Year 9

Subject Selection Guide

2026

Table of Contents

Year 9 Subject Selection Guide

A WORD FROM THE PRINCIPAL

The decision to choose particular subjects is important educationally in that it sets the foundation for further education and also points towards possible careers. It is necessary to consider factors in two general areas:

A. the student; *B. the subject.*

A. THE STUDENT

Parents and students should consider the following:

a) ***Past Achievement**. Is the student's past record a good indication of future success? Has the student worked to maximum ability? If the results in Year 8 have not been satisfactory, it may mean the student has not worked, it may mean the student has not liked particular subjects or it may mean the student may not be capable of higher academic results. The staff at the school will be happy to give advice in this area if needed.*

b) ***Aptitude**. Does the student have special talents in areas such as art, music, technology?*

c) ***Ambition**. What does the student hope to do, to achieve, to become? If there are specific career aspirations it would be worth discussing with the Guidance Officer what subjects would best lead to that career. If there are no specific career goals the best idea is to choose subjects that keep most options open.*

d) ***Interests**. Success in a subject is highly correlated with interest in a subject. A look through the Year 8 subjects that the student did best in often indicates those in which they were most interested.*

B. THE SUBJECT

- *There are five 'key' subjects that are compulsory for all students entering Year 9 i.e. English, Health and Physical Education, Humanities - Geography/History, Mathematics and Science. These subjects will ensure students will be developing the essential skills needed as a foundation for further studies.*
- *Three electives remain to be chosen, to be completed in Year 9.*
- *The information in this booklet will give students and parents a clear idea of content and requirements in each subject available. Where a student has difficulty in deciding between two subjects, and the factors in "A" have been considered, then a detailed look at the assessment and requirements of each subject may sway the decision one way or another. It is important that all the relevant subject descriptions be read thoroughly by both parents and students before any subject choice is made.*

I wish students an enjoyable and valuable experience in Year 9.

Andrew Beattie
PRINCIPAL

YEAR 9 SUBJECTS

All Year 9 students study six subjects, as well as Tuesday afternoon sport.

Year 8 students select three electives to be completed in Year 9.

The five compulsory subjects are:	English Health and Physical Education Humanities - Geography/History Mathematics Science
The elective subjects available in 2026 are:	Art Business Marketing Business Ventures Creative Design and Technology Dance Design and Graphics Digital Technologies: Graphic Design (Phone Apps and Web Design) Digital Technologies: Creative Design (Coding and Virtual Reality) Digital Technologies: 3D Game Design (Unity) Drama Fitness and Recreation Food Technology and Design Health and Physical Education (Extension) Industrial Design and Technology Japanese Media Music

BUSINESS

COURSE OUTLINE

Business provides students with a wide variety of opportunities enabling a competitive advantage in business and entrepreneurship across all aspects of business, including business management, legal and accounting in many types of industries, both locally and internationally.

It is critical that students are equipped with the understanding, skills and knowledge that will empower them in the face of real-world challenges. Business will inspire students to shape their business acumen and entrepreneurial skills that contribute to the development of Australian and global societies. Students will be exposed to a number of real-world experiences through the courses below. A number of excursions are required for the courses and students should be aware that these will form a part of assessment.

Whether a student selects Business once or multiple times over year 9 they will experience a different and engaging course of study. **Units of study include the following topics.** However, please note that topic allocation is dependent on the number of students and classes.

Possible Units of Study:

Business – Marketing Madness

Topics of study

- Supply, Demand, Product Development, Price, Place and Promotion
- Interpretation of business logos and slogans
- Analysis of marketing strategies and Advertising
- Product differentiation
- E-Commerce

Assessment: Combination exam and research assignment
Excursions: Retail e.g. Coles/IKEA - Marketing product placement
Dreamworld - Product differentiation

Business – Business Ventures

Topics of study

- Consumer needs and wants
- Entrepreneurs and innovation
- Competitive Advantage
- Shark Tank Presentation
- Business Plans
- Running a Business
- Market Day Stalls

Assessment: Sales Pitch presentation
Market Day exam
Excursion: Eat Street – Real-world Ventures study

PREREQUISITES

Nil

REQUIREMENTS

- A4 exercise book and general stationery items

Creative Arts ART

COURSE OUTLINE

Art plays a role in the development of the individual. It nurtures critical thinking skills, complex problem solving and the ability to analyse and interpret the work of self and others. Students will experience the following throughout their course of study:

- photography
- drawing
- painting
- printmaking
- sculpture
- study of artists and their respective works within a cultural, contemporary, formal and personal context
- computer manipulations.

