creative and critical thinking.

Dance Pathways



CAREER PATHWAYS
Bachelor Degrees in Art
Dancer
Creative Arts
Theatre Studies
Musical Theatre
Educator
Arts Administrator
Dance Education Degree
Choreographer

Structure

Unit 1	Unit 2
World Dance <ul style="list-style-type: none"> Ritualist function of dance Performance qualities Analysis of dance components 	Dance Party <ul style="list-style-type: none"> Social function of dance Performance qualities Creative process in choreography
Unit 3	Unit 4
Dance Expression <ul style="list-style-type: none"> Artistic function of dance Contemporary dance style Performance qualities Analysis of dance components 	Up in Lights <ul style="list-style-type: none"> Musical Theatre Jazz dance technique Creative process in choreography

Assessment

Unit 1	Unit 2
Performance - Making: Performing <ul style="list-style-type: none"> Teacher devised routine that explores a range of World Dance styles 1-2 mins Extended Response <ul style="list-style-type: none"> 400-500 words Responding To Work of Others: <ul style="list-style-type: none"> Identify, analyse and evaluate the use of the elements of dance Defining characteristics from a dance styles 	Performance - Making : Performing <ul style="list-style-type: none"> Teacher devised Social Dance style Groups 1-2 mins Practical - Making: Devising <ul style="list-style-type: none"> Choreography: 1-minute work Written choreographic statement: 200–300 words
Unit 3	Unit 4
Performance - Making: Performing <ul style="list-style-type: none"> Teacher devised routine Style of Contemporary Dance 1-2 minutes Examination - Responding: Exam <ul style="list-style-type: none"> Individual Short response items Response to stimulus 	Performance - Making : Performing <ul style="list-style-type: none"> Student devised Musical Theatre style Groups 1-2 minutes Practical - Making: Devising <ul style="list-style-type: none"> Choreography: 1-minute Written choreographic statement: 200–300 words

Design & Technology (DAT)

Faculty

ITD

Equipment

Laptop
Suitable enclosed footwear

Costs

Nil

This course will provide students with practical and problem solving skills in product design and fabrication. Students should gain knowledge in techniques, skills and related technology of industrial technology practices. The course aims to develop thinking processes, responsible attitude, self-reliance and a sense of personal achievement.

Industrial Design & Technology Pathways

7-8
Design & Technology



9
Design & Technology



10
Cert I Furnishings
Construction
Industrial Graphics



11-12
Trades @Nerang

CAREER PATHWAYS
Architectural Designer
Brick/Block layer
Carpenter
Cabinetmaker
Concreter
Construction Management
Illustrator
Engineer
Estimator
Graphics Designer
Industrial Designer
Interior Designer
Painter
Plant Operator
Plasterer
Site Work
Surveyor
Site Foreman
Tender Officer
Tiler

Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> Workplace Health & Safety Pencil Case 	<ul style="list-style-type: none"> CO² drag car
Unit 3	
<ul style="list-style-type: none"> Basketball Hoop 	

Assessment

Unit 1	Unit 2
Project <ul style="list-style-type: none"> Practical Written - Folio 	Project <ul style="list-style-type: none"> Practical Written - Folio
Unit 3	
Project <ul style="list-style-type: none"> Practical Written - Folio 	

Other Information

Students will be required to comply with Workplace Health and Safety practices as explained by teachers. These will include, wearing safety glasses, aprons and face shields where necessary in the workshops. All safety equipment will be supplied by the school.

Digital Technologies (DIG)

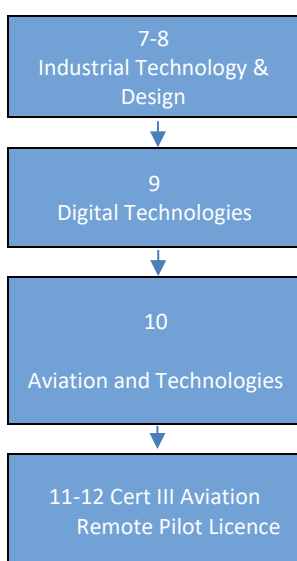
Faculty **Business**

Equipment
Laptop

Costs
Nil

Digital Technologies is a priority area with multiple career pathways in a variety of industries. The practical nature of the Digital Technologies learning area engages students in hands on experiences that build knowledge and application of key skills in computing and robotics. The focus of this course is to provide a foundation in digital technology through play-based learning and inspire creative thinkers embraced in 21st century learning.

