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## Introduction

The purpose of this Handbook is to guide students and parents/carers in selecting subjects for Year 9 2021. 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 achieve the result in this subject so I meet the prerequisites for my Year 11 and 12 studies? (Prerequisites for Year 11 and 12 subjects are located in the table on the next page.)

***Students commencing Year 9 at Nerang State High in 2021 will study the following:***

- 1 Five compulsory subjects – see next page
- 2 Three elective subjects – see next page

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

**Information regarding the Senior School - QCE, QCIA and ATAR - commences page 5.**

**For more information see Ms Wharton, Deputy Principal or Mr Jagunundan, Guidance Officer.**

## Year 9 Subjects

CORE SUBJECTS	Head of Department	PERIODS PER WEEK
English	Mandy Aubrey	3
Health and Physical Education	Cameron Puddey	4 – 1 Semester only
Humanities – History, Geography and Business	Daniel Alarcon	4 – 1 Semester only
Mathematics	Alex Eddy	3
Science	Brendan O’Sullivan	3
Wellbeing		1
ELECTIVE SUBJECTS (Select three of the following)		
Art	Kym Whyte	2 – per subject
Business and Technology Studies	Jodie Teng	
Construction	Shane Courtenay	
Dance	Mandy Acott	
Drama	Mandy Acott	
Home Economics	Kym Whyte	
Industrial Graphics	Shane Courtenay	
Industrial Technology and Design	Shane Courtenay	
Japanese	Daniel Alarcon	
Music	Mandy Acott	
TOTAL PERIODS PER WEEK		

## Student Resource Scheme Fee Structure

Year 9	\$230.00
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### Non Compulsory Additional Costs

Instrumental Music Hire	-	\$100.00
Voluntary P & C Contribution	-	\$30.00

## Senior Schooling - Year 11 and 12

### What will it mean for me?

In Year 9 and 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a Queensland Certificate of Education (QCE) and work towards your goals.

### Curriculum

#### What subjects can I choose in Senior?

You can study a wide variety of subjects:

- General subjects
- Applied subjects
- Vocational education and training (VET) courses; i.e. Certificate III Active Volunteering
- School-based apprenticeships and traineeships (SATs)
- University subjects completed while at school (Guest Programs)
- Duke of Edinburgh Program
- Diplomas; i.e. Business (Aurora) or Nursing (TAFE)

- Students will typically undertake the equivalent of five subjects.
  - All students who complete Year 12 will receive a Senior Statement, which is a transcript of their results. Eligible students will also receive a QCE.
- Students will be awarded an overall numerical score and a level of achievement (A–E) for each General subject. Applied subjects will be reported using a level of achievement only.

### Assessment in Years 11 and 12

- 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 in all General subjects, but it will not be used to scale a student's 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 in schools.
- 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 ATAR – Australian Tertiary Admissions Rank, calculated by QTAC – Queensland Tertiary Admissions Centre, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.
- An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05.
- 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.
- **General English is a compulsory subject if the student is pursuing further University study.**

# Art

Faculty

Visual Art

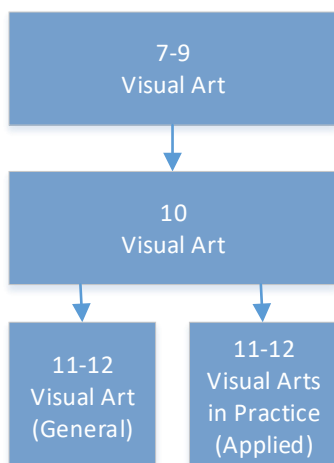
Equipment
Laptop

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 natural world offers a myriad of opportunities to improvise, imagine, analyse while practising and refining their art skills and deepening their 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
Nature: Insects and Flora <ul style="list-style-type: none"> <li>Analysing a range of Australian &amp; International artworks from contemporary and past times</li> <li>Focusing on visual conventions. Such as: point, line, tone, shape and form.</li> <li>Drawing and printmaking techniques, processes and styles</li> <li>Planning and designing artworks that represent artistic intention</li> </ul>	Nature: Flora, Natural Objects and Sea life <ul style="list-style-type: none"> <li>Analysing a range of Australian &amp; International artworks from contemporary and past times</li> <li>Focusing on visual conventions. Such as: colour, form, space and texture.</li> <li>Painting and ceramic sculptural techniques, processes and styles</li> <li>Planning and designing artworks that represent artistic intention</li> </ul>