PREREQUISITES

Study of Art in Year 8 is desirable, but not mandatory.

ASSESSMENT

Each term-long unit will include:

1. Practical body of work for each unit of work undertaken
2. Written assignment

REQUIREMENTS

- 1 x 2B pencil
- 1 x soft eraser
- 1 x A4 Visual Art diary
- 1 x USB

Students will be asked to purchase specific equipment depending on the unit's focus such as sculptural materials or a canvas as required.

Creative Arts DANCE

WHY STUDY DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and use the human body as the instrument of communication. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and cultural functions.

PREREQUISITES

Students must be prepared to participate and engage fully with all areas of the course, both practically and theoretically. Students must be also be prepared to perform and communicate with/ in front of others.

COURSE OUTLINE

The study of Dance is enriched by experiences in Choreography and Performance. Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, group decision-making, and planning and organising are fostered in this process.

Through Performance, unique technical and expressive skills of dance are developed. Students develop their personal expressive power to convey meaning to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students will build self-confidence and physical capabilities through experiencing a variety of dance techniques and styles, including Jazz, Hip Hop and Contemporary.

As the course progresses, students will be given opportunities to develop an understanding of how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. Through this process, students will learn to value their own and others' aesthetic responses to dance. Students will also engage with industry professionals, as they are given opportunities to view creative works, such as QPAC performances.

ASSESSMENT

Units of study will be the follow topics:

Year 9

- Discovering Dance (Hip Hop/Jazz Performance and Choreography)
- Contact with Contemporary (Contemporary Choreography and Choreographic Journal)

REQUIREMENTS

- Dance apparel – black tights and black singlet for girls. Black shorts and black singlet for boys.
- 48-page exercise book or A4 lecture pad
- 64-page scrapbook
    - Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props that are not available through the department.
    - At times, students may be required to attend performances and workshops at an extra cost.
    - Class work will be performed at school events e.g., Parade, Dance Night (Term 4) etc.

Creative Arts DRAMA

Drama is one of the oldest art forms. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama offers students a unique means of inquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with and in front of others.

COURSE OUTLINE

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience.

Units of study will be a mixture of the follow topics. This is dependent on the number of students and classes.

Year 9

- Dreams and Dreaming (Collage drama performance, acting)
- Girl Who Cried Wolf (Australian Gothic theatre, acting)
- Theatre Experiences (Viewing and analysing live theatre)
- Tell It Like It Is (Scriptwriting and performance)

ASSESSMENT

Assessment includes a variety of instruments; improvisations, polished student-devised or scripted drama, written analysis, and practical demonstrations.

Practical assessment will occur in small groups, pairs and solo modes.

REQUIREMENTS

- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props
- At times, students may be required to attend outside performances or workshops and an extra cost will apply
- Additional out-of-hours rehearsals may occur in preparation for performance events.
- 1 x 64-page A4 Scrapbook

WHY STUDY MEDIA?

Media is forever evolving and has a crucial impact on consumers. Media is the making and communicating of meaning involving film, television, newspapers, computers, mobile devices and the ever-changing internet. Media provides a medium for social criticism, entertainment and is explored through the dimensions of *designing, producing* and *critiquing.*

Students who undertake Media are actively participating in a mode of learning that blends intellectual and emotional experience, offering students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a theory and practical based subject and therefore students must enter the subject with a willingness to spend their own time for editing and filming tasks. These aspects of the course can be time-consuming due to the technical proficiency required.

COURSE OUTLINE

Current units of study in the Media course include: exploring the history of media; examining the genres of reality TV, music videos, analysing film genre conventions and; applying filming and editing techniques. These units will help provide opportunities to assist each student to achieve his/her unique potential through the various methods of assessment.

During this course students will create:

- designing
- producing individual films
- critiquing
- directing
- scriptwriting
- editing
- storyboarding
- develop multi-modal presentations
- assist students by acting in each other's film
- develop necessary skills to undertake Film, Television and New Media in Years 10, 11 and 12

Current units of study in the Media course include: exploring the history of media; examining international film industries, analysing film genre conventions and; applying filming and editing techniques to create music videos.

