



2024

Year 9

Course Guide

Contents

Core Subjects

English	4
Mathematics	5
Science	6
Humanities and Social Science - History and Geography	7
Health and Physical Education	8

Elective Subjects

Design and Technologies	9
Digital Technologies	10
Drama	11
Economics and Business	12
Engineering Principles and Systems.....	13
Food and Fibre Production.....	14
Food Specialisations	15
Japanese.....	16
Materials and Technologies Specialisations	17
Music.....	18
Visual Arts	19

Electives

In 2024, students will be able to engage in three different electives. All students will be able to choose an elective option on one line for one semester, and they will select again in semester two.

On another line half of the cohort will complete History and Geography for one semester, and the other half of the cohort will select an elective that is on offer on that line, they will then rotate in semester 2.

	Line	Line
Semester 1	Elective 1	History and Geography OR Elective 2
Semester 2	Elective 2	Elective 2 OR History and Geography

TIME ALLOCATION FOR CURRICULUM DELIVERY: YEAR 9

Subject		Lessons (70 mins) per week
		Year 9
English		3 lessons
Mathematics		3 lessons
Science		3 lessons
Humanities and Social Sciences	History	3 lessons for 1 semester
	Geography	
	Economics and Business	Elective 3 lessons - Semester
Health and Physical Education	Health and Physical Education	3 lessons
	Netball Development Program	Health and Physical Education Elective 3 lessons
	Rugby League Development Program	Health and Physical Education Elective 3 lessons
Technologies	Food and Fibre Production	Elective 3 lessons - Semester
	Food Specialisations	
	Materials and Technologies Specialisations	
	Design and Technologies	
	Digital Technologies	
	Engineering Principles and Systems	
Languages	Japanese	Elective 3 lessons - Semester
The Arts	Drama	Elective 3 lessons - Semester
	Visual Arts	
	Music	
Junior Enrichment Program		1 lesson
The Resilience Program		1 lesson

English

Subject Code	ENG
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, creative thinkers and informed citizens. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them.

The study of English plays a key role in developing reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English also allows students to engage imaginatively and critically with literature to expand the scope of their experience.

Course Structure:

This course will cover the following topics:

- **Media texts:** Exploring contemporary ethical issues
- **Novel Study:** Exploring contemporary migrant experiences
- **Drama Script:** Representations of people, social groups, issues and events (12 Angry Men)
- **Poetry:** Representations of the Australian identity

Assessment:

Year 9 English students are assessed in two main ways, spoken and written:

Task 1: Spoken: Persuasive (multimodal): video blog (Vlog)

Task 2: Written: Imaginative Feature Article (Contemporary Migrant Experiences)

Task 3: Written: Imaginative: Narrative Intervention

Task 4: Written: Analytical Short Response Exams

Additional Cost:

Nil

Mathematics

Subject Code	MAT
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

Learning mathematics creates opportunities for and enriches the lives of all Australians. It provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic lives and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Structure:

This course will cover the following topics:

- Real numbers
- Money and financial maths
- Patterns and algebra
- Linear and non-linear relationships
- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry
- Chance
- Data representation and interpretation

Assessment:

Year 9 Mathematics students are assessed in two main ways:

- Written exams (in class time)
- Problem solving and modelling task (some class time provided)

Additional Cost:

Nil

Science

Subject Code	SCI
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week

Rationale:

Science provides an empirical way of answering interesting and important questions about the world around us. The knowledge it provides has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable, revised, refined and extended as new evidence arises.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Course Structure:

This course will cover the following topics:

- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences
- Nature and development of sciences
- Use and influence of science

Assessment:

Year 9 Science students are assessed in two main ways:

- Written exams (in class time)
- Assignments (some class time provided)

Additional Cost:

Nil

Humanities and Social Sciences

History and Geography

Subject Code	HIS and GEG
Core/Elective	Core
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

History: Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. In 2007 the bodies of 250 Australian and British soldiers were discovered in a mass grave near the town of Fromelles in Northern France. For Australians this was a reminder of the terrible losses suffered by Australia. WW1 was a turning point in Australia's history and learning about it can help us understand much about our country.

Geography: Geography is the study of people and their connections with places. The way we interact with places is dynamic: we change places and places change us. This knowledge empowers students to shape change for a socially just and sustainable future; it enables students to question why the world is the way it is.

Course Structure:

This course will cover the following topics:

- **History:** Investigating the Anzac Identity
- **Geography:** Biomes and food security

Assessment:

Task 1: History: Written Historical Essay

Task 2: Geography: Written Exam Short Responses

Additional Cost:

Nil

Health and Physical Education

Subject Code	HPE – Health and Physical Education HRG – Rugby League HNL - Netball
Core/Elective	Core
Time Allocation	3 x 70 minute lessons

Rationale:

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self and build and manage positive, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

Course Structure:

This course will cover the following topics:

- Unit 1: Positive Mental Health
- Unit 2: Sports Related Fitness
- Unit 3: Human Relationships Education
- Unit 4: Illicit Drug Education

Assessment:

Year 9 Health and Physical Education students are assessed in two main ways:

- Investigating
- Performance and practical application

Students will have the option to elect to participate in the Rugby League or Netball Development Program classes where their learning is targeted to the development of the player.