## Assessment

Unit 1	Unit 2
Written Response Seen 450 min. words	Painting Ceramic sculpture Supporting evidence of process work (Visual Arts journal) Written artist statement (100 words)
Drawing folio Printing folio Supporting evidence of process work (Visual Arts journal) Written artist statement (100 words)	Written Response Seen 450 min. words AND Multiple Choice and Short Written Response Test Unseen 350 min. words

# Business Technology Studies (BTS)

Faculty

Business

## Equipment

Laptop  
4 GB USB

## Costs

Excursion

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

## Assessment

Unit 1	Unit 2
Short written and extended written response	Project work
Unit 3	Unit 4
Project work	Short written and extended written response

## Other Information

BYOD is required for this subject in order to complete relevant research and assessment tasks. Students in this subject will be working with Microsoft Office for the presentation of their information. Access to the internet will be needed to access OneNote and for research.



# Construction

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



### Structure

Unit 1	Unit 2
Workplace Health & Safety <ul style="list-style-type: none"> <li>• Bridge building</li> <li>• Concreting/Levelling</li> </ul>	Workplace Health & Safety <ul style="list-style-type: none"> <li>• Tool box</li> </ul>

### Assessment

Unit 1	Unit 2
Assignments (Folio of Work) Class Work Folio Practical Projects	Assignments (Folio of Work) Class Work Folio Practical Projects

### 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

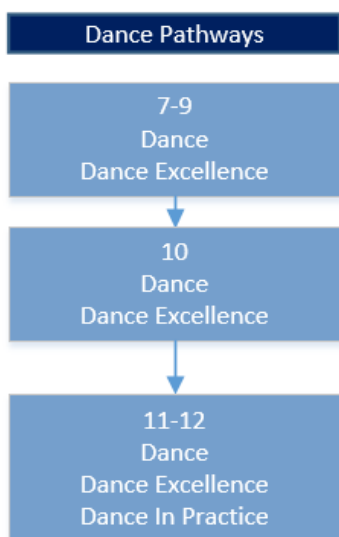
Faculty

Performing Arts

Equipment	Costs
Laptop Performing Arts t-shirt Dance tights Dance shoes	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.



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

## Assessment

Unit 1	Unit 2
<b>Performance:</b> Teacher devised routine that explores a range of World Dance styles. 1-3 minutes  <b>Appreciation:</b> Written response to cultural dance work. Students identify, analyse and evaluate. 400-600 words.	<b>Performance:</b> Teacher devised routine that explores social dance from the 21 <sup>st</sup> century. 1-3 minutes  <b>Choreography:</b> Individually devised in small groups students create a social dance sequence of movement from their chosen era. 45 seconds to 1 minute.
Unit 3	Unit 4
<b>Appreciation:</b> Individual short response exam on contemporary dance pioneers. Analysis of unseen work. 400-600 words.  <b>Performance:</b> Teacher devised routine in the contemporary dance style. 1-3 minutes	<b>Performance:</b> Teacher devised routine focusing on a Musical Theatre piece. 1-3 minutes  <b>Choreography:</b> Individually devised in small groups students create a Musical Theatre sequence of movement. 45 seconds to 1 minute.

# Drama

Faculty

Performing 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.

## Drama Pathways



CAREER PATHWAYS
Bachelor Degrees in Art
Actor
Creative Arts
Theatre Studies
Musical Theatre
Educator
Arts Administrator
Drama Education Degree
Film Maker

## Structure

Unit 1	Unit 2
<b>Elements of Drama</b> <ul style="list-style-type: none"> <li>• Performance qualities</li> <li>• Games and Improvisation</li> <li>• Elements of Drama</li> <li>• Understanding Live Theatre</li> <li>• Review writing</li> </ul>	<b>Clowning</b> <ul style="list-style-type: none"> <li>• Clowning techniques</li> <li>• Devising Clowning Routines</li> <li>• Performance qualities</li> </ul>
Unit 3	Unit 4
<b>Page to Stage</b> <ul style="list-style-type: none"> <li>• Understanding scripts</li> <li>• Designing a portfolio</li> <li>• Performance qualities</li> </ul>	<b>Duologues</b> <ul style="list-style-type: none"> <li>• Performance for a specific audience</li> <li>• Duologues in action</li> <li>• Performance qualities</li> </ul>