Digital Technology Pathways



- CAREER PATHWAYS**
- Remote Pilot
 - Aircraft Maintenance
 - Engineering
 - Cabin Crew
 - Pilot
 - ICT Technician
 - Systems Analyst
 - Help Desk Officer
 - Digital Media Designer
 - Web Developer
 - Assistant Software Developer
 - Cyber Security
 - Network Administrator

Structure

Unit 1	Unit 2
Introduction to Computer Systems <ul style="list-style-type: none"> Computer components (Hardware and software) Data Compression and Security 	Robotics and Coding <ul style="list-style-type: none"> Introduction to coding in real world solutions
Unit 3	Unit 4
Gaming <ul style="list-style-type: none"> Minecraft Education 	Gaming <ul style="list-style-type: none"> Coding in Minecraft

Assessment

Unit 1	Unit 2
Examination <ul style="list-style-type: none"> Written Unseen 60 mins 10 min perusal 	Investigation <ul style="list-style-type: none"> Written Seen 500-600 words Multimodal: 4 – 5 mins
Unit 3	Unit 4
Project <ul style="list-style-type: none"> Written including Graphical Representations Seen 300 – 400 words 	Project <ul style="list-style-type: none"> Written including Graphical Representations Seen 300 – 400 words

Other Information

Students will be required to bring a BYOD device to each lesson.

Drama (DRA)

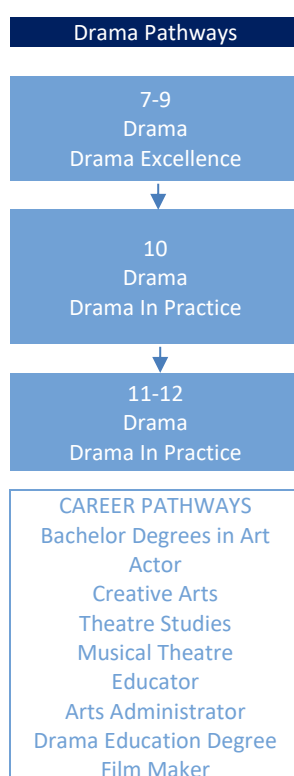
Faculty

The Arts

Equipment
Laptop Performing Arts t-shirt Black leggings or pants

Costs
Excursion

Drama promotes imagination, thinking skills, social awareness, communication, creativity and problem solving. It provides students with skills for tertiary study and for real world theatre. This subject encourages students to be creative thinkers, good communicators and excellent team players. This subject provides opportunities for students to imagine themselves as others exploring beliefs, feelings, behaviours and relationships. Exploring Drama through the lens of Making (Devising and Performance) and Responding engages students in creative and critical thinking.



Structure

Unit 1	Unit 2
Clowning <ul style="list-style-type: none"> Clowning techniques Devising clowning routines Building rehearsal & performance skills Performance qualities 	Page to Stage <ul style="list-style-type: none"> Understanding scripts Designing a portfolio Performance qualities
Unit 3	Unit 4
Movement and Meaning <ul style="list-style-type: none"> Performance for a specific audience Physical theatre techniques Performance qualities 	Review <ul style="list-style-type: none"> Viewing live theatre Understanding live theatre Analysing Elements of Drama Review writing

Assessment

Unit 1	Unit 2
Performance - Making: Performing <ul style="list-style-type: none"> Clowning styles Pairs 1-2 mins Examination – Responding: Exam <ul style="list-style-type: none"> Individual Short response items Response to stimulus 	Performance - Making: Performing <ul style="list-style-type: none"> Realism style Groups 1-2 mins Practical - Making: Devising <ul style="list-style-type: none"> Practical role play Writing in role Individual journal and storyboard
Unit 3	Unit 4
Performance - Making: Performing <ul style="list-style-type: none"> Physical Theatre style Groups, 1-2 mins Practical - Making: Devising <ul style="list-style-type: none"> Practical Role-play and Play building Individual journal 	Extended Response <ul style="list-style-type: none"> Essay 400-500 words Responding to work of others <ul style="list-style-type: none"> Analyse and evaluate the use of the elements of drama Defining characteristics from a dramatic style

Other Information

As part of the Drama course, students may be required to attend excursions and workshops. These excursions form an integral part of the course and are compulsory. Students may also be required to perform Drama in front of a live audience, this makes up a vital part of their course and assessment.

English (ENG)

Faculty English

Equipment
Laptop

Costs
Nil

The English curriculum is built around the three interrelated strands of language, literature and literacy. Students interpret, create, evaluate and discuss a wide range of texts. Students develop a critical understanding of current media and the differences between media texts. Students create a range of imaginative, informative and persuasive texts including: narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Structure



Unit 1	Unit 3
<ul style="list-style-type: none"> Creative Writing 	<ul style="list-style-type: none"> Novel Study
Unit 2	Unit 4
<ul style="list-style-type: none"> Persuasive Writing 	<ul style="list-style-type: none"> Play Study

Assessment

Term 1	Term 2
Examination <ul style="list-style-type: none"> In class test conditions 600 – 800 words 	Extended Response <ul style="list-style-type: none"> Analytical essay Drafted Assignment 600-800 words
Term 3	Term 4
Extended Response <ul style="list-style-type: none"> Multimodal persuasive speech Drafted assignment 4 – 6 mins 	Examination <ul style="list-style-type: none"> Written monologue Drafted assignment 600 – 800 words

