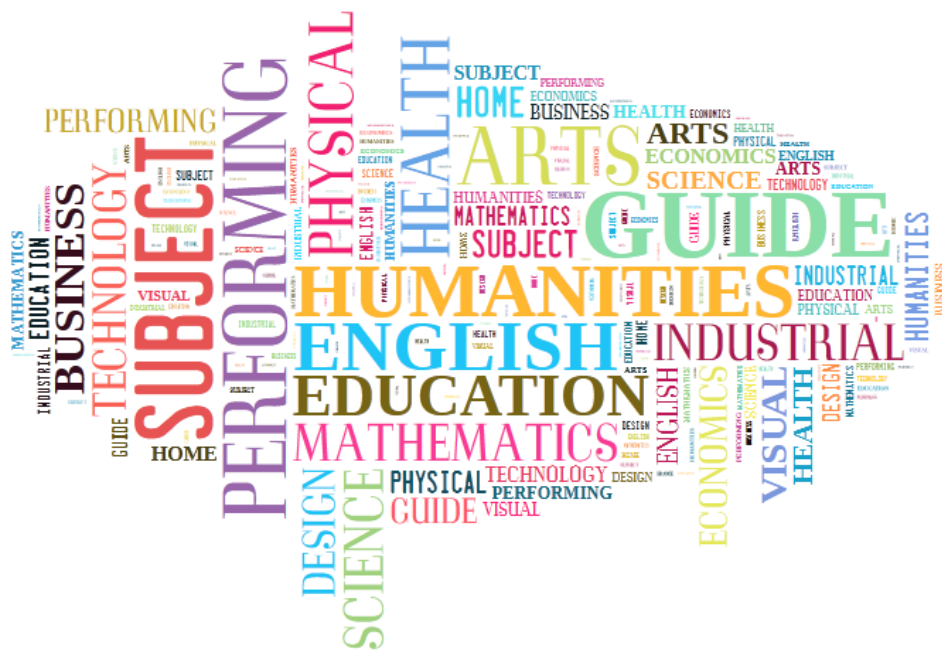




## Year 9

# Subject Handbook

## 2026



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## Introduction

The purpose of this Handbook is to guide students and parents/carers in selecting subjects for Year 9. This is the first stage of preparing students 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 page four 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 2026 will study the following:***

- 1 Five core subjects – see page four
- 2 Three elective subjects – see page four
- 3 Wellbeing – integrated into subjects

### ***Subject Selection Process***

Students will make their selections via OneSchool during class, assisted by their English or Maths teacher.

### ***Educational Requirements***

Refer to page five 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 Grandfils, Guidance Officer
- Mr Woolnough, Head of Engagement

### Faculty Details Table

Faculty Code	Department	Head of Department
ENG	English	Mr Joshua Hodson
MAT	Mathematics	Ms Jess Wilson
SCI	Science	Ms Lara Hayes
HUM	Humanities	Ms Tamlyn Dooley
LEAD	Learning, Equity, Access and Diversity	Ms Lindsay Russell
BUS	Business	Ms Jodie Teng
HEC	Food and Service Industries	Ms Kelly Copolov
ART	Performing Arts	Ms Mandy Acott
ITD	Industrial Technology and Design	Mr Shane Courtenay
HPE	Health & Physical Education	Mr Cameron Puddey

### Signature Program Co-ordinators

ADP	Athlete Development Program	Ms Sonia Donnelly
QA	Quality Arts Program – Dance Drama	Ms Mandy Acott
COMETS	COMETS Academic Program	Ms Sandy Molloy

## 2026 Year 9 Subject Details

CORE SUBJECTS	Head of Department	LESSONS PER WEEK
English (ENG)	Joshua Hudson	3
Health and Physical Education (HPE)	Cameron Puddey	4 – 1 Semester only
History (HIS)	Tamlyn Dooley	4 – 1 Semester only
Mathematics (MAT)	Jess Wilson	3
Science (SCI)	Lara Hayes	3
<b>ELECTIVE SUBJECTS</b> (Select three of the following)		2 – per subject
**Athlete Development Program (ADP)	Cameron Puddey	
Business & Economics (BEC)	Jodie Teng	
Construction (CON)	Shane Courtenay	
Dance (DAN)	Mandy Acott	
Design & Technology (DAT)	Shane Courtenay	
Digital Technologies (DIG)	Kelly Copolov	
Drama (DRA)	Mandy Acott	
Food Specialisation (TFD)	Kelly Copolov	
Geography (GEG)	Tamlyn Dooley	
History (HIS)	Tamlyn Dooley	
Industrial Graphics (IGR)	Shane Courtenay	
Japanese (JAP)	Tamlyn Dooley	
Music (MUS)	Mandy Acott	
**Quality Arts Dance (QDA)	Mandy Acott	
**Quality Arts Drama (QDR)	Mandy Acott	
**Quality Arts Music (QMU)	Mandy Acott	
Spanish (SPN)	Tamlyn Dooley	
STEM – Science, Technology, Engineering, Mathematics (STM)	Lara Hayes	
Visual Art (ART)	Mandy Acott	
<b>TOTAL LESSONS PER WEEK</b>		<b>20</b>

## Student Resource Scheme Fee Structure

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

\*\*Please note: Students must be selected in the relevant programs through trial/auditions to participate in these subjects.

## Senior Assessment System

The Queensland Certificate of Education (QCE) system is a new approach to senior assessment, combining school-based assessment with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA). You need to know what to expect under this system as you start to think about your senior subjects. In Year 9 and 10, 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.

In Year 10, your school and family will help you plan what to study in Years 11 and 12.

### 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 & 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

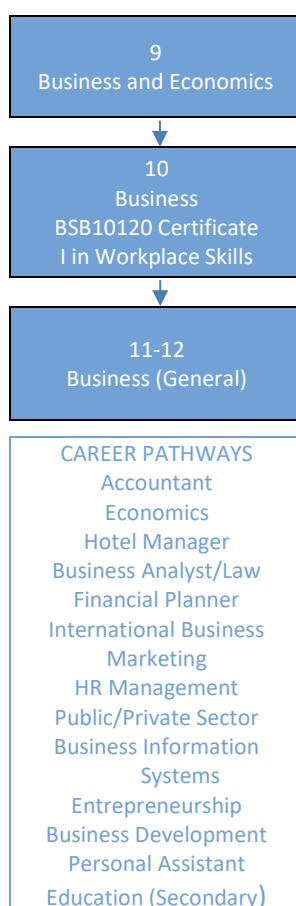
Laptop  
4 GB USB

### 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 to 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
<b>Exam</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>60 minutes + 10 minutes perusal</li> </ul>	<b>Investigation</b> <ul style="list-style-type: none"> <li>Written report</li> <li>Seen</li> <li>600 – 800 words</li> <li>4 Weeks</li> </ul>
Unit 3	Unit 4
<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal</li> <li>Written</li> <li>Seen</li> <li>600 – 800 words</li> <li>4 Weeks</li> </ul>	<b>Portfolio</b> <ul style="list-style-type: none"> <li>Written</li> <li>Seen</li> <li>600 – 800 words</li> <li>4 weeks</li> </ul>