## Assessment

Unit 1	Unit 2
<b>Making (Presenting)</b> Students will be assessed on a series of in class group activities  <b>Responding (Review)</b> Students view a live piece of theatre and then individually write a review	<b>Making (Devising)</b> Students make choices about how to put on a clowning performance. They will write a scene outline. <b>Making (Presenting)</b> Group performance Students perform in small groups for a live audience of young people (usually at a Primary School)
Unit 3	Unit 4
<b>Making (Devising)</b> Students make choices about how to put on a performance. They will create a Design Portfolio <b>Making (Presenting)</b> Group performance Students perform a scripted piece in small groups	<b>Making (Presenting)</b> Group performance Students perform a scripted piece in pairs

## 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

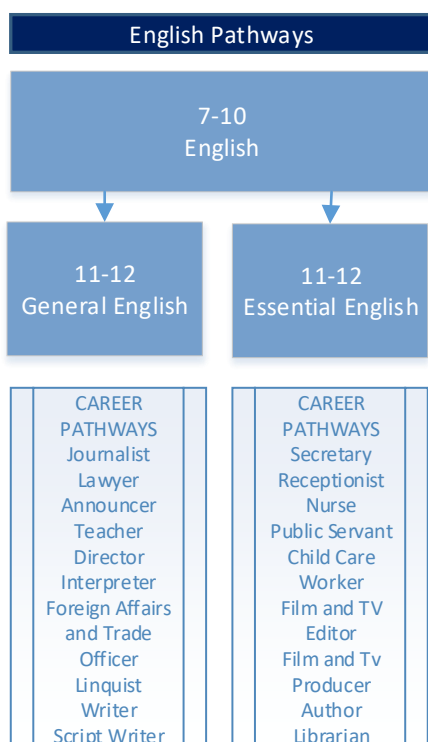
Faculty

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 in which the primary purpose is enjoyment, as well as texts designed to inform and persuade. Students 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 texts and reviews.



### Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>English Skills for Life</li> <li>Play Studies</li> </ul>	<ul style="list-style-type: none"> <li>Film Study</li> <li>Novel Study</li> </ul>

### Assessment

Unit 1	Unit 2
Persuasive Essay Response to a stimulus Unseen 400-600 words	Persuasive Speech Multi modal, Maleficent 3-5 mins
Narrative In class test conditions 400-600 words Written Monologue Play Study, Twelve Angry Men 400-600 words	Analytical Essay Novel study 400-600 words

# Health & Physical Education

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.

## Health & Physical Education 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
<b>Nutrition and Sport</b> • Nutritional needs of athletes	<b>Fitness and Training</b> • Investigating different types of training to improve personal physical performance
Unit 3	Unit 4
<b>My Social Responsibility</b> • Trends in society relating to alcohol consumption	<b>Sustainable Health Challenge</b> • Identifying the factors that contribute to sustainable health

### Assessment

Unit 1	Unit 2
<b>Exam:</b> Analyse dietary information and propose changes for improved health.	<b>Assignment:</b> Complete a written reflection on individual training experiences to determine future fitness goals.
Unit 3	Unit 4
<b>Exam:</b> Investigate and analyse alcohol related material to make a justified decision.	<b>Research assignment:</b> Data analysis and production of a multimodal presentation in response to a local health issue.

### Other Information

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

# Home Economics

Faculty

Home  
Economics

## Equipment

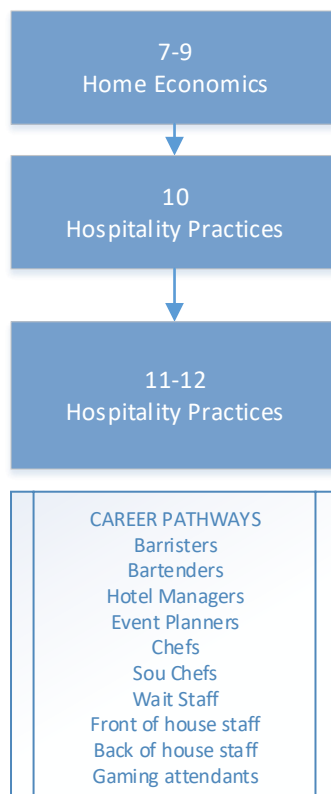
Laptop

## Costs

Nil

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence and effective living within the wider society, and promotes preferred futures for self and others. Home Economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