Additional Cost:

Netball: \$40 for the program fees and approximately \$100 for School Girls Competition fees. Rugby League: \$50 for program fees and approximately \$90 for School Boys Competition fees.

Design and Technologies

Subject Code	DAT (Textiles)
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Design and Technologies (Textiles) actively engages students in creating quality designed solutions for identified needs within the textile medium. Students will manage projects independently and collaboratively from conception to realisation. They will develop and apply their knowledge of textiles and creative design to construct mood boards, samples of work and skills required to produce and evaluate design solutions. They will be able to develop a sense of pride, satisfaction and enjoyment in the learning of new skills and their ability to produce unique and collaborative items over the course.

Their understanding of colour, fabric construction and texture will enable them to put together items that reflect them and their interests. It is hoped that they will also be able to make objects that are useful to either themselves or others. Students will be encouraged to re-use pre-loved items/material in their projects.

Students will have the option to learn a few textile related skills such as embroidery, applique, bag construction and patchwork. They will also be able to learn how to use a sewing machine and overlocker, along with hand sewing techniques.

Course Structure:

This course will cover the following topics:

- Pattern design
- Patchwork
- Embroidery
- Machine work
- How to use different weights of fabric

Assessment:

Year 9 Textiles students are assessed on:

- Production of a portfolio of evidence – skills and designs
- Mood Board
- Finished Patchwork square that will be added with other students' work to a patchwork quilt/wall-hanging
- Finished Tote bag (reusable)
- Other useful items

Additional Cost:

Cost of any fabric and threads used.

Digital Technologies

Subject Code	DIG
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks.

Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Course Structure:

This course will cover the following topics:

- Digital Systems
- Collecting, managing and analysing data
- Game development
- Augmented and Virtual Reality

Assessment:

Year 9 Digital Technologies students are assessed in two main ways:

- Short answer examination
- Practical activities/portfolio

Additional Cost:

Nil

Drama

Subject Code	DRA
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

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

Course Structure:

This course will cover the following topics:

- Improvisations
- Myths and Legends
- Script work – writing and acting
- Theatre for young people

Assessment:

Year 9 Drama students are assessed in three main ways:

- Performing
- Responding
- Making: Script writing, role plays, small performances

Additional Cost:

Nil

Economics and Business

Subject Code	ECB
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Economics and Business provides students with knowledge and understanding of essential business principles and strategies. Students will gain an awareness of how businesses operate and contribute to the economy and society.

Students will engage in creative thinking as they plan and develop product ideas for their Shark Tank Pitch. Throughout the semester, the students run business ventures at the School Business Shop, where they develop practical skills which are transferable into the world of work and business.

Course Structure:

This course will cover the following topics:

- World of work
- eBusiness
- Shark tank
- Consumer decisions

Assessment:

Year 9 Business Studies students are assessed in the following ways:

- Folio of work
- Multi-modal presentations

Additional Cost:

Nil

Engineering Principles and Systems

Subject Code	EPS
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Engineering Principles and Systems introduces students to basic principles of electronics, mechanics, robotics, control systems and structures. The skills extend into the industry fields of civil, architectural, mechanical and industrial engineering, industrial design, aeronautics and electronics. The students develop an understanding of components, mathematical formulas and organisation of elements that create successful engineered products. Students demonstrate their learning through the design, documentation and construction of projects. Studies in the subject will complement work learnt in science and maths. Subject costs cover materials used in project work. The subject provides a good foundation for the new senior subject Engineering.

Course Structure:

This course will cover the following topics:

- Unit 1: Speed – In this unit, students will be researching, designing and racing an F1 car through the use of CNC machines and refinement.
- Unit 2: Volume – In this unit, students will be provided with the opportunity to analyse, evaluate and reconstruct an amplification device.

Assessment:

A range of assessment techniques will be utilised throughout the course including:

- Class notes
- Practical assessment
- Theory test
- Folio of work
- Homework

Pathways:

Senior subjects: Engineering (General).

Additional Cost to Student Resource Scheme:

Subject Fee - \$25 cost of materials.

Food and Fibre Production

Subject Code	TFF
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Food and Fibre Production provides opportunities for students to understand essential concepts, processes, and practices used to develop informed individuals who recognise how agriculture contributes to our culture and society.

Students will develop technological knowledge, understanding and skills to make informed decisions focusing on particular industries from the paddock to the plate. Learning in Food and Fibre Production Technologies builds on concepts, skills and processes developed in earlier years, which will be revisited, strengthened and extended these as needed.

Students use Food and Fire Production knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities and demonstrate a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.