## 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



### Structure

Unit 1	Unit 2
<b>Galvanised Carry All</b> <ul style="list-style-type: none"> <li>• Workplace health and safety</li> <li>• Appropriate selection of hand tools</li> <li>• Folding machines</li> <li>• Fastener systems</li> </ul>	<b>Concrete Stool</b> <ul style="list-style-type: none"> <li>• Workplace health and safety</li> <li>• Concrete ratios and finishing techniques</li> <li>• Timber shaping</li> <li>• Tiling and grouting</li> </ul>
Unit 3	Unit 4
<b>Bricklaying and Levelling</b> <ul style="list-style-type: none"> <li>• Laying and levelling</li> <li>• Mortar mixes</li> <li>• Hand tool techniques</li> </ul>	<b>Steamboat</b> <ul style="list-style-type: none"> <li>• Workplace health and Safety</li> <li>• Galvanised sheet work</li> <li>• Spot welding</li> <li>• Repurposing recycled materials</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Project</b> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Written folio</li> <li>• 300-400 words</li> <li>• 10 weeks</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Written folio</li> <li>• 300-400 words</li> <li>• 10 weeks</li> </ul>
Unit 3	Unit 4
<b>Project</b> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Written folio</li> <li>• 300-400 words</li> <li>• 10 weeks</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Written folio</li> <li>• 300-400 words</li> <li>• 10 weeks</li> </ul>

### Other Information

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing appropriate personal protective equipment, suitable enclosed footwear, 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.

### Structure



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

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 Decades</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 (making): performing</b> <ul style="list-style-type: none"> <li>Teacher devised routine that explores a range of World Dance styles</li> <li>1 - 2 minutes</li> <li>6 weeks</li> </ul> <b>Extended response</b> <ul style="list-style-type: none"> <li>Responding To work of others</li> <li>400 - 500 words</li> <li>4 weeks</li> </ul>	<b>Performance (making): performing</b> <ul style="list-style-type: none"> <li>Teacher devised</li> <li>Social Dance style</li> <li>Groups</li> <li>1 - 2 minutes</li> <li>10 weeks</li> </ul> <b>Practical (making): devising</b> <ul style="list-style-type: none"> <li>Choreography: 1-minute work</li> <li>Written choreographic statement: 200 - 300 words</li> <li>10 weeks</li> </ul>
Unit 3	Unit 4
<b>Performance (making): performing</b> <ul style="list-style-type: none"> <li>Teacher devised routine</li> <li>Style of Contemporary Dance</li> <li>1 - 2 minutes</li> <li>6 weeks</li> </ul> <b>Examination – responding:</b> <ul style="list-style-type: none"> <li>Short response items</li> <li>Response to stimulus</li> <li>Individual</li> <li>70 minutes</li> </ul>	<b>Performance (making): performing</b> <ul style="list-style-type: none"> <li>Musical Theatre style</li> <li>Student devised – in groups</li> <li>1 - 2 minutes</li> <li>10 weeks</li> </ul> <b>Practical - devising</b> <ul style="list-style-type: none"> <li>Choreography</li> <li>1-minute</li> <li>Written statement</li> <li>200 - 300 words</li> <li>10 weeks</li> </ul>