## Home Economics Pathways



## Structure

Unit 1	Unit 2
Textiles: Pillowcase <ul style="list-style-type: none"> <li>• Elements of design</li> <li>• Fibres and fabric</li> <li>• Decoration techniques               <ul style="list-style-type: none"> <li>- Ribbon/lace</li> <li>- Non sew applique</li> <li>- String to design</li> </ul> </li> <li>- Buttons</li> <li>- Joining panel</li> </ul>	Nutrition: Australian Guide to Healthy Eating <ul style="list-style-type: none"> <li>• Study of AGHE</li> <li>• Grains</li> <li>• Vegetables</li> <li>• Fruits</li> </ul>
Unit 3	Unit 4
Nutrition: Australian Guide to Healthy Eating <ul style="list-style-type: none"> <li>• Nutritional problems</li> <li>• Milk</li> <li>• Eggs</li> <li>• Meat</li> </ul>	Textiles: Eco- Bags <ul style="list-style-type: none"> <li>• Principles of design</li> <li>• Decoration techniques               <ul style="list-style-type: none"> <li>- Stencil</li> <li>- Fabric collage</li> <li>- Fabric yoyos</li> <li>- Patchwork</li> </ul> </li> </ul>

## Assessment

Unit 1	Unit 2
Assessment: Folio and product (pillowcase) Time: 4 weeks of class and own time Word length: 450-500 words	Examination: supervised written examination short response Time: 60 minutes Word Length: 350- 400 words
Unit 3	Unit 4
Assessment: Practical cooking and folio Time: 1x 70 min for practical 4 weeks of class and own time for Folio: word length: 450-500 words	Assessment: Folio and product (eco bag) Time: 4 weeks of class and own time Folio: word length: 450-500 words

## Other Information

Each week in Units 2 and 3, students will be required to bring ingredients for cooking family meals. Textiles lessons will also require students to bring suitable sewing resources to make and decorate their products.

# Humanities

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 Australia’s federation and involvement in World War I. In Unit 2, students learn about the forces of globalisation and its effects on individuals, nations and the environment.



## Structure

Unit 1	Unit 2
Federation and World War I <ul style="list-style-type: none"> <li>• Australia prior to Federation</li> <li>• Factors that motivated Federation</li> <li>• Causes of WWI</li> <li>• Australia’s role in the conflict</li> </ul>	Globalisation <ul style="list-style-type: none"> <li>• The rise of interconnectedness and a globalised economy</li> <li>• What are the consequences of globalisation?</li> <li>• What are the social, economic and environmental costs of a globalised economy?</li> </ul>

## Assessment may consist of the following:

Unit 1	Unit 2
Research Task Written Seen Minimum 450 words	Combination Exam Written Seen 2 lessons
Combination Exam Written Seen 2 lessons	Data Response Test Written Seen 2 lessons

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

## Other Information

As part of the Humanities course, students will have the option to participate in both the Royal Geographical Society’s – National Geography Competition, the National History Competition and opportunities for excursions and workshops.

# Industrial Graphics

Faculty

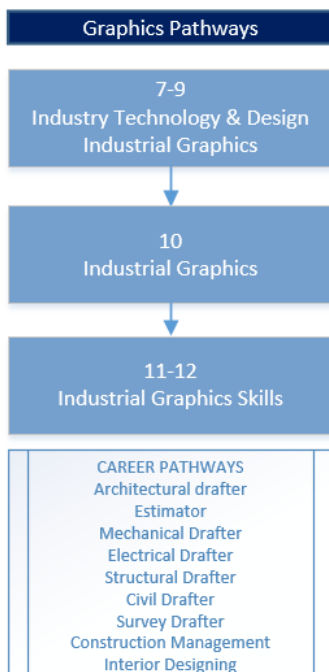
ITD

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 (i.e. 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
<b>Design Graphics</b> <ul style="list-style-type: none"> <li>• Introduction to Industrial Graphics</li> <li>• Pictograms</li> <li>• Product packaging</li> </ul>	<b>Industrial Design</b> <ul style="list-style-type: none"> <li>• 3D modelling</li> </ul> Extension: Built Environment <ul style="list-style-type: none"> <li>• Single storey house design</li> </ul>