ASSESSMENT

Students will complete practical and written assessment in the areas of ***Making and Responding*** (e.g., scriptwriting, storyboarding); ***Producing*** (filming and editing a mini-movie montage); and ***Critiquing*** (e.g., multi-modal presentations, biography, persuasive speech, spoken critique).

Assessment will occur in small groups, pairs and individually.

REQUIREMENTS

- 1 x 48-page A4 exercise book and USB
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props for any productions

Creative Arts MUSIC

COURSE OUTLINE

Music is an integral part of our lives and is an important part of any student's educational development, whether they undertake the course for enjoyment and developing their music appreciation or aim for further study. This course is designed to develop the ability and knowledge of students at all standards of music experience.

This course focuses on students creating and performing music and developing the ability to think and express themselves through sound. This is achieved through real-life learning experiences, with a strong emphasis on technology-based skills using specialised software and recording equipment.

In Year 9 students build on and develop their skills through the study of two units: *Light & Dark* and *Singer-Songwriter. Note – If Year 9 Music runs for one semester, only the Light & Dark unit will be offered.*

PREREQUISITES

While it is advantageous for students to have completed, enjoyed and been successful at Year 7 and 8 Music, it is not necessary to have studied Music before Year 9.

ASSESSMENT

Assessment includes a variety of performance, composition, listening and written tasks.

RECOMMENDATIONS

Generally, students wishing to take Music in Years 11 and 12 should have studied Music in Years 8, 9 and 10. Music teaches students many lifelong skills and is recommended for various fields of employment such as music teacher, performer, musician, sound mixer or editor, film or game composer, music therapy, primary and early childhood teaching, instrument repairer and child-care worker.
Classroom Music students are encouraged to participate in the school's ensembles including Concert Bands, String Ensembles, Stage Bands and Vocal Ensembles and are expected to participate in excursion opportunities organised for them to enhance their study.

REQUIREMENTS

- 1 x 96-page music exercise book (including manuscript)
- USB (minimum 16GB), headphones, adapter for connecting phone to laptop, 20-page display folder.

DIGITAL TECHNOLOGIES

COURSE OUTLINE

Digital Technologies is a subject designed to give students an opportunity to use computer technology in practical, engaging and, most of all, enjoyable ways. Units are focused on providing students with tangible products that they can design and develop. In Digital Technologies we focus on using Industry Standard software (such as Unity for Game Design and the Adobe Creative Suite Web Applications) to create products of increasing complexity. In Year 9, we explore the future of technology through topics such as Game Design, Virtual Reality, Smart phone applications, Web Design and Electronics.

Below is the list of subjects that are available within Digital Technologies:

Digital Technologies: Graphic Design (Phone Apps and Web Design)

- Smartphone applications
- Create dynamic and interactive websites

Digital Technologies: Creative Design (Coding and Virtual Reality)

- Arduino Electronics – code and build your own gadget
- Create VR (Virtual Reality) Worlds

Digital Technologies: 3D Game Design (Unity)

- 3D gaming using Unity
- 3D and VR gaming using Unreal Engine

ASSESSMENT: Assessment will be largely practical projects that are completed during class time and focus on the particular computer software program and emerging technology being studied for that unit.

PREREQUISITES for all Digital Technology Subjects

Students entering Digital Technologies will be given every chance to perform at his or her best in the use of the various packages. No prior knowledge is needed but it could be advantageous.

REQUIREMENTS for all Digital Technology subjects

A positive attitude centred on engaging in all tasks presented, focussing on meeting and overcoming all challenges. All students should have a USB for backup purposes.

ENGLISH

COURSE OUTLINE

Students undertake a program based on competence in language and communication skills. Correct use of grammar, punctuation and spelling is a priority. An appreciation of literature and media in its varied forms – novels, non-fiction, poetry, drama and film – is also highlighted. Students will be taught to compose texts and to speak in a variety of genres for specific purposes.

The aim is for students to:

- expand capabilities in reading, writing, listening and speaking including accuracy, fluency and reflection;
- participate as productive and confident members of their community;
- lay foundations for employment, citizenship and intercultural understanding in a changing world;
- become critical and creative thinkers;
- enjoy a range of recreational activities including literature, drama and media.