## Design & Technology (DAT)

Faculty

ITD

### Equipment

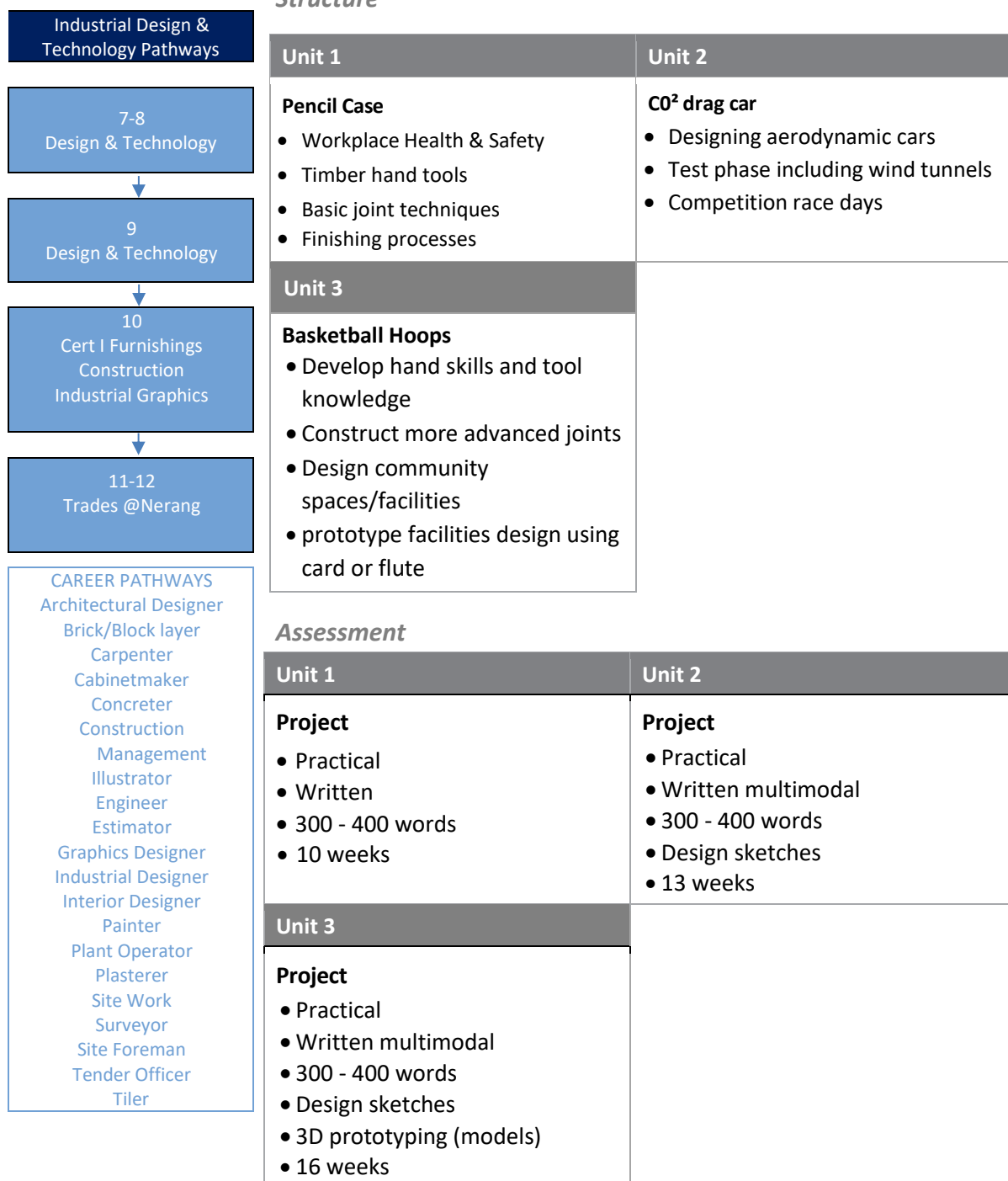
Laptop  
Suitable enclosed footwear

### 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.

### Structure



### Assessment

### 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 21<sup>st</sup> century learning.

### Digital Technology Pathways

7-8  
Industrial Technology & Design



9  
Digital Technologies



10  
Aviation and Technologies



11-12 Cert III Aviation  
Remote Pilot Licence

**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
<b>Design Systems and Privacy</b> <ul style="list-style-type: none"> <li>Computer components (Hardware and software)</li> <li>Data Compression and Security</li> </ul>	<b>HTML + CSS Coding</b> <ul style="list-style-type: none"> <li>Introduction to coding in real world solutions</li> </ul>
Unit 3	Unit 4
<b>APP Creation</b> <ul style="list-style-type: none"> <li>Microsoft MakeCode Arcade</li> </ul>	<b>Python Coding</b> <ul style="list-style-type: none"> <li>Computer programming language</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Investigation</b> <ul style="list-style-type: none"> <li>Written</li> <li>Seen</li> <li>500 - 600 words</li> <li>Multimodal: 4 - 5 minutes</li> <li>6 weeks</li> </ul>	<b>Exam</b> <ul style="list-style-type: none"> <li>Written</li> <li>Unseen</li> <li>60 minutes + 10 minutes perusal</li> </ul>
Unit 3	Unit 4
<b>Project</b> <ul style="list-style-type: none"> <li>Written including graphical representations</li> <li>Seen</li> <li>300 - 400 words</li> <li>6 weeks</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Written including graphical representations</li> <li>Seen</li> <li>300 - 400 words</li> <li>6 weeks</li> </ul>

### Other Information

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

**Please note:** The digital technologies subject does not include gaming or recreational computer use. The focus is on developing student's skills in digital systems, coding, data management and responsible technology use.

### Equipment

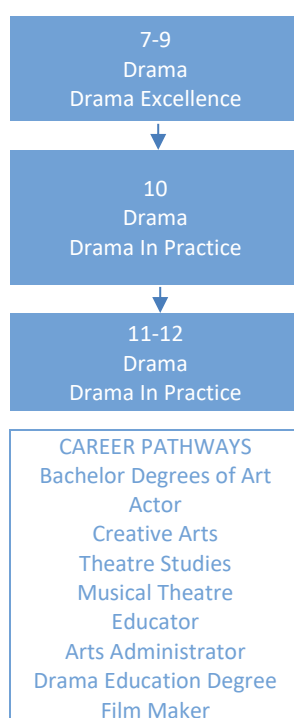
Laptop  
Performing Arts t-shirt  
Black leggings or pants

### 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



### 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.

### Structure

Unit 1	Unit 2
<b>Clowning</b> <ul style="list-style-type: none"> <li>• Clowning techniques</li> <li>• Devising clowning routines</li> <li>• Building rehearsal &amp; performance skills</li> <li>• Performance qualities</li> </ul>	<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>
Unit 3	Unit 4
<b>Movement and Meaning</b> <ul style="list-style-type: none"> <li>• Performance for a specific audience</li> <li>• Physical theatre techniques</li> <li>• Performance qualities</li> </ul>	<b>Review</b> <ul style="list-style-type: none"> <li>• Viewing live theatre</li> <li>• Understanding live theatre</li> <li>• Analysing Elements of Drama</li> <li>• Review writing</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Performance:</b> <ul style="list-style-type: none"> <li>• Clowning styles</li> <li>• Pairs</li> <li>• 1 - 2 minutes</li> <li>• 6 weeks</li> </ul> <b>Examination (Responding): Exam</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Short response items</li> <li>• Response to stimulus</li> </ul>	<b>Performance (Making): Performing</b> <ul style="list-style-type: none"> <li>• Realism style</li> <li>• Groups</li> <li>• 1 - 2 minutes</li> <li>• 2 weeks</li> </ul> <b>Practical (Making): Devising</b> <ul style="list-style-type: none"> <li>• Practical role play</li> <li>• Writing in role</li> <li>• Individual journal and storyboard</li> <li>• 10 weeks</li> </ul>
Unit 3	Unit 4
<b>Performance</b> <ul style="list-style-type: none"> <li>• Physical Theatre style</li> <li>• Groups 1 - 2 minutes</li> <li>• 6 weeks</li> </ul> <b>Practical Devising</b> <ul style="list-style-type: none"> <li>• Practical Role-play</li> <li>• Play building</li> <li>• Individual journal</li> <li>• 4-6 pages</li> <li>• 4 weeks</li> </ul>	<b>Extended Response</b> <ul style="list-style-type: none"> <li>• Responding to work of others</li> <li>• Essay</li> <li>• 400 - 500 words</li> <li>• 5 weeks</li> </ul>

## 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
Creative Writing	Novel Study
Unit 2	Unit 4
Persuasive Writing	Play Study

### Assessment

Term 1	Term 2
<b>Examination</b> <ul style="list-style-type: none"> <li>In class test conditions</li> <li>600 - 800 words</li> <li>1 lesson</li> </ul>	<b>Extended response</b> <ul style="list-style-type: none"> <li>Multimodal persuasive speech</li> <li>Drafted assignment</li> <li>3 - 5 minutes</li> <li>4 weeks</li> </ul>
Term 3	Term 4
<b>Extended response</b> <ul style="list-style-type: none"> <li>Analytical essay</li> <li>Drafted assignment</li> <li>600 - 800 words</li> <li>4 weeks</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>Written monologue</li> <li>600 - 800 words</li> <li>1 lesson</li> </ul>