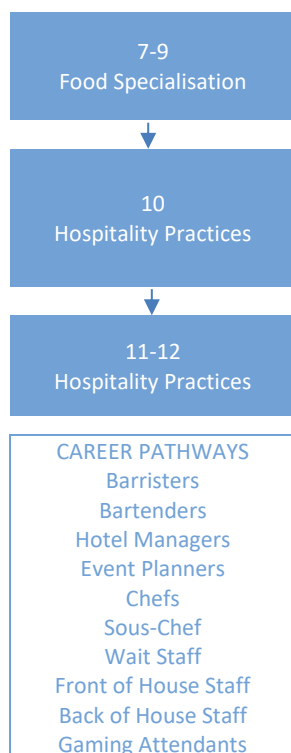
Food Specialisation (TFD)

Faculty **Food and Service Industries**

Equipment	Costs
Laptop School supplies ingredients for weekly cooking	Nil

The study of Food Specialisation provides students with a broad knowledge of food properties, processing and preparation in a sustainable manner and their nutritional interrelationships. The importance of hygiene and safe working practices in food preparation is crucial to the student’s overall appreciation of food quality. The course is both practical and relevant as well as good preparation for university, TAFE, working in the hospitality industry or as a nutritionist, food technologist or dietitian.

Hospitality Pathways



Structure

Unit 1	Unit 2
Food Selection and Health: HelloEats <ul style="list-style-type: none"> • Explore food-consumption patterns in Australia and the impact this has on nutrient intake and health • Investigate factors that influence food habits • Design, plan and prepare safe and nutritious food items to reflect food guides • Prepare food items using basic ingredients 	Methods of Cookery <ul style="list-style-type: none"> • Explore the different methods of cookery focusing on a different method each week. • Learn which cookery methods are suitable for particular foods • Investigate which cookery methods to complete practical task • Demonstrate safe and hygienic work practises.
Unit 3	Unit 4
Food in Australia: Food Adventures Advertisement <ul style="list-style-type: none"> • Demonstrate appropriate selection of equipment and techniques used in food preparation • Demonstrate safe and hygienic work practises • Investigate multicultural influences on contemporary Australian diets • Design, plan and prepare safe food items which reflect the changing nature of the Australian cuisine 	Time to Bake <ul style="list-style-type: none"> • Design, plan and prepare different baked goods. • Demonstrate baking skills in practical lessons • Demonstrate safe and hygienic work practises • Design, produce and evaluate a food product development
Unit 1	Unit 2
Assessment: Project Portfolio Word Length: 300-400 words Product 1x 70 minutes	Assessment: Project Portfolio Word length: 300-400 words Product 2x 70 minute
Unit 3	Unit 4
Assessment: Project Portfolio - Word length: 300-400 words Product – 1 x 70 minutes	Assessment: Project Portfolio - Word length: 300-400 words Product – 2 x 70 minutes

Assessment

Other Information
 School will supply ingredients for weekly cookery. Students may choose to bring in extra items for practical assessments in each unit if required

Health & Physical Education (HPE)

Faculty

HPE

Equipment

Laptop
Sports uniform & sport shoes

Costs

Nil

Health and Physical Education is an integral aspect of the total education of our young students. HPE offers students the opportunity to gain a broad understanding of health. This understanding of health is learnt through structured classroom learning and within the medium of physical activity. It is important to note that physical, written and presented assessment is equally weighted throughout this course.

HPE Pathways

7-9
Health & Physical
Education



10
Physical Education
Sport & Recreation



11-12
Physical Education
Sport & Recreation

CAREER PATHWAYS
Allied Health
Coaching
Fitness Trainer
Leisure Management
Sport Journalism
Sport Marketing
Outdoor Education

Structure

Unit 1	Unit 2
Nutrition and Sport <ul style="list-style-type: none"> Nutritional needs of athletes 	Fitness and Training <ul style="list-style-type: none"> Investigating different types of training to improve personal physical performance

Assessment

Unit 1	Unit 2
Examination <ul style="list-style-type: none"> Analyse dietary information and propose changes for improved health. 	Assignment <ul style="list-style-type: none"> Complete a written reflection on individual training experiences to determine future fitness goals.

Other Information

Sports uniform and sports shoes are required for practical lessons. Students are encouraged to wear a hat and sunscreen.

Humanities (HUM)

Faculty

Humanities

Equipment

Laptop

Costs

Nil

The study of Humanities focuses on the broad themes of History, Geography and civics and citizenship. In Unit 1, students will develop an understanding of the importance of the Industrial Revolution and the subsequent movement of peoples. In Unit 2, students learn about the forces of globalisation and its effects on individuals, nations and the environment.