PREREQUISITES

Nil - essential subject

ASSESSMENT

Assessment is continuous with a balance of tests and assignments including written and spoken tasks for a specified audience and purpose. Results are recorded on a semester profile as all assessment items count towards semester results. All assessment must be completed by the due date unless arrangements are made with the Head of Department. Please check Student Planner for Exam and Assignment Policy.

REQUIREMENTS

- 2 x 64-page A4 exercise books
- A4 plastic sleeves
- General stationery items
- Dictionary and thesaurus for home reference

Health Sciences HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Health and Physical Education is a core subject for Year 9.

The Health and Physical Education Program (HPE) is designed to develop a positive attitude to one's health, fitness and a lifelong enjoyment of sport. It exposes students to a variety of popular 'Physical Activities' enjoyed in the wider community. The accompanying theory units of work address *broad* 'Health' and 'Personal Development' issues.

Year 9 Health and Physical Education					
Year 9	**Theory**	**Semester 1**		**Semester 2**	
		Sustainable Health Challenge	Respectful Relationships	Sustainable Health Challenge	Respectful Relationships
	Practical	Invasion and Net and Court Games - Cricket, Netball, Volleyball, OzTag			

(Note: Students spend either Semester 1 OR Semester 2 in HPE. All physical activities are completed on a rotation basis throughout the semester.)

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements. Students are also expected to demonstrate skills learned in class by participating in intra-school activities as a member of a House.

ASSESSMENT

Assessment in Health and Physical Education will consist of class exams, written assignments and oral/multimodal presentations. In practical areas students are assessed within simple and complex performance environments.

REQUIREMENTS

- Health and Physical Education has a theory component and students will require their laptop, a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Each student will be required to wear the correct PE uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the ***school cap*** or ***bucket hat***.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred

Health Sciences HEALTH AND PHYSICAL EDUCATION (EXTENSION)

COURSE OUTLINE

Health and Physical Education (Extension) is a physically and academically challenging subject. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 7 and 8 HPE. Students will experience *specific* units aimed at developing improved individual performance and achievement. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Physical Education and a possible career in the Health/Medical Science, Sports Science and Sporting Industries.

The subject's emphasis is on the integration of both physical and theoretical units enabling student's learning to take place *in* and *through* physical activities. The program differs from the Year 8 and 9 core HPE program through its *specialised* physical activities and core subject matter.

The unit overview is as follows:

Year 9 Health and Physical Education (Extension)					
Year 9	**Theory**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
		Motor Learning	Sports Coaching	Sociology of Sport	Exercise Physiology
	Practical	Athletics	Golf	Futsal Touch Football	Gym Programs

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

ASSESSMENT

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are integrated and are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

REQUIREMENTS

- HPE Extension has a theory component and students will require their laptop, a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Each student will be required to wear the correct PE uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the ***school cap*** or ***bucket hat***.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

Health Sciences FITNESS AND RECREATION

COURSE OUTLINE

Fitness and Recreation is a great subject choice for students who enjoy being physically active. The subject will serve to further develop each student's learning potential with a view to preparation for the senior applied subject of Sport and Recreation or Certificate III in Fitness.

Some of the topics covered will include:

- Sports First Aid and CPR
- Coaching
- Tournaments

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

ASSESSMENT

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are integrated and are of equal value.

REQUIREMENTS

- Fitness and Recreation has a theory component, and students will require their laptop, a notebook and writing equipment. Homework and assignments will be set and it is advisable for students to manage their time to complete these tasks.
- Each student will be required to wear the correct PE uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the school cap or bucket hat.
- Students who are injured/sick or out of uniform must provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

HUMANITIES - GEOGRAPHY/HISTORY

GEOGRAPHY

Geography provides students with opportunities for critical and higher order thinking. Students are required to developing an understanding of both simple and complex situations which impact on all of us as citizens. These are looked at, at local, national and global levels. Through the study of Geography, students will come to recognise, interpret and understand how natural processes and human activities shape our world. Geography essentially focuses on examining why things are located where they are and how this then influences human development.

Some of the topics covered are:

- Biomes and food security
- Global connections
- Health and wellbeing
- Migration of people

HISTORY

History is the study of people, events and place over time. A strong emphasis is made in this course in linking events from the past with issues and developments of the present. Following on from Year 8, there is a continuation on building historical skills. These include use of historical terms and concepts, comprehending, analysing and evaluating primary and secondary sources and synthesising information from a variety of sources and perspectives.