## Food Specialisation (TFD)

Faculty

FASI

### Equipment

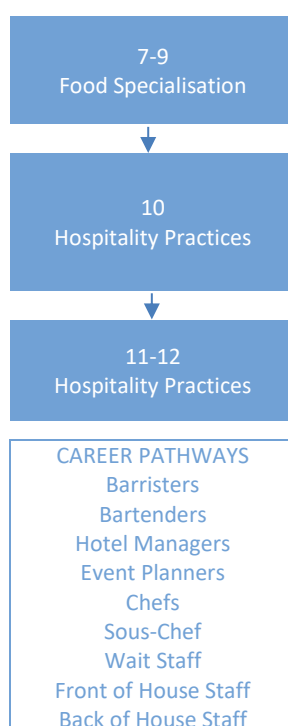
Laptop  
School supplies ingredients  
for weekly cooking

### Costs

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



### 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

### Structure

Unit 1	Unit 2
<b>Methods of Cookery</b> <ul style="list-style-type: none"> <li>Explore the different methods of cookery focusing on a different method each week.</li> <li>Learn which cookery methods are suitable for particular foods</li> <li>Investigate cookery methods to complete practical task</li> <li>Demonstrate safe and hygienic work practises.</li> </ul>	<b>Farm to Plate</b> Demonstrate appropriate selection of equipment and techniques used in food preparation <ul style="list-style-type: none"> <li>Investigate ethical or sustainable issues in food production</li> <li>Design, plan and prepare safe food items which reflect the changing nature of the Australian cuisine</li> </ul>
Unit 3	Unit 4
<b>Food Nutrition and Health:</b> <ul style="list-style-type: none"> <li>Explore food patterns in Australia and the impact this has on nutrient intake and health</li> <li>Investigate factors that influence food habits</li> <li>Prepare safe and nutritious food items to reflect food guides</li> </ul>	<b>Time to Bake</b> <ul style="list-style-type: none"> <li>Design, plan and prepare different baked goods.</li> <li>Demonstrate baking skills in practical lessons</li> <li>Demonstrate safe and hygienic work practises</li> <li>Design, produce and evaluate a food product development</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Project Egg Task</b> <ul style="list-style-type: none"> <li>Written folio 300-400 words</li> <li>3 weeks</li> </ul> <b>Practical Cooking</b> <ul style="list-style-type: none"> <li>Product cooked and presented</li> <li>70 minutes</li> <li>3 weeks</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>In class test conditions</li> <li>60 minutes</li> </ul>
Unit 3	Unit 4
<b>Investigation</b> <ul style="list-style-type: none"> <li>Multimodal (PPT, poster, podcast, brochure)</li> <li>3 minutes/300 words or equivalent</li> <li>3 weeks</li> </ul>	<b>Project Cake Task</b> <ul style="list-style-type: none"> <li>Written</li> <li>300-400 words</li> <li>3 weeks</li> </ul> <b>Practical Cookery</b> <ul style="list-style-type: none"> <li>Product cooked and presented</li> <li>70 minutes</li> <li>3 weeks</li> </ul>

## Geography (GEG)

Faculty

Humanities

### Equipment

Laptop

### Costs

Excursions

The study of Geography enables students to reflect on their relationships with, and responsibilities for, the world, including sustainability and human wellbeing. In Unit 1, students learn about Biomes and Food Security, with a focus on local farming and food production.

### Humanities Pathways



### Structure

Unit 1	Unit 2
<b>Biomes and Food Security</b> <ul style="list-style-type: none"> <li>The effects of human activity on biomes</li> <li>Investigate local food security issues including a field study into local food production</li> <li>Analyse strategies to address food production problems from local case study</li> </ul>	<b>Geographies of interconnection</b> <ul style="list-style-type: none"> <li>Changing transportation and technologies used to connect people to services, information and people in other places</li> <li>The effects of travel, recreation, culture or leisure choices on the environment</li> <li>Trade in goods and services and the impacts</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Knowledge exam</b> <ul style="list-style-type: none"> <li>Written</li> <li>Unseen</li> <li>Short response</li> <li>50 – 150 words</li> <li>Extended response</li> <li>300 words</li> <li>90 minutes, plus 10 minutes planning time</li> </ul> <b>Fieldwork investigation</b> <ul style="list-style-type: none"> <li>Written</li> <li>600 – 800 words</li> <li>3 weeks</li> </ul>	<b>Exam</b> <ul style="list-style-type: none"> <li>Response to stimulus</li> <li>Written</li> <li>Seen sources</li> <li>Short response</li> <li>50 - 100 words</li> <li>Extended response</li> <li>Up to 300 words</li> <li>90 minutes, plus 10 minutes planning time</li> </ul>

### Other Information

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

## 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



### Structure

Unit 1	Unit 2
<b>Nutrition and Sport</b> <ul style="list-style-type: none"> <li>• Nutritional needs of athletes</li> <li>• Dietary information and proposed changes for improving health</li> </ul>	<b>Fitness and Training</b> <ul style="list-style-type: none"> <li>• Investigating different types of training to improve personal physical performance</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Examination</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Unseen</li> <li>• 70 minutes</li> </ul>	<b>Assignment</b> <ul style="list-style-type: none"> <li>• Written reflection on future fitness goals</li> <li>• 300 – 400 words</li> <li>• 10 weeks</li> </ul>

### Other Information

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



## History (HIS)

Faculty

Humanities

### Equipment

Laptop

### Costs

Excursions

The study of History aims to develop students' knowledge, understanding, and appreciation of the past and the ideas and forces that shape societies, civilisations, and environment. In Unit 1, students will study the events, people and groups who were significant in shaping Australia from 1750 – 1914. In Unit 2, students will investigate Australia's role in World War 1 (1914 – 1918).

