

Year 9/10  
Curriculum  
Information  
2024



# TABLE OF CONTENTS

INTRODUCTION.....	1
ONLINE SUBJECT SELECTION USING ONESCHOOL.....	2
CHOOSING WHAT TO STUDY IN YEARS 9 AND 10.....	3
AGRICULTURAL SCIENCE <b>AGT</b> .....	5
BASKETBALL SPECIALISATION <b>BSP</b> .....	6
CHINESE (MANDARIN) <b>CHI</b> .....	7
DANCE <b>DAN</b> .....	8
DIGITAL TECHNOLOGIES <b>DIG</b> .....	9
DIVERSE LEARNING SUPPORT PROGRAM <b>DLP</b> .....	10
DRAMA <b>DRA</b> .....	11
ECONOMICS AND BUSINESS <b>ECB</b> .....	12
ENGINEERING, ROBOTICS AND TECHNOLOGIES <b>ERT</b> .....	13
ENGINEERING SKILLS DESIGN AND TECHNOLOGIES <b>EDT</b> .....	14
ENGLISH <b>ENG</b> .....	15
FOOD SPECIALISATIONS <b>TFD</b> .....	16
FURNISHING SKILLS DESIGN AND TECHNOLOGIES <b>FDT</b> .....	17
HEALTH AND PHYSICAL EDUCATION <b>HPE</b> .