Humanities Pathways

7-9
Humanities

10
Ancient History
Duke of Edinburgh –
Bronze
Geography
Legal Studies
Aviation & Spatial
Technology

11-12
Ancient History
Duke of Edinburgh – Silver
Geography
Legal Studies
Cert III Active Volunteering
Cert III Aviation
– Remote Pilot
– Visual Line of Sight
Social & Community
Studies
Spatial Technology

CAREER PATHWAYS
Archaeologist
Anthropologist
Lawyer/Barrister
Museum/Gallery Curator
Researcher
Historian
University Lecturer
Urban & Environment
Design
Planning & Management
Conservation & Land
Management
Surveying
Economics
Business
Information Technology
Science
Community Services
Youth Worker

Structure

Unit 1	Unit 2
Industrial Revolution and movement of peoples <ul style="list-style-type: none"> • Causes and effects of the Industrial Revolution • Social changes • Slave Trade • Convict Transport System • Emancipation 	Globalisation <ul style="list-style-type: none"> • The rise of interconnectedness and a globalised economy • What are the consequences of globalisation? • What are the social, economic and environmental costs of a globalised economy?

Assessment may consist of the following:

Unit 1	Unit 2
Examination <ul style="list-style-type: none"> • Written • Unseen • 1 lesson 	Knowledge Examination <ul style="list-style-type: none"> • Written • Unseen • 1 lesson
Response - Stimulus Examination <ul style="list-style-type: none"> • Written • Unseen • 2 lessons 	Practical Skills Assignment <ul style="list-style-type: none"> • Written • Seen • 4 lessons

Other Information

As part of the Humanities course, students will have opportunities to participate in excursions and workshops.

Industrial Graphics (IGR)

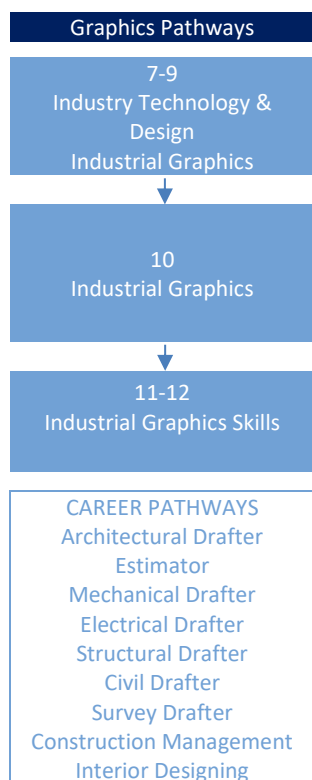
Faculty	ITD
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Equipment
Laptop

Costs
Nil

The Industrial Graphics course is aimed at developing students' understanding of current industry practices of rapid prototyping, 3D modelling and digital prototyping of design solutions. Design and manufacturing techniques used include laser cutters, 3D printers and Computer Aided Drawing (CAD) to turn digital prototypes into physical representations. Students will communicate their designs through graphical means (ie the use of sketches, diagrams, scale drawings and the correct methods and techniques of drawing objects from real life).

A number of drawing techniques are used including pencil drawings, colour rendering, and Computer Aided Drawing (CAD).



Structure

Unit 1	Unit 2
Design Graphics <ul style="list-style-type: none"> • Introduction to Industrial Graphics • Pictograms • Product packaging 	Industrial Design <ul style="list-style-type: none"> • Furniture Design • Household products design
Unit 3	
Built Environment <ul style="list-style-type: none"> • 3D modelling extension: Built Environment • Single storey house design 	

Assessment

Unit 1	Unit 2
Project <ul style="list-style-type: none"> • Practical – Product • Written – multimodal folio non presentation 	Project <ul style="list-style-type: none"> • Practical – Product • Written – multimodal folio non presentation
Unit 3	
Project <ul style="list-style-type: none"> • Practical – Product • Written – multimodal folio non presentation 	

Japanese (JAP)

Faculty

Humanities

Equipment

Laptop

Costs

Excursion

The Japanese course for Year 9 students focuses on developing students' language and cultural proficiency. Students will study topics ranging from daily schedule and school life to shopping and eating out. While students build on their knowledge of hiragana script, they will learn katakana and kanji characters. They will also have access to the online language learning program, Education perfect, and engage in online interactions with students in Japan.

By choosing this course of study, students have the opportunity to participate in a number of excursions that will enhance their cultural understanding. Some of these include, visiting the Japanese Botanical Gardens, attending the Japanese Film Festival, eating at Japanese restaurants and opportunity to participate on a study tour of Japan.