## Assessment

Unit 1	Unit 2
<b>Class Work</b> <ul style="list-style-type: none"> <li>• Folio</li> </ul> <b>Project Multimodal – non presentation</b> <ul style="list-style-type: none"> <li>• Product and folio</li> <li>• Design drawings</li> <li>• 3D packaging</li> </ul>	<b>Class Work</b> <ul style="list-style-type: none"> <li>• Folio</li> <li>• 3D rendering</li> </ul> <b>Project Multimodal – non presentation</b> <ul style="list-style-type: none"> <li>• Orthographic drawings</li> <li>• Product and folio</li> </ul>



# Industrial Technology and Design

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.



CAREER PATHWAYS
Carpenter
Cabinetmaker
Concreter
Brick/Block Layer
Plasterer
Tiler
Painter
Architectural designer
Graphics designer
Industrial designer
Interior designer
Engineer
Surveyor
Illustrator

### Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Workplace Health &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>Investigative Analysis</li> <li>CO<sup>2</sup> drag car</li> </ul>

### Assessment

Unit 1	Unit 2
Design Folios Investigative Analysis Practical Projects Online WH&S Tests	Design Folios Investigative Analysis Practical Projects Online WH&S Tests

### 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.

# Japanese

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 travel, shopping and eating out to the environment and youth subcultures. Students will also build on their knowledge of the Hiragana and Katakana alphabets and learn how to read and write a range of Kanji characters.

By choosing this course of study, students have the opportunity to undertake a study tour of Japan.

## Japanese Pathways



## Structure

Unit 1	Unit 2
<b>Travel</b> <ul style="list-style-type: none"> <li>• Create a travel brochure in Japanese for tourists visiting Australia</li> </ul>	<b>Shopping and Eating Out</b> <ul style="list-style-type: none"> <li>• Comprehend language used when shopping and eating out in Japan</li> </ul>
Unit 3	Unit 4
<b>Environment</b> <ul style="list-style-type: none"> <li>• Compare Australian and Japanese perspectives</li> <li>• Express opinions on environmental conservation</li> </ul>	<b>Youth Subcultures</b> <ul style="list-style-type: none"> <li>• Compare Australian and Japanese cultures</li> <li>• Investigate popular aspects of Japanese culture</li> <li>•</li> </ul>

## Assessment

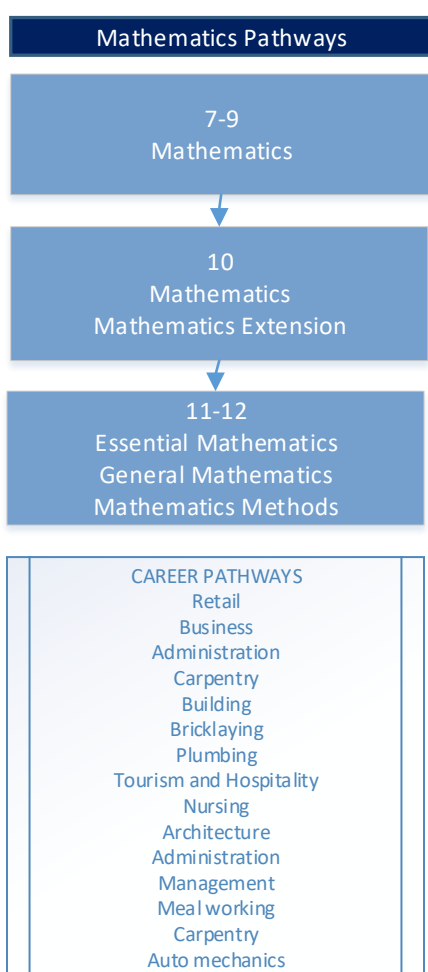
Unit 1	Unit 2
Travel Brochure Writing Reading Test unseen	Listening Unseen Shopping role play
Unit 3	Unit 4
Environmental Conservation Spoken/Written (English) Seen 1-25 minutes + short answer	Cultural Values Reading/listening Unseen 2 lessons