Some of the units studied include:

- Making a Nation
- Australians at War (WWI)

PREREQUISITES

Nil - essential subject.

ASSESSMENT

Assessment for both subjects reflect those which are required in the Senior School. The skills for these assessment types are taught and practiced throughout the two years. A wide variety of assessment types are used to cover a variety of learning styles. These can include; in class exams, extended written responses, research pieces, multimodal and non-written responses.

REQUIREMENTS

- A4 exercise book with ring-binder folder and plastic pocket sleeves for holding worksheets and materials.
- General stationery items including colouring pencils, scissors and glue
- Headphones

INDUSTRIAL DESIGN AND TECHNOLOGY (IDT)

COURSE OUTLINE

Industrial Design and Technology (IDT) challenges students to use design thinking and technologies to synthesize and produce designed solutions for authentic needs and opportunities. The practical nature of the Technologies learning area engages students in critical and creative thinking including understanding interrelationships in systems when solving complex problems. Students will design, build and finish practical projects using wood, steel, plastic and electronic components.

There are a variety of projects in the course which teach students the design process. Participants are required to consider the impact that construction methods and materials may have on the environment and sustainable approaches to manufacturing. Examples of units covered in the elective course include:

Industrial Design and Technology: Folding Furniture

COURSE OUTLINE: Units covered may include the following:

- Folding Camp Chair
- Folding Furniture Design

Industrial Design and Technology: Electronics

COURSE OUTLINE: Units covered may include the following:

- Stereo Speaker Manufacture
- LED Torch and Nightlight Design

Industrial Design and Technology: Design and Manufacturing

COURSE OUTLINE: Units covered may include the following:

- Storage Ottoman Seat
- Metal Desk Organiser

ASSESSMENT

Assessment will consist of designated folio work for each project. This requires the student to use the relevant subject technologies.

PREREQUISITES

Students must be prepared to participate in all areas of the course - both practical and theoretical elements. A positive and determined attitude is the best prerequisite.

REQUIREMENTS

- Personal protective equipment (PPE): Clear safety glasses and an apron
- HB pencil with eraser
- Charged laptop

Industrial Design and Technology

CREATIVE DESIGN AND TECHNOLOGY

COURSE OUTLINE

Creative Design and Technology (CDT) has been developed for students to gain an appreciation for the personalised design and manufacturing of bespoke products. This course provides students with an insight into the processes and materials they may encounter in furniture and interior design.

CDT students apply knowledge and practical skills and processes to create innovative and creative solutions. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living and contribute to preferred futures for themselves and others.

This course is suited to those students who are motivated to create personalised projects. It is an exciting subject utilising our state-of-the-art workshops and complements other IDT subjects. Examples of units covered in the elective course may include:

Creative Design and Technology – Decoupage and Kitchen Craft

COURSE OUTLINE: Units covered may include the following:

- Unit 1 - Resin Tile Coasters
- Unit 2 - Cutting Board and Trivet for the kitchen

Creative Design and Technology – Creative Furniture Design and Manufacturing

COURSE OUTLINE: Units covered may include the following:

- Unit 3 – Bespoke Serving Tray
- Unit 4 – Mosaic Side Table

ASSESSMENT

Assessment will consist of the completion of the designated folio work for each project. This requires the student to use the relevant subject technologies.

PREREQUISITES

Students must be prepared to participate in all areas of the course - both practical and theoretical elements. A positive and determined attitude is the best prerequisite.

REQUIREMENTS

- Personal protective equipment (PPE): Clear safety glasses and an apron
- HB pencil with eraser
- Charged laptop

Industrial Design and Technology

DESIGN AND GRAPHICS

In Design and Graphics, students will utilise design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Students use a variety of presentational technologies to communicate solutions including annotated hand drawings, computer graphics programs, model construction, laser cutting and 3D Printing.