Japanese Pathways



Structure

Unit 1	Unit 2
Daily Schedule <ul style="list-style-type: none"> Describe daily schedule and compare with Japanese students 	School life <ul style="list-style-type: none"> Describe Australian school life and compare with Japan
Unit 3	Unit 4
Shopping <ul style="list-style-type: none"> Comprehend language used when shopping in Japan 	Eating out <ul style="list-style-type: none"> Comprehend language used when eating at restaurants in Japan

Assessment

Unit 1	Unit 2
<ul style="list-style-type: none"> Listening Script test 	<ul style="list-style-type: none"> Speaking Script test
Unit 3	Unit 4
<ul style="list-style-type: none"> Listening Script test 	<ul style="list-style-type: none"> Speaking – Roleplay Script test

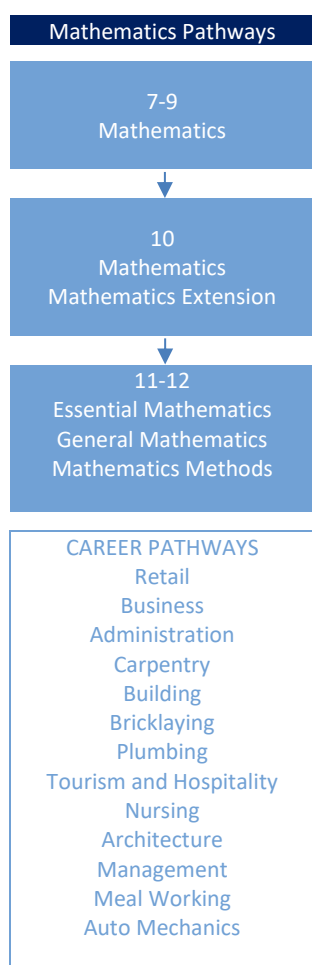
Mathematics (MAT)

Faculty **Mathematics**

Equipment
Laptop Scientific Calculator

Costs
Nil

The Year 9 Mathematics course focuses on the nature and application of mathematics in the world around us. Students are encouraged to use mathematics and a range of available technology to help them in making informed decisions in real life situations and to be able to justify and communicate their results confidently. Investigative and explorative approaches provide opportunities for students to work collaboratively as well as individually and to foster positive attitudes to the learning and practice of mathematics. The Year 9 Mathematics Course is developed in accordance with the Australian Curriculum. All students will engage in areas of learning from the major strands of Mathematics: Number and Algebra; Measurement and Geometry; Statistics and Probability.



Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> • Units of Measurement • Linear Relationships • Pythagoras and Trigonometry • Statistics 	<ul style="list-style-type: none"> • Real Numbers • Patterns and Algebra 1 & 2 • Linear Relationships 2 • Financial Maths • Probability

Assessment

Unit 1	Unit 2
<p>Problem Solving Modelling Task</p> <ul style="list-style-type: none"> • Written Report • 1000 words max. 8 pages • 3 weeks <p>Examination</p> <ul style="list-style-type: none"> • Unseen • Written • 1 hour + 5min perusal 	<p>Examination</p> <ul style="list-style-type: none"> • Unseen • Written • 1 hour + 5min perusal
<p>Examination</p> <ul style="list-style-type: none"> • Unseen • Written • 1 hour + 5 min perusal 	<p>Examination</p> <ul style="list-style-type: none"> • Unseen • Written • 1 hour + 5min perusal

Music (MUS)

Faculty **The Arts**

Equipment
Laptop, USB Student's own instrument however, this is not essential

Costs
Excursion

Music offers students the opportunity to explore music both past and present and to develop their own style and identity as musicians. Students in this subject perform on their own instruments (vocal included), analyse a variety of musical styles throughout history and explore composition. As well as developing strong musical skills, Music benefits students in other study areas by helping them to improve their concentration, understanding of numeracy and ability to communicate and work in teams.



Structure

Unit 1	Unit 2
Elements of Music <ul style="list-style-type: none"> The components of music Understanding Music Elements Building rehearsal & performance skills Performance qualities 	Recycled Music <ul style="list-style-type: none"> Composition and Composing Using Technology Techniques & Composing strategies Performance qualities
Unit 3	Unit 4
Tune it Up <ul style="list-style-type: none"> Performance Qualities Rehearsal & performance skills & techniques Performing for an audience 	It's A Wrap <ul style="list-style-type: none"> Composition and Composing Using Technology Techniques & Composing strategies Performance qualities

Assessment

Unit 1	Unit 2
Performance - Making: Performing <ul style="list-style-type: none"> Popular music genre 1-2 mins Written performance statement 50-100 words Examination Responding: Exam <ul style="list-style-type: none"> Short response items Response to stimulus 	Practical - Making: Composing <ul style="list-style-type: none"> 12-16 bars or 30 sec Presented in MuseScore Written composition statement 50-100 words
Unit 3	Unit 4
Performance - Making: performing <ul style="list-style-type: none"> Popular music genre 1-2 mins Written performance statement 50-250 words 	Extended Response Responding to work of others Making: Performing <ul style="list-style-type: none"> Essay 400-500 words Analyse and evaluate the use of the elements of music Define characteristics from different musical styles

Additional Equipment

Students are welcome to bring their own instruments to school for performance tasks and rehearsal however, several instruments are available at the school for student use.