# Mathematics

Faculty **Mathematics**

Equipment	Costs
Laptop Scientific Calculator	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"> <li>• Patterns and Algebra</li> <li>• Linear Relationships</li> <li>• Pythagoras and Trigonometry</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Area and Volume</li> <li>• Linear Relationships</li> <li>• Index Laws</li> <li>• Probability</li> </ul>

## Assessment

Unit 1	Unit 2
Term 1 Exam Unseen Written 1 hour	Term 3 Problem Solving Modelling Task Written Report 600-800 words 3 weeks  End Term Exam Unseen Written 1 hour
Term 2 Exam Unseen Written 1 hour	Term 4 Exam Unseen Written 1 hour

# Music

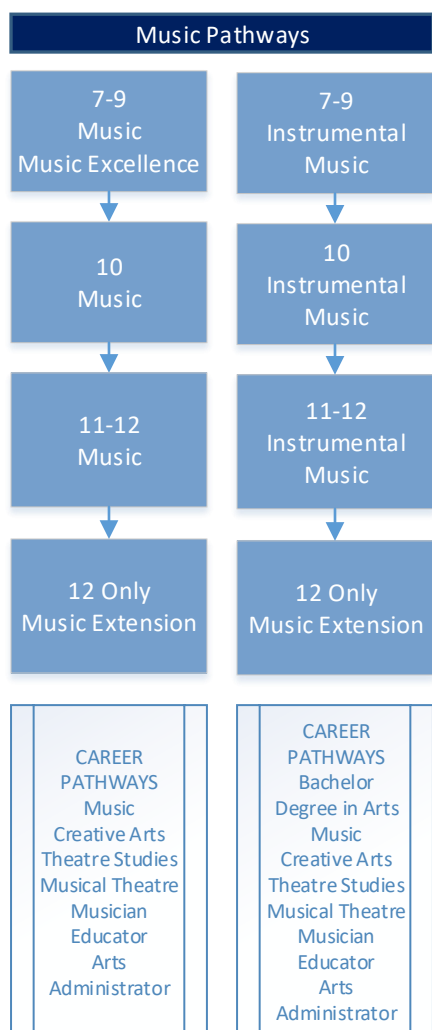
Faculty

Performing Arts

Equipment
Laptop 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"> <li>• Keys &amp; Chords</li> </ul>	Recycled Music <ul style="list-style-type: none"> <li>• Pachelbel's Rant</li> </ul>
Unit 3	
Classic Hits <ul style="list-style-type: none"> <li>• Pop Music through the ages</li> </ul>	

## Assessment

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Essay</li> <li>• Composition</li> </ul>
Unit 3	
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Exam</li> </ul>	

## 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

Faculty

Science

## Equipment

Laptop  
Scientific Calculator

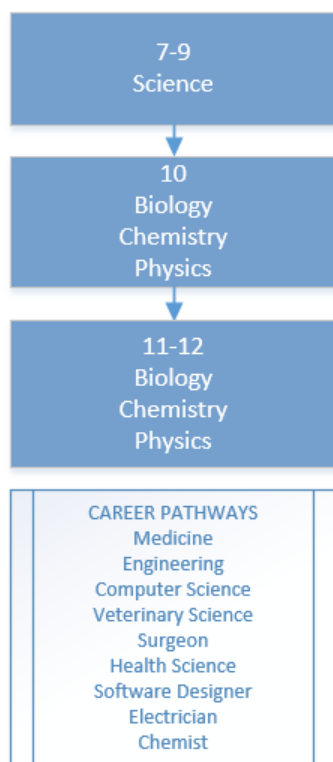
## Costs

Nil

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

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

Unit 1	Unit 2
Physical Sciences <ul style="list-style-type: none"> <li>• Energy Transfer Models</li> <li>• Sound and Light Waves</li> </ul> Chemical Sciences <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Chemical Reactions</li> </ul>	Biological Sciences <ul style="list-style-type: none"> <li>• Physiology: Organs &amp; Organ Systems</li> <li>• Ecology</li> </ul> Earth and Space Sciences <ul style="list-style-type: none"> <li>• Plate Tectonic Theory</li> </ul>