### Humanities Pathways

### Structure

<p>7-9 History</p>	<p><b>Unit 1</b></p>	<p><b>Unit 2</b></p>
<p>↓</p> <p>10 Ancient History Duke of Edinburgh – Bronze Geography Legal Studies Aviation &amp; Spatial Technology</p>	<p><b>Making and transforming the Australian nation (1750–1914)</b></p> <ul style="list-style-type: none"> <li>• Causes and effects of European imperial expansion</li> <li>• Impact of European settlement on the First Nations Peoples of Australia</li> <li>• Significant events, ideas, people, groups and movements in the development of Australian society.</li> <li>• Development of Australian ideas, beliefs &amp; values in society to 1914</li> </ul>	<p><b>World War I (1914 –1918)</b></p> <ul style="list-style-type: none"> <li>• Causes of WW1 and enlistment</li> <li>• Perspectives and experiences of the Gallipoli campaign, the Western Front and the Middle East</li> <li>• Nature of warfare in WW1</li> <li>• Effects of WW1 on Australian society</li> <li>• Significance of the ANZAC spirit and the war</li> </ul>
<p>↓</p> <p>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 &amp; Community Studies Spatial Technology</p>	<p><b>Unit 3</b></p>	<p><b>Unit 4</b></p>
<p><b>CAREER PATHWAYS</b></p> <p>Archaeologist Anthropologist Lawyer/Barrister Museum/Gallery Curator Researcher Historian University Lecturer Urban &amp; Environment Design Planning &amp; Management Conservation &amp; Land Management Surveying Economics Business Information Technology Science Community Services Youth Worker</p>	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• Causes, outbreak and course of WWII and the significance of Australian involvement</li> <li>• Perspectives and experiences during the Second World War – such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda</li> <li>• The significant effects and turning points of the Second World War, including the Holocaust and the use of the atomic bomb</li> <li>• Effects of the Second World War, including the changing roles of women and First Nations Australians, and the use of wartime government controls</li> </ul>	<p><b>Building modern Australia</b></p> <ul style="list-style-type: none"> <li>• Causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945</li> <li>• Causes of First Nations Australians' campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, 1983 Day of Mourning &amp; the Stolen Generations</li> <li>• Contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians</li> <li>• Significant events and methods in the movement for the civil rights of women and First Nations Australians</li> <li>• Continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women</li> </ul>

### *Assessment*

Unit 1	Unit 2
<b>Exam</b> <ul style="list-style-type: none"> <li>• Short response</li> <li>• Written</li> <li>• 50 - 100 words per response</li> <li>• Unseen</li> <li>• 90 minutes plus 10 minutes planning time under supervised conditions</li> </ul>	<b>Research task</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• 600 - 800 words</li> <li>• 3 weeks</li> </ul>
Unit 3	Unit 4
<b>Exam</b> <ul style="list-style-type: none"> <li>• Response to stimulus</li> <li>• Written</li> <li>• Seen and unseen sources</li> <li>• 50 – 150 words per response</li> <li>• 90 minutes - 10 minutes planning</li> </ul>	<b>Exam</b> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Seen stimulus</li> <li>• Written</li> <li>• 600 – 800 words</li> <li>• 90 minutes - 10 minutes planning</li> </ul>

### *Other Information*

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

## Industrial Graphics (IGR)

Faculty ITD

### Equipment

Laptop

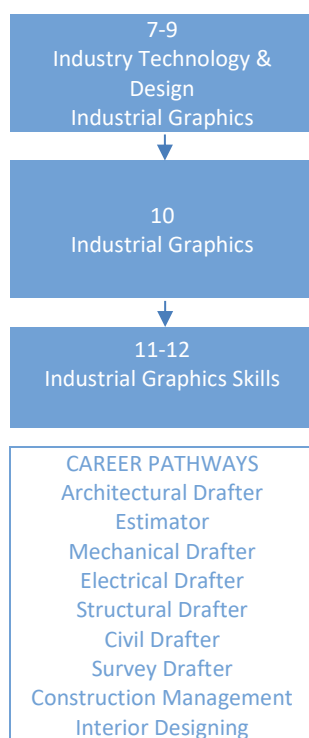
### Costs

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 (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).

### Graphics Pathways



### 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>• Furniture design</li> <li>• Household products design</li> <li>• Component assembly and animation</li> <li>• Graphical presentations</li> </ul>
Unit 3	
<b>Built Environment</b> <ul style="list-style-type: none"> <li>• 3D modelling extension: Built environment</li> <li>• Single storey eco-house design</li> <li>• Site plans including elevations and sectional views</li> </ul>	

### Assessment

Unit 1	Unit 2
<b>Project</b> <ul style="list-style-type: none"> <li>• Practical – product</li> <li>• Written</li> <li>• Multimodal folio non presentation including research, analysis, and graphical representations</li> <li>• 500 words and CAD (Computer Aided Design) screenshots</li> <li>• 14 weeks</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>• Practical – product</li> <li>• Written</li> <li>• Multimodal folio non presentation including design, engineering drawings, and animations</li> <li>• CAD screenshots</li> <li>• 11 weeks</li> </ul>
Unit 3	
<b>Project</b> <ul style="list-style-type: none"> <li>• Practical – Product</li> <li>• Written – multimodal folio non presentation including graphical representation</li> <li>• 500 words and CAD (Computer Aided Design) screenshots</li> <li>• 12 weeks</li> </ul>	

## 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
<b>Hosting an Exchange Student</b> <ul style="list-style-type: none"> <li>Describe yourself and family members</li> </ul>	<b>Daily Schedule</b> <ul style="list-style-type: none"> <li>Describe daily schedule and compare with Japanese students</li> </ul>
Unit 3	Unit 4
<b>Shopping and Eating Out</b> <ul style="list-style-type: none"> <li>Comprehend language used when shopping in Japan</li> <li>Comprehend language used when eating at restaurants in Japan</li> </ul>	<b>School life</b> <ul style="list-style-type: none"> <li>Describe Australian school life and compare with Japan</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Listening test</b> <ul style="list-style-type: none"> <li>Audio</li> <li>Unseen</li> <li>Short written responses</li> <li>Up to 90 minutes</li> </ul> <b>Hiragana script test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Written – 70 characters</li> <li>One lesson</li> </ul>	<b>Writing task</b> <ul style="list-style-type: none"> <li>Daily schedule</li> <li>Prepared draft</li> <li>One week</li> </ul> <b>Exam</b> <ul style="list-style-type: none"> <li>300 characters – Hiragana, katakana and Kanji</li> <li>Up to 90 minutes</li> </ul>
Unit 3	Unit 4
<b>Kanji script test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Written – up to 20 characters</li> <li>Short response 50-150 word</li> <li>1 lesson</li> </ul> <b>Role play – speaking</b> <ul style="list-style-type: none"> <li>Preparation in pairs</li> <li>Up to 40 minutes</li> <li>3 weeks</li> </ul>	<b>Kanji script test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Written – up to 20 characters</li> <li>Short response 50 – 100 words</li> <li>1 Lesson</li> </ul> <b>Reading test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Short response</li> <li>50 – 100 words</li> <li>Extended response</li> <li>Up to 400 words</li> <li>90 minutes</li> </ul>

## Mathematics (MAT)

Faculty **Mathematics**

### Equipment

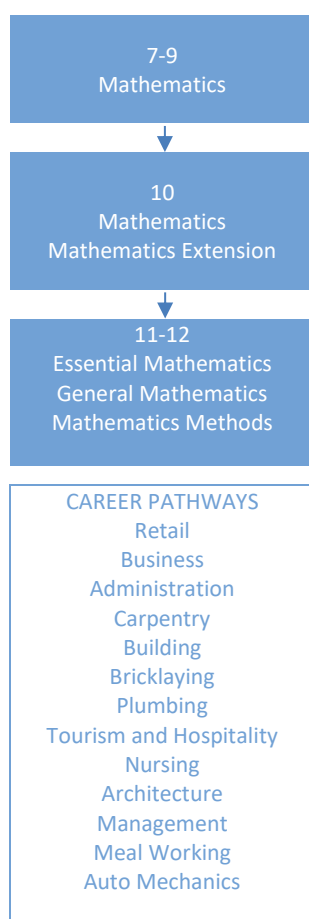
Laptop  
Scientific Calculator

### 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.

### Mathematics Pathways



### Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Units of measurement</li> <li>Linear relationships</li> <li>Pythagoras and trigonometry</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Real numbers</li> <li>Patterns and algebra 1 &amp; 2</li> <li>Linear relationships 2</li> <li>Financial maths</li> <li>Probability</li> </ul>

### Assessment

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

**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
<b>Elements of Music</b> <ul style="list-style-type: none"> <li>The components of music</li> <li>Understanding music elements</li> <li>Building rehearsal &amp; performance skills</li> <li>Performance qualities</li> </ul>	<b>Recycled Music</b> <ul style="list-style-type: none"> <li>Composition and composing</li> <li>Using technology</li> <li>Techniques &amp; composing strategies</li> <li>Performance qualities</li> </ul>
Unit 3	Unit 4
<b>Tune it Up</b> <ul style="list-style-type: none"> <li>Performance qualities</li> <li>Rehearsal &amp; performance skills &amp; techniques</li> <li>Performing for an audience</li> </ul>	<b>It's A Wrap</b> <ul style="list-style-type: none"> <li>Analysing and Evaluation</li> <li>How music communicates meaning</li> </ul>

**Assessment**

Unit 1	Unit 2
<b>Performance - Making: Performing</b> <ul style="list-style-type: none"> <li>Popular music genre</li> <li>1-2 minutes</li> <li>Statement of Intent</li> <li>100-150 words</li> <li>10 weeks</li> </ul> <b>Examination Responding: Exam</b> <ul style="list-style-type: none"> <li>Short response items</li> <li>Response to stimulus</li> <li>2 x 70-minute lessons</li> </ul>	<b>Practical - Making: Composing</b> <ul style="list-style-type: none"> <li>12-16 bars or 30 sec</li> <li>Presented in MuseScore</li> <li>Statement of Intent</li> <li>Written</li> <li>50-100 words</li> <li>10 weeks</li> </ul>
Unit 3	Unit 4
<b>Performance - Making: performing</b> <ul style="list-style-type: none"> <li>Popular music genre</li> <li>1 - 2 minutes</li> <li>Written performance statement</li> <li>100 - 150 words</li> <li>10 weeks</li> </ul>	<b>Extended Response Responding to work of others</b> <ul style="list-style-type: none"> <li>Essay</li> <li>400 - 500 words</li> <li>Seen stimulus</li> <li>Open book</li> <li>10 weeks</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 (SCI)

Faculty Science

### Equipment

Laptop  
Scientific Calculator

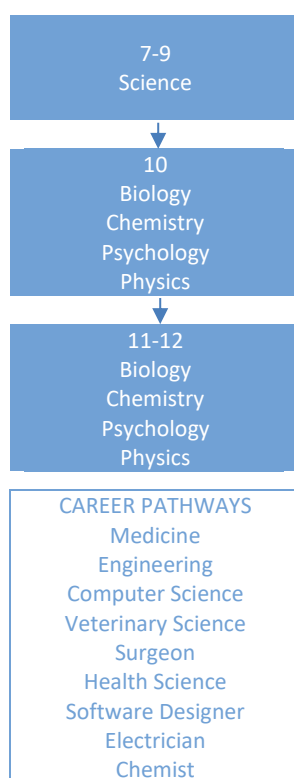
### Costs

Nil

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

Students will deepen their understanding of key scientific concepts, including how body systems respond to stimuli, the role of reproduction in species survival, and how Earth's systems influence the carbon cycle. They explore energy transfer using wave and particle models, examine chemical reactions at the atomic level, and understand the importance of peer review in scientific progress. Students develop skills in planning and conducting safe, reproducible investigations, critically analysing data, and evaluating claims. They also consider ethical and cultural perspectives when working with data and learn to clearly communicate their scientific findings for different audiences.

### Science Pathways



### Structure

Unit 1	Unit 2
<b>Biological Sciences</b> <ul style="list-style-type: none"> <li>Body systems and their responses to stimuli</li> <li>Sexual and asexual reproductive strategies</li> </ul>	<b>Chemical Sciences</b> <ul style="list-style-type: none"> <li>Atomic structure</li> <li>Observable chemical processes, including reactions</li> </ul>
Unit 3	Unit 4
<b>Physical Sciences</b> <ul style="list-style-type: none"> <li>Energy conservation in simple systems</li> <li>Energy transfer through wave and particle models (neat energy, light energy)</li> </ul>	<b>Earth Science</b> <ul style="list-style-type: none"> <li>Interactions between earth's spheres</li> <li>Space science</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Examination</b> <ul style="list-style-type: none"> <li>Multiple choice and short response</li> <li>1 hr + 5 minutes perusal</li> </ul> <b>Examination</b> <ul style="list-style-type: none"> <li>Extended response</li> <li>1 hr + 5 min perusal</li> </ul>	<b>Experimental Investigation</b> <ul style="list-style-type: none"> <li>Scientific report</li> <li>Written</li> <li>600 - 1000 words</li> <li>4 weeks</li> </ul>
Unit 3	Unit 4
<b>Investigation</b> <ul style="list-style-type: none"> <li>Research report</li> <li>Written</li> <li>600 - 1000 words</li> <li>4 weeks</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>Multiple and short response</li> <li>1 hour + 5 minutes perusal</li> </ul>

## 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

<div>7-10 Spanish</div> <div>↓</div> <div>11-12 Spanish</div>	<b>Unit 1</b> <b>School Life</b> <ul style="list-style-type: none"> <li>Describe Australian school life and compare with daily life in Spain</li> </ul>	<b>Unit 2</b> <b>Shopping</b> <ul style="list-style-type: none"> <li>Comprehend language used when shopping and eating out in Spanish speaking nations</li> </ul>
	<b>Unit 3</b> <b>Getting Around</b> <ul style="list-style-type: none"> <li>Compare Australian and Spanish methods of navigation and giving directions</li> <li>Express manners and ask requests in Spanish</li> </ul>	<b>Unit 4</b> <b>Communication in a Modern World</b> <ul style="list-style-type: none"> <li>Compare Australian and Latin American cultures</li> <li>Explain details about Australian cultures for a Spanish speaking student</li> </ul>

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

### Assessment

<b>Unit 1</b> <b>Speaking task</b> <ul style="list-style-type: none"> <li>Multimodal</li> <li>3 weeks preparation</li> <li>PowerPoint</li> <li>Up to 300 words</li> <li>Up to 4 minutes</li> </ul>	<b>Unit 2</b> <b>Listening test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Audio – up to 2 minutes</li> <li>Written</li> <li>Short response answers</li> <li>Up to 90 minutes</li> </ul>
<b>Unit 3</b> <b>Reading test</b> <ul style="list-style-type: none"> <li>Unseen</li> <li>Short response answers</li> <li>Written</li> <li>Up to 90 minutes</li> </ul>	<b>Unit 4</b> <b>Writing task</b> <ul style="list-style-type: none"> <li>Brochure</li> <li>Up to 300 Spanish words</li> <li>3 weeks preparation</li> </ul>



## STEM (STM)

Faculty

Science

### Equipment

Laptop

### Costs

Nil

Our STEM program is designed to engage students in Science, Technology, Engineering, and Mathematics through hands-on, project-based learning to solve real world problems with innovative solutions. The program fosters critical thinking, creativity, and collaboration and communication among students as they explore and apply key STEM concepts.

Students will engage in interdisciplinary projects that connect STEM fields to real-world challenges. Through project-based learning, they will design, build and test ideas, gaining hands-on experience with the engineering process. The program incorporates advanced technology tools like 3D printing, digital simulations and laser cutting to enhance learning and encourage experimentation. These activities aim to inspire students to pursue STEM studies and careers, contributing to the next generation of innovators.

Prerequisites: You must be achieving a B in Science and Mathematics to be eligible to select this subject.

### Structure

Visual Art Pathways	
7-9 STEM	
10 Biology Chemistry Psychology Physics	
11-12 Biology Chemistry Psychology Physics	
<b>CAREER PATHWAYS</b> Biochemist Microbiology Astrophysicist Doctor Marine Biologist Software Developer Cyber Security Analyst Game Designer AI Engineer Civil Engineer Materials Engineer Electrical Engineer Mathematician Statistician Financial Analyst	
Unit 1	Unit 2
<b>Semi-Conductors: Introduction to Electronics</b> <ul style="list-style-type: none"> <li>Semiconductors and their applications</li> <li>Components of electronics, using semiconductors</li> <li>Designing for laser cutting</li> </ul>	<b>Assisted Living with Hydraulics</b> <ul style="list-style-type: none"> <li>Understand 'assisted living'</li> <li>Assistive technologies</li> <li>Designing for assisted living.</li> <li>Properties of water/ Fluid dynamics</li> <li>Hydraulic pressure and force</li> </ul>
Unit 3	Unit 4
<b>Life on Mars: Mission to Mars</b> <ul style="list-style-type: none"> <li>Planetary Mars Geology</li> <li>Modeling the launch &amp; landing of spacecraft</li> <li>Designing heat shields</li> <li>Creating parachutes for safe landing</li> <li>Surviving on Mars</li> </ul>	<b>Choose your own adventure</b> Undertake a project or investigation of your choice, applying the skills you've developed from grades 7 – 9. Utilise the technologies of 3D printing and laser cutting to bring your ideas to life.

### Assessment

Unit 1	Unit 2
<b>Automatic Night Light</b> <ul style="list-style-type: none"> <li>Prototype and Report</li> <li>Written</li> <li>600 - 1000 words</li> <li>4 weeks</li> </ul>	<b>Experimental Investigation</b> <ul style="list-style-type: none"> <li>Prototype and Report</li> <li>Written</li> <li>600 - 1000 words</li> <li>4 weeks</li> </ul>
Unit 3	Unit 4
<b>Experimental Investigation</b> <ul style="list-style-type: none"> <li>Model and Report</li> <li>Written</li> <li>600 - 1000 words</li> <li>4 weeks</li> </ul>	<b>Science Fair Presentation</b> <ul style="list-style-type: none"> <li>Model and Poster Presentation</li> <li>Written</li> <li>Participation in Science Fair display</li> <li>4 weeks</li> </ul>

## Visual Art (ART)

Faculty

Visual  
Art

### Equipment

Laptop

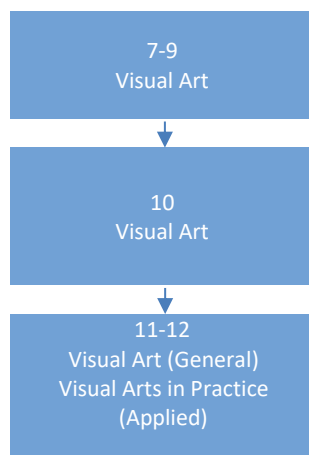
### Costs

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

### Assessment

Unit 1	Unit 2
<b>Drawing</b> <ul style="list-style-type: none"> <li>Supporting evidence of process work (Visual Arts journal)</li> <li>Written response to artwork</li> <li>Students analyse and evaluate an artwork</li> <li>400 - 600 words</li> <li>10 weeks</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Supporting evidence of process work (Visual Arts journal)</li> <li>Written response to artworks</li> <li>Students analyses and evaluates artworks</li> <li>400 - 600 words</li> <li>10 weeks</li> </ul>
Unit 3	Unit 4
<b>Series of Prints</b> <ul style="list-style-type: none"> <li>Supporting evidence of process work (Visual Arts journal)</li> <li>Written response to artworks</li> <li>Analysis of two artworks</li> <li>400 - 600 words</li> <li>10 weeks</li> </ul>	<b>Ceramic Sculpture</b> <ul style="list-style-type: none"> <li>Supporting evidence of process work (Visual Arts journal)</li> <li>Description of artist's influence on your work in relation to the elements and principles of design</li> <li>200 - 400 words</li> <li>10 weeks</li> </ul>

# LEAD Program

Learning, Equity, Access  
and Diversity

## Foundation English (FEG)

Faculty

LEAD

### Equipment

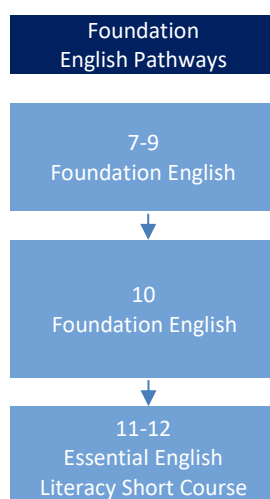
Laptop

### 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. 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 text and reviews.



### Structure

Unit 1	Unit 3
<b>Creative Writing</b>	<b>Novel Study</b>
Unit 2	Unit 4
<b>Persuasive Writing</b>	<b>Play Study</b>

### Assessment

Term 1	Term 2
<b>Examination</b> <ul style="list-style-type: none"> <li>• In class test conditions</li> <li>• 600 - 800 words</li> <li>• 1 lesson</li> </ul>	<b>Extended response</b> <ul style="list-style-type: none"> <li>• Multimodal persuasive speech</li> <li>• Drafted assignment</li> <li>• 3 - 5 minutes</li> <li>• 4 weeks</li> </ul>
Term 3	Term 4
<b>Extended response</b> <ul style="list-style-type: none"> <li>• Analytical essay</li> <li>• Drafted assignment</li> <li>• 600 - 800 words</li> <li>• 4 weeks</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>• Written monologue</li> <li>• Drafted assignment</li> <li>• 600 - 800 words</li> <li>• 1 lesson</li> </ul>

## Foundation History (FHI)

Faculty

LEAD

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, student 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
<b>Industrial Revolution and Movement of People</b> <ul style="list-style-type: none"> <li>• Cause and effects of the Industrial Revolution</li> <li>• Social changes</li> <li>• Slave Trade</li> <li>• Convict Transport Systems</li> <li>• Emancipation</li> </ul>	<b>Globalisation</b> <ul style="list-style-type: none"> <li>• The rise of interconnectedness and globalised economy</li> <li>• What are the consequences of globalisation?</li> <li>• What are the social, economic and environmental cost of globalised economy?</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Examination</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Seen</li> <li>• 2 - 3 lessons</li> </ul>	<b>Knowledge examination</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Seen</li> <li>• 2 - 3 lessons</li> </ul>
<b>Response – stimulus exam</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Seen</li> <li>• 3 lessons</li> </ul>	<b>Practical skills assignment</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Seen</li> <li>• 5 lessons</li> </ul>

### Other Information

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

## Foundation Literacy (FLI)

Special  
Education

LEAD

### 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

Foundation Literacy Pathways	Unit 1	Unit 2
7-9 Foundation Literacy Foundation English	<b>Foundation Literacy has four components:</b> <ul style="list-style-type: none"> <li>• A computer program for comprehension (Lexia)</li> <li>• Decodable readers</li> <li>• Workbooks for spelling and</li> <li>• Sounds Write Program - Intensive phonics and Phonemic Awareness activities</li> </ul>	<b>Foundation Literacy has four components:</b> <ul style="list-style-type: none"> <li>• A computer program for comprehension (Lexia)</li> <li>• Decodable readers</li> <li>• Workbooks for spelling and</li> <li>• Sounds Write Program - Intensive phonics and Phonemic Awareness activities</li> </ul>
10 Foundation English		
11-12 Foundation Literacy Short Course Literacy		

### Assessment

Unit 1	Unit 2
<b>Booklet Work</b> <ul style="list-style-type: none"> <li>• Lexia computer program</li> <li>• Ongoing</li> </ul> <b>Test</b> <ul style="list-style-type: none"> <li>• Reading and comprehension age</li> </ul>	<b>Booklet Work</b> <ul style="list-style-type: none"> <li>• Lexia computer program</li> <li>• Ongoing</li> </ul> <b>Test</b> <ul style="list-style-type: none"> <li>• Reading and comprehension age</li> </ul>

### 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

LEAD

### Equipment

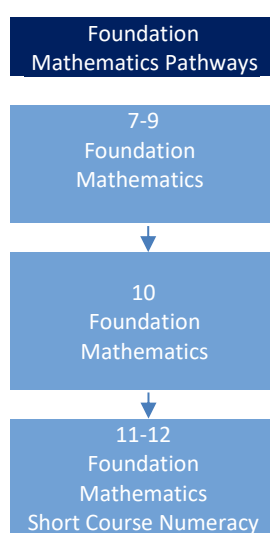
Laptop  
Scientific Calculator

### Costs

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

### Assessment

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

## Foundation Science (FSS)

Faculty

LEAD

### 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 will deepen their understanding of key scientific concepts, including how body systems respond to stimuli, the role of reproduction in species survival, and how Earth's systems influence the carbon cycle. They explore energy transfer using wave and particle models, examine chemical reactions at the atomic level, and understand the importance of peer review in scientific progress. Students develop skills in planning and conducting safe, reproducible investigations, critically analysing data, and evaluating claims. They also consider ethical and cultural perspectives when working with data and learn to clearly communicate their scientific findings for different audiences

Foundation Science  
Pathways

7-9  
Foundation  
Science

### Structure

Unit 1	Unit 2
<b>Biological Sciences</b> <ul style="list-style-type: none"> <li>• Body Systems and their responses to stimuli</li> <li>• Sexual and asexual reproductive strategies</li> </ul>	<b>Chemical Sciences</b> <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Observable chemical processes, including reactions</li> </ul>
Unit 3	Unit 4
<b>Physical Sciences</b> <ul style="list-style-type: none"> <li>• Energy conservation in simple systems</li> <li>• Energy transfer through wave and particle models (neat energy, light energy)</li> </ul>	<b>Earth Science</b> <ul style="list-style-type: none"> <li>• Interactions between Earth's spheres</li> <li>• Space Science</li> </ul>

### Assessment

Unit 1	Unit 2
<b>Examination</b> <ul style="list-style-type: none"> <li>• Multiple choice and Short Response</li> <li>• 1 hr + 5 minutes perusal</li> </ul> <b>Examination</b> <ul style="list-style-type: none"> <li>• Extended response</li> <li>• 1 hr + 5 minutes perusal</li> </ul>	<b>Experimental Investigation</b> <ul style="list-style-type: none"> <li>• Scientific Report</li> <li>• Written</li> <li>• 600 - 1000 words</li> <li>• 4 weeks</li> </ul>
Unit 3	Unit 4
<b>Investigation</b> <ul style="list-style-type: none"> <li>• Research Report</li> <li>• Written</li> <li>• 600 - 1000 words</li> <li>• 4 weeks</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>• Multiple and Short Response</li> <li>• 1 hour + 5 minutes perusal</li> </ul>