Science (SCI)

Faculty Science

Equipment	Costs
Laptop Scientific Calculator	Nil

Science provides students with knowledge about the natural world based on facts learned through experiments, observations and theory.

Students explain chemical processes and natural radioactivity in terms of atoms and energy transfer as well as describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. Students explain global features and events in geological processes and timescales. They analyse how biological systems function and respond to change. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Science Pathways
Structure

7-9 Science	↓	10 Biology Chemistry Psychology Physics	↓	11-12 Biology Chemistry Psychology Physics
Unit 1		Unit 2		
Physical Sciences		Chemical Sciences		
<ul style="list-style-type: none"> • Energy and Energy Changes • Light, heat, sound & electricity 		<ul style="list-style-type: none"> • Atomic Structure • Chemical Reactions 		
Unit 3		Unit 4		
Biological Sciences		Earth Science		
<ul style="list-style-type: none"> • Physiology + Body Systems • Homeostasis 		<ul style="list-style-type: none"> • Marine Biology • Space Science 		

Assessment

Unit 1		Unit 2	
Examination		Experimental Investigation	
<ul style="list-style-type: none"> • Multiple and Short Response • 1 hour + 5 min perusal 		<ul style="list-style-type: none"> • Scientific Report • Written • 600 – 1000 words 	
Unit 3		Unit 4	
Investigation		Examination	
<ul style="list-style-type: none"> • Research Report • Written • 600 – 1000 words 		<ul style="list-style-type: none"> • Multiple and Short Response • 1 hour + 5 min perusal 	

CAREER PATHWAYS

Medicine
 Engineering
 Computer Science
 Veterinary Science
 Surgeon
 Health Science
 Software Designer
 Electrician
 Chemist

Spanish (SPN)

Faculty Humanities

Equipment
Laptop

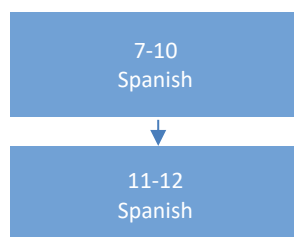
Costs
Excursions

The Spanish course for Year 9 students focuses on developing students' language proficiency and cultural understanding. Students will study topics ranging from daily life to holidays, including navigations, going out with friends, shopping, eating out, and modern world communications. Students will build on their knowledge of the Spanish vocabulary and learn more about how to communicate with people from different Spanish speaking countries. They will also have access to the online language learning program, Education Perfect, as well as engaging in online interactions with students in Spain

By choosing this course of study, students have the opportunity to participate in a range of excursions that will enhance their cultural understanding. Some of these include, attending the Spanish Film Festival in Brisbane and Byron Bay, eating at Latin American restaurants and opportunities to engage with other Spanish language students on the Gold Coast as well as native Spanish speakers in language exchange.

Science Pathways

Structure



- CAREER PATHWAYS**
- Hospitality
 - International tourism operation
 - Translator
 - Foreign Affairs
 - Trade Office
 - Customs
 - Tour Guide
 - Journalist
 - TV Presenter
 - Public Servant

Unit 1	Unit 2
School Life <ul style="list-style-type: none"> Describe Australian school life and compare with daily life in Spain 	Shopping <ul style="list-style-type: none"> Comprehend language used when shopping and eating out in Spanish speaking nations
Unit 3	Unit 4
Getting Around <ul style="list-style-type: none"> Compare Australian and Spanish methods of navigation and giving directions Express manners and ask requests in Spanish 	Communication in a Modern World <ul style="list-style-type: none"> Compare Australian and Latin American cultures Explain details about Australian cultures for a Spanish speaking student

Assessment

Unit 1	Unit 2
<ul style="list-style-type: none"> Speaking presentation Writing task 	<ul style="list-style-type: none"> Listening (unseen) Shopping role play Vocabulary test
Unit 3	Unit 4
<ul style="list-style-type: none"> Listening/reading (unseen) Vocabulary test 	<ul style="list-style-type: none"> Movie making: Introducing Australian Culture

Visual Art (ART)

Faculty **Visual Art**

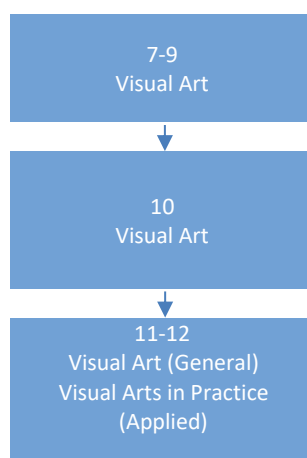
Equipment
Laptop

Costs
Nil

Visual Arts provides opportunities for students to engage with a variety of artists, they will not only develop their critical analysis skills but also find a voice and means of communication through exploring different art processes involving 2D and 3D art and craft.

The human and natural worlds offer a myriad of opportunities to improvise, imagine, analyse while practising and refining art skills and deepening knowledge.