Course Structure:

This course will cover the following topics:

- **Paddock to Plate**
This unit of work provides the opportunity to investigate the importance of Australian agricultural production to our society and gain a broader understanding of some of Australia's main agricultural industries including: beef, sheep, poultry, pork, cropping (wheat) and horticulture. It focusses on investigating managed environments, such as farms and plantations, learning about the processes of food and fibre production, and investigating the sustainable supply of agriculturally produced materials.
- **An Aboriginal Perspective**
This unit highlights how indigenous knowledge is unique to a culture or society. It identifies how knowledge is passed from generation to generation, usually by word of mouth and through cultural rituals including art, songs, artefacts, practices and dance between the many cultural groups. Knowledge sharing underpins the development of agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world.

Assessment:

Year 9 Food and Fibre Production students are assessed in two main ways:

- Workbook/folio which includes practical component
- Exam for safety

Additional Cost:

\$10 for consumables

Food Specialisations

Subject Code	TFD
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Food Specialisations include the application of nutrition principles and knowledge about the characteristics and properties of food to food selection and preparation; and contemporary technology-related food issues. There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes.

Students need to understand the importance of various foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Course Structure:

This course will cover the following topics:

- **Unit 1: Airline Creations** – In this unit, students will be researching, designing and constructing a new snack item that could be a new edition to the menu of an airline.
- **Unit 2: Eat Street** – In this unit, students will be researching, designing and constructing a food and drink meal deal that could be a new edition to a local food truck.

Assessment:

Year 9 Food Specialisation students are assessed in two main ways:

- Investigating
- Performance and practical application

Additional Cost:

\$50 for consumables

Japanese

Subject Code	JAP
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Japanese is a skill that will help students to achieve global currency. This course will allow the students to develop skills from Years 7 and 8 and prepare them for their senior schooling.

The course discusses cultural aspects as well as improving their communication skills both verbally and written.

Course Structure:

This course will cover following topics:

- Home and School Life
- Daily Life

Assessment:

Year 9 Japanese students are assessed in four main ways:

- Reading exams
- Writing exams
- Speaking exams
- Listening exams

Additional Cost:

Nil

Materials and Technologies Specialisations

Subject Code	TMT
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Materials and Technologies Specialisations actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technology contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Materials and Technologies Specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely developing products or through producing designed solutions for a technologies specialisation.

Course Structure:

This course will cover the following topics:

- Timber Technology
- Plastic Technology
- Metal Technology
- Art Metalwork

Assessment:

Year 9 Materials and Technologies Specialisations students are assessed in two main ways:

- Project completions
- OnGuard safety certificate completions

Additional Cost:
\$50 consumables

Music

Subject Code	MUS
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music. Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters an understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity.

Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Course Structure:

This course will cover the following topics:

- Pop Music
- Film Music

Assessment:

Year 9 Music students are assessed in three main ways:

- Composition
- Performance
- Musicology

Additional Cost:

Nil

Visual Arts

Subject Code	ART
Core/Elective	Elective
Time Allocation	3 x 70 minute lessons per week (Semester)

Rationale:

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artists and audiences. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

They learn about the role of the artist, craftsman and designer, their contribution to society, and the significance of the creative industries. Similarly to the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Course Structure:

This course will cover the following topics:

- Focus: Fantasy, Myths and Legends and Nature and Scope
- Media: 2D & 3D (include drawing, painting, printmaking and sculpture)
- Contexts: Personal and Contemporary

Assessment:

Year 9 Visual Art students are assessed in two main ways:

- Folio of experimental work
- Written assignments

Additional Cost:

\$20 consumables

Key Contacts

Position	Name	Email
Deputy Principal	Mr Matt Allen	malle90@eq.edu.au

Heads of Department

Department	Name	Email
Science/STEM	Mr Clint Bryant	cbrya35@eq.edu.au
English/Humanities	Mrs Megan Denney	mdenn24@eq.edu.au
Technology	Mr Bill Esau	wesau2@eq.edu.au
Mathematics/Data	Ms Michelle Wright	mwrig188@eq.edu.au
Student Services	Mrs Samantha Nicholls	snich137@eq.edu.au
Inclusive Learning	Mrs Barb Lyons	blyon13@eq.edu.au
Health	Miss Heidi Clark	hecla2@eq.edu.au
Business/Languages/The Arts	Mrs Allison Pearce	apear97@eq.edu.au
Digital Technology	Mrs Cassandra Clark	cclar217@eq.edu.au
VET/Agriculture	Mrs Trudy Berry	tberr23@eq.edu.au
Teaching and Learning	Miss Jessica Milano	jxmil10@eq.edu.au
Student Engagement	Mrs Tamara Steinhardt	tstei54@eq.edu.au
Head of Department	Mrs Sally Blackbourn	sblac65@eq.edu.au

Head of Year

Year Level	Name	Email
Year 9	Miss Bethany Duncan	brdun1@eq.edu.au

Student Services

Position	Name	Email
Guidance Officer	Mr Dave Sanewski	dsane1@eq.edu.au
Community Education Counsellor (CEC)	Mrs Nikki Hunter	nhunt41@eq.edu.au