Participants are required to consider the impact that their design solutions have on the environment. The course is designed for those who have an interest in solving design problems. This course is of benefit to students wishing to pursue careers or interests in architecture, engineering, industrial design, interior design, graphic design or any of the trades. Examples of units covered in the elective course may include:

Design and Graphics: CAD Architecture and Modelling

COURSE OUTLINE: Units covered include the following:

- Revit House Model using CAD (Revit)
- Scale modelling of built environment (Laser cutting)
- Building renovations and Extensions using CAD (Revit)

Design and Graphics: Product Design and Digital Manufacturing

COURSE OUTLINE: Units covered may include the following:

- Toy and packaging design using CAD (Inventor) and 3D printing
- CO2 Dragster design and manufacturing

ASSESSMENT

Assessment will consist of the completion of the designated Design Folios for each project. This requires the student to use the relevant subject technologies.

PREREQUISITES

Students must be prepared to participate in all areas of the course - this includes hand drawing and design, computer graphics and related technologies, which include laser cutting and 3D printing on occasions. A positive and determined attitude is the best prerequisite.

REQUIREMENTS

Charged school laptop required for every lesson

Industrial Design and Technology

FOOD TECHNOLOGY AND DESIGN

COURSE OUTLINE

Food Technology and Design is offered in six-month stand-alone units across Year 9 and Semester 1 Year 10. Each Unit offers different experiences is contemporary food design and production. The components of units are both practical and theoretical and students will be required to participate in weekly take home cookery depending upon the theme of the unit. Students will be responsible for bringing their own ingredients to school and containers to complete the assigned weekly recipes. Examples of units covered in the elective course may include:

SEMESTER 1

COURSE OUTLINE: Units covered:

- ***Kids in the kitchen:*** Knife skills, kitchen management, interpreting and altering recipes, technology in the kitchen
- **Cooking with carbohydrates**: emphasis on pasta and rice cooking, perfecting sauces

SEMESTER 2

COURSE OUTLINE: Units covered:

- **Winter Warmers**: Protein and vegetable cookery, nutritional requirements to alter recipes.
- **Gourmet Gift Baskets**: Food preservation, label design

SEMESTER 3 (Year 10)

COURSE OUTLINE: Units covered:

- **Doughs and Pastries**: doughs pastry and yeast cookery
- **Cookies and Cakes by Design:** Emphasis on baking, caked decorating and piping skills, sugar cookies, cupcakes and speciality cakes

ASSESSMENT

The students will complete a variety design project that incorporate a combination of practical and theoretical components. Students will be assessed on their continuous cookery, and written assessment.

PREREQUISITES:

No prior knowledge is needed but it could be advantageous. A desire to learn how to cook creatively is highly desirable

REQUIREMENTS

Students should have a named bag large enough to carry cooked items. Students will be required to supply their own cookery ingredients and a non-stick brownie slice tray and a round spring form pan 25 cm, and a large plastic container with a sealable lid.

LOTE JAPANESE

WHY STUDY LANGUAGES?

There is more to studying a foreign language than being able to speak it. Learning an additional language helps you to live and learn as part of our *global community*. It gives *you insights into other cultures*, as well as the *language and communication skills* to interact with members of local and international communities. The ability to speak an additional language can help you gain a competitive edge in the job market and is valued in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live-in parts of the world that would not have been possible without the local language.

UNITS

Learning a language also involves learning about people and culture. You will study a wide variety of topics drawn from key themes across Year 9 developing essential vocabulary, grammar, script knowledge and cultural understanding.

Year 9 Japanese				
Year 9 Units of Work	**Term 1**	**Term 2**	**Term 3**	**Term 4**
	Daily Routines	Housing and Directions	Seasons and Festivals	Travel

LEARNING ACTIVITIES

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- Listening to radio broadcasts, television programs, webcasts and podcasts
- Viewing videos and films
- Communicating with students in other schools and countries
- Holding debates or participating in discussions
- Reading articles, cartoons, short stories, poems and song lyrics

ASSESSMENT

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language. You may be assessed, for example, by:

- Answering questions about Japanese spoken and written texts
- Engaging in conversations and interviews
- Writing letters, emails, diary entries, stories, etc.
- Application of language mechanics (spelling, conjugations, kanji reading, etc.)