## Assessment

Unit 1	Unit 2
Physical Sciences Assignment: Design a Thermos Written Seen Min. 450 words Exam Written Unseen 1 hr	Biological Sciences Assignment: Digestion Learning Menu Multimodal Seen Min. 450 words Exam Written Unseen 1 hr
Chemical Sciences Exam Written Unseen 1 hr Assignment: STEM project Written Seen Min. 450 words	Earth and Space Sciences Exam Written Unseen 1 hr

# Special Education Program

# Foundation English

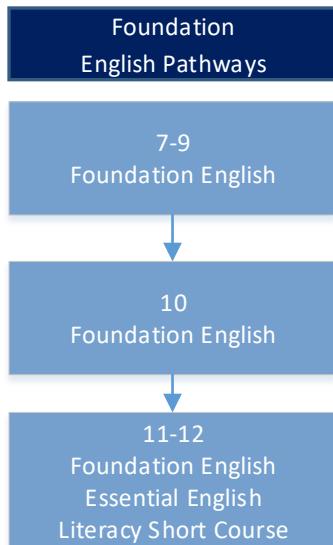
Faculty

Special Education

Equipment
Laptop

Costs
Nil

The program aims to extend the high end SuccessMaker students to develop their writing capability in preparation to moving into mainstream English. Students will study a variety of language conventions and genres aimed to develop functional literacy.



## Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Proofreading / Editing / Rewriting / Creating</li> <li>• Sentences – types</li> <li>• Grammar</li> <li>• Syntax</li> <li>• Vocabulary (personal word dictionary)</li> <li>• Paragraphs - TEEEL</li> <li>• Reading strategies</li> </ul>	<p>Genres</p> <ul style="list-style-type: none"> <li>• Emails</li> <li>• Journal/Diary Writing</li> <li>• Personal Letter</li> <li>• Story Writing</li> <li>• Persuasive Writing</li> <li>• Novel Study</li> </ul>

## Assessment

Unit 1	Unit 2
<p>Booklet work Development of Personal Word Dictionary</p>	<p>Journals Story writing Novel Study book work Examples of work</p>

## 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

Faculty

Special  
Education

## Equipment

Laptop

## Costs

Nil

The Special Education Program follows the national curriculum that encompasses the same units of work as in mainstream but at a different literacy level. This allows every student with a disability to access the same curriculum as others but at a level the student can access successfully. In 2019 the Humanities Course in year 9 will encompass the compulsory elements of the History component of the National Curriculum, whilst also covering the subjects of Geography, Civics and Study of Society. This course of study also embeds basic literacy and numeracy skills, Indigenous and Asian perspectives, principles of environmental sustainability and ICT skills.

## Foundation Humanities Pathways

7-9  
Foundation Humanities



10  
Foundation Humanities

## Structure

Unit 1	Unit 2
<p><b>A Globalising World</b> An investigation into the emergence of an increasingly interconnected world and the changing nature of our population, employment, communication and technologies</p> <p><b>Making a Better World</b> An investigation of how major developments changed society and shaped the way we live forever. This unit of study will examine either:</p> <ul style="list-style-type: none"> <li>the Industrial Revolution,</li> <li>the emergence of ideas and political movements</li> <li>the movement of people as a consequence of industrialisation</li> </ul>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>An investigation into different biomes as an environmental, social and economic resource and managing human impact for long term sustainability.</li> </ul> <p><b>Australia and Asia</b> An investigation into the emergence of either:</p> <ul style="list-style-type: none"> <li>An Asian Society and its emerging nationalism</li> <li>The emergence of Australia from a colonial possession to a federated nation.</li> </ul> <p><b>World War I</b></p> <ul style="list-style-type: none"> <li>Students investigate the significance and nature of World War I and the Australian experience of war.</li> </ul>

## Assessment

Unit 1	Unit 2
Objective/short answer test response to stimulus test research assignments, practical work such as surveys and media research oral presentation	Objective/short answer test response to stimulus test research assignments, practical work such as surveys and media research oral presentation

## Other Information

Students will study History in semester 1 and Geography in semester 2. This course is by offer only.