Visual Art Pathways



CAREER PATHWAYS
Further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology

Structure

Unit 1	Unit 2
Capturing a Moment in Time <ul style="list-style-type: none"> Developing and refining drawing techniques Elements of design Planning and designing artworks Analysing a range of Australian & International artworks from contemporary and past time 	Pop Art <ul style="list-style-type: none"> Styles of Pop Art Element and principles of design Cartooning styles and techniques Painting techniques and processes Planning and designing artworks Analysing International artworks from contemporary and past times
Unit 3	Unit 4
Botanica <ul style="list-style-type: none"> Printing techniques and processes Elements of design Planning and designing an artwork Analysing a range of Australian & International artworks from contemporary and past times 	Sea Life <ul style="list-style-type: none"> Ceramic techniques and processes Elements and principles of design Planning and designing an artwork Analysing contemporary International artworks

Assessment

Unit 1	Unit 2
Drawing <ul style="list-style-type: none"> Supporting evidence of process work (Visual Arts journal) Written response to artwork Students analyse and evaluate an artwork 400-600 words 	Painting <ul style="list-style-type: none"> Supporting evidence of process work (Visual Arts journal) Written response to artworks Students analyses and evaluates artworks 400-600 words
Unit 3	Unit 4
Series of Prints <ul style="list-style-type: none"> Supporting evidence of process work (Visual Arts journal) Written response to artworks Students analyses two artworks 400-600 words 	Ceramic Sculpture <ul style="list-style-type: none"> Supporting evidence of process work (Visual Arts journal) Description of artist's influence on your work in relation to the elements and principles of design 200 - 400 words

Special Education Program

Foundation English (FEG)

Faculty

Special
Education

Equipment

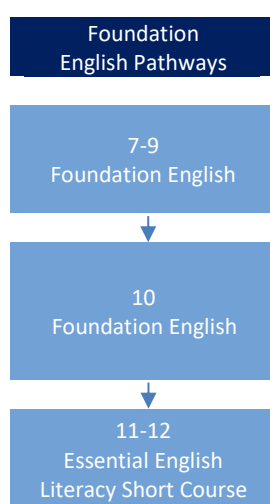
Laptop

Costs

Nil

The Year 9 Foundation English Course follows the same Curriculum as in the mainstream course, however it has been differentiated to suit individual learning and support needs. This allows every student to successfully access the curriculum.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Students interpret, create, evaluate and discuss a wide range of texts in which the primary purpose of employment, as well as text designed to inform and persuade. Student develop a critical understanding of current media and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of text and reviews.



Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> • Proofreading / Editing / Rewriting / Creating • Grammar • Vocabulary: Strive • Paragraphs - TEEEL • Spelling • Novel Study • Persuasive Writing 	<ul style="list-style-type: none"> • Journal/Diary Writing • Story Writing • Analytical Essay writing • Spelling • TEEEL • Vocabulary: Strive

Assessment

Unit 1	Unit 2
<ul style="list-style-type: none"> • Analytical essay- 400 – 500 words • Persuasive Speech – 400 – 500 words 	<ul style="list-style-type: none"> • Analytical Essay – 400 – 500 words • Short Story – 400 – 500 words

Other Information

Students demonstrate evidence of their learning over time through assessable elements such as knowledge and understanding, interpreting texts, constructing texts, appreciating texts and reflecting.

Foundation Humanities (FHU)

Faculty

Special
Education

This program is by offer only.

Equipment
Laptop

Costs
Nil

The Year 9 Foundation Humanities Course follows the same curriculum as in the mainstream course, however it has been differentiated to suit individual learning and support needs. This allows every student to successfully access the curriculum.

The study of Humanities focuses on the broad themes of History, Geography and civics and citizenship. In Unit 1, students will develop an understanding of the importance of the Industrial Revolution and subsequent movement of peoples. In Unit 2, students learn the forces of Globalisation and its effects on individuals, nations and the environment.

Structure

Foundation Humanities Pathways
7-9 Foundation Humanities

Unit 1	Unit 2
Industrial Revolution and movement of people <ul style="list-style-type: none"> • Cause and effects of the Industrial Revolution • Social changes • Slave Trade • Convict Transport Systems • Emancipation 	Globalisation <ul style="list-style-type: none"> • The rise of interconnectedness and globalised economy • What are the consequences of globalisation? • What are the social, economic and environmental cost of globalised economy?

Assessment

Unit 1	Unit 2
Examination <ul style="list-style-type: none"> • Written • Seen • 2 - 3 lessons 	Knowledge Examination <ul style="list-style-type: none"> • Written • Seen • 2 - 3 lessons
Response – Stimulus exam <ul style="list-style-type: none"> • Written • Seen • 3 lessons 	Practical Skills Assignment <ul style="list-style-type: none"> • Written • Seen • 5 lessons

Other Information

Students will study History in semester 1 and Geography in semester 2.

Foundation Literacy (FLI)

Special Education

QCIA

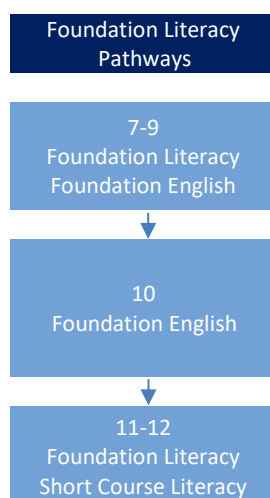
Equipment
Laptop

Costs
\$0

This program is by offer only.

The Foundation Literacy Program utilises the Sounds Write Program, an intensive literacy program offered to students both in the mainstream and Special Education Program to improve their level of reading comprehension and word recognition skills. The program, although standardised, is set at the individual level of the student.

Structure



Unit 1	Unit 2
<p>Foundation Literacy has four components:</p> <ul style="list-style-type: none"> • A computer program for comprehension (Lexia) • Decodable readers • Workbooks for spelling and • Sounds Write Program - Intensive phonics and Phonemic Awareness activities 	<p>Foundation Literacy has four components:</p> <ul style="list-style-type: none"> • A computer program for comprehension (Lexia) • Decodable readers • Workbooks for spelling and • Sounds Write Program - Intensive phonics and Phonemic Awareness activities

Assessment

Unit 1	Unit 2
<p>Booklet Work</p> <ul style="list-style-type: none"> • Ongoing with the Lexia computer program. Tested at end of semester to determine reading and comprehension age 	<p>Booklet Work</p> <ul style="list-style-type: none"> • Ongoing with the Lexia computer program. Tested at end of semester to determine reading and comprehension age

Other Information

Students are tested in their reading and phonological skills prior to coming into the program to determine their eligibility.

Foundation Mathematics (FMM)

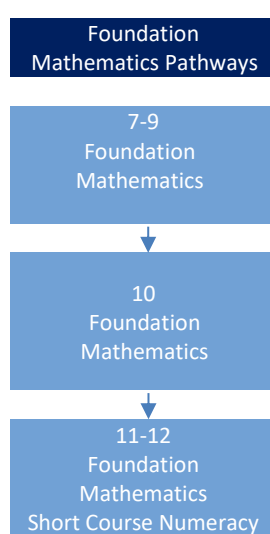
Faculty

Special Education

Equipment	Costs
Laptop Scientific Calculator	Nil

The Year 9 Foundation Mathematics Course follows the same curriculum as the mainstream course, however it has been differentiated to suit individual learning and support needs. This allows every student to successfully access the curriculum.

The course is developed in accordance with the National Curriculum. All students will engage in areas of learning from the major strands of Mathematics: Numbers and Algebra; Measurement and Geometry; Statistics and Probability. Students are encouraged to use mathematics and a range of available technology to help them in making informed decisions in real life situations and to be able to justify and communicate their results confidently.



Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> • Linear Relationships • Units of Measurement 	<ul style="list-style-type: none"> • Trigonometry • Statistics
Unit 3	Unit 4
<ul style="list-style-type: none"> • Real Numbers • Patterns and Algebra • Linear Relationships 	<ul style="list-style-type: none"> • Patterns and Algebra 2 • Chance

Assessment

Unit 1	Unit 2
<ul style="list-style-type: none"> • Problem solving and Modelling Task • Exam 	<ul style="list-style-type: none"> • Exam • Quiz
Unit 3	Unit 4
<ul style="list-style-type: none"> • Exam • Quiz 	<ul style="list-style-type: none"> • Exam Quiz

Foundation Science (FSS)

Faculty

Special
Education

Equipment

Laptop

Costs

Nil

The Year 9 Foundation Science course follows the same curriculum as in the mainstream course, however it has been differentiated to suit individual learning and support needs. This allows every student to successfully access the curriculum.

Students explain chemical processes and natural radioactivity in terms of atoms and energy transfer as well as describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. Students explain global features and events in geological processes and timescales. They analyse how biological systems function and respond to change. They describe social and technological factors that have influenced scientific development and predict how future applications of science and technology may affect people's lives.

Foundation Science
Pathways7-9
Foundation
Science

Structure

Unit 1	Unit 2
Chemical Sciences <ul style="list-style-type: none"> • Atomic Structure • Chemical Reactions 	Physical Science <ul style="list-style-type: none"> • Energy and Energy changes
Unit 3	Unit 4
Biological Sciences <ul style="list-style-type: none"> • Physiology + Body Systems • Inheritance 	Earth Science <ul style="list-style-type: none"> • Marine Biology

Assessment

Unit 1	Unit 2
Experimental Investigation <ul style="list-style-type: none"> • Written Report 	Exam <ul style="list-style-type: none"> • 2 Lessons
Unit 3	Unit 4
Investigation <ul style="list-style-type: none"> • Investigation report 	Exam <ul style="list-style-type: none"> • 2 Lessons