SUPPORT

Your parent/s or guardian/s can help you by:

- Discussing the culture and related current events with you
- Attending cultural events with you
- Encouraging students to use their skills whenever possible (eating at a Japanese restaurant, watching a foreign film)
- Encouraging student exchange or participation in the video chats with students in Japan
- Showing interest in what you are learning and by providing a supportive home environment

RECOMMENDATION

Japanese is a **continuous curriculum**. For the recommended best pathway for success and preparation for Senior Japanese studies, it is advisable that you **complete two consecutive semesters of Japanese study.**

REQUIREMENTS

- 1 x 96 page A4 notebook
- 2 x A4 display folders
- Head phones

MATHEMATICS

COURSE OUTLINE

The Year 9 Mathematics course is a single course only. Within the course, provision is made for diversity of experience. A central core of material is studied by all students with extension work available to those students who have a deep understanding of the core. In Year 10, students will select one Mathematics subject from - Introduction to Essential Mathematics, Introduction to General Mathematics and Introduction to Mathematical Methods. Students will be able to select one of these subjects based on achievement in Year 9 Mathematics. The courses aim to ensure all students are given the opportunity to develop at their own pace and study the Mathematics needed to support their goals for the future.

The Year 9 Mathematics courses are organised into three strands:

- Statistics and probability
- Measurement and geometry
- Number and algebra

PREREQUISITES

Nil - essential subject.

ASSESSMENT

The assessment will include written tests, assignments and investigations. The assessment will require students to:

- recall information;
- apply mathematics in familiar situations;
- carry out investigations and analyse the results;
- construct mathematical models in a range of situations;
- use mathematical aids, instruments and concrete materials;
- solve problems which range from routine and well-rehearsed problems through to those that require demonstration of insight and creativity; and
- give coherent explanations of choices made and strategies used in problem solving.

The assessment tasks that accompany each topic will assess two (2) criteria:

- Understanding and fluency - recall, selection and use of mathematical concepts and information to solve problems in familiar and unfamiliar situations.
- Problem solving and reasoning - application of problem-solving strategies and completion of mathematical investigations - use of mathematical symbols and language, justification of strategies used, conclusions reached and the reasonableness of results and the analysis of the results of mathematical investigations.

REQUIREMENTS

- 2 x 240-page A4 exercise books, ruler, pens/pencils, 1x whiteboard marker (blue or black), protractor, compass and a calculator and a **CASIO fx-82AU PLUS II** scientific calculator. (Calculators can be purchased from the Uniform Shop.)

SCIENCE

COURSE OUTLINE

The Junior Science program aims to nurture students' innate curiosity about the living and non-living components of the world around them. Through hands-on experiments, interactive lessons, and real-world applications, students will explore key scientific concepts. They will develop critical thinking skills, learn the scientific method, and gain a deeper understanding of biology, chemistry, physics, and earth science. The program encourages inquiry-based learning, fostering a passion for discovery and a solid foundation in scientific principles.

In Year 9, Science students will spend one term studying each of the four key areas of Science:

- **Physics** – Students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer through different mediums, involving heat, sound, light, and electricity.
- **Chemistry** – Students delve into the atomic world, learning to explain observable chemical processes in terms of change in atomic structure, atomic arrangement, and mass. They explore how matter can be rearranged through chemical reactions and understand the relevance of radiation in our lives.
- **Biology** – Students investigate the human body, focussing on how the processes of sexual and asexual reproduction enable survival of the species. They learn about the various systems that comprise the human body and how it functions in both health and disease.
- **Earth Science** – Students study the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere).

Over the course of Year 9, students undertake a range of investigations to further develop their inquiry skills. They design investigative methods, that consider safety and control variables, to enable the collection and analysis of data, to identify relationships between variables. They evaluate their own and others' methods from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

PREREQUISITES

Science is studied as a compulsory subject. There are no prerequisites. The Year 9 and 10 programs provide students with a solid grounding for the Year 10 Semester 2 science electives and the Year 11 and 12 science subjects:

- Biology
- Chemical
- Psychology
- Physics

ASSESSMENT

The summative assessment for this course will include the following types of assessment:

- Student Experiment – students plan and conduct experiments to generate and analyse primary data.
- Research Investigation – students research, collect, and analyse data to draw conclusions about secondary data and information.
- Written Test – students respond to a combination of multiple-choice, single-word, sentence or short paragraph, and data-based questions.

REQUIREMENTS

- 2 x 128-page A4 exercise book
- 1 x 64-page A4 5mm graph book
- pencil case containing pens, pencils, eraser, ruler and calculator