# Foundation Mathematics

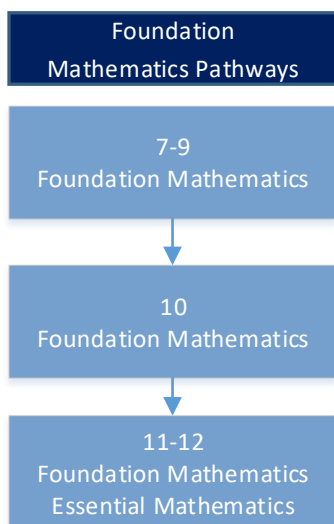
Faculty

Special Education

Equipment
Laptop Calculator

Costs
Nil

The Special Education Program follows the ACARA curriculum that encompasses the same units of work as in mainstream but at a different numeracy level. This allows every student with a disability to access the same curriculum as others but at a level the student can access successfully. Number facts, Time and Basic Facts will be practiced and reviewed continually.



### Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>• Basic Operations</li> <li>• Money</li> <li>• Patterns</li> <li>• Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Shape</li> <li>• Geometry</li> <li>• Probability</li> <li>• Chance</li> <li>• Data</li> </ul>

### Assessment

Unit 1	Unit 2
Booklet work Quizzes Formative testing at regular intervals	Booklet work Quizzes Formative testing at regular intervals

### Other Information

Assessment will be ongoing with Pop Quizzes. Formative tests will occur at regular intervals. Summative testing will occur each term. Assessment items will include practical investigations, assignments, oral tests and written examinations at the end of each term.

# Foundation Science

Faculty

Special  
Education

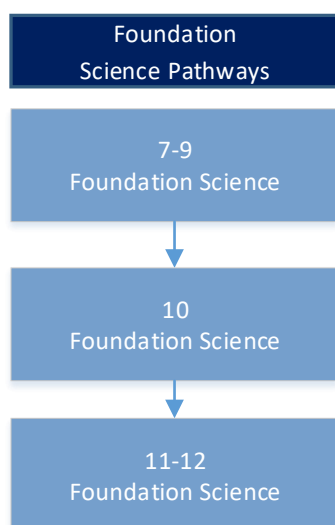
## Equipment

Laptop

## Costs

Nil

The Special Education Program follows the ACARA curriculum that encompasses the same units of work as in mainstream but at a different literacy level. This allows every student with a disability to access the same curriculum as others but at a level the student can access successfully. The Year 9 Science program follows the Australian Curriculum, which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.



## Structure

Unit 1	Unit 2
Physical Sciences <ul style="list-style-type: none"> <li>• Energy Transfer Models</li> <li>• Sound and Light Waves</li> </ul> Chemical Sciences <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Chemical Reactions</li> </ul>	Biological Sciences <ul style="list-style-type: none"> <li>• Physiology: Organs &amp; Organ Systems</li> <li>• Ecology</li> </ul> Earth and Space Sciences <ul style="list-style-type: none"> <li>• Plate Tectonic Theory</li> </ul>

## Assessment

Unit 1	Unit 2
Booklet work Quizzes and exams Practical investigations	Booklet work Quizzes and exams Practical investigations

# SuccessMaker

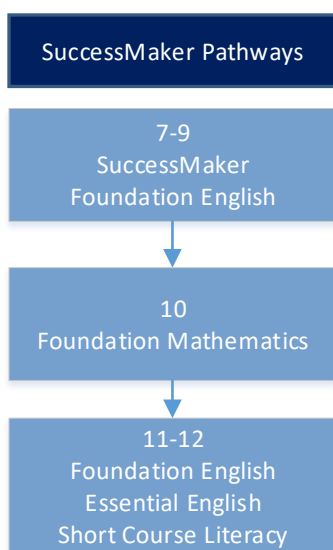
Faculty

Special Education

Equipment
Laptop

Costs
Nil

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



### Structure

Unit 1	Unit 2
SuccessMaker has four components: <ul style="list-style-type: none"> <li>• a computer program for comprehension</li> <li>• wordlists for word recognition</li> <li>• workbooks for spelling and</li> <li>• literacy activities</li> </ul>	SuccessMaker has four components: <ul style="list-style-type: none"> <li>• a computer program for comprehension</li> <li>• wordlists for word recognition</li> <li>• workbooks for spelling and</li> <li>• literacy activities</li> </ul>

### Assessment

Unit 1	Unit 2
Booklet work Ongoing with the computer program Tested at end of semester to determine reading and comprehension age	Booklet work Ongoing with the computer program Tested at end of semester to determine reading and comprehension age

### Other Information

Students are tested prior to coming into the program to test their eligibility. This program is by offer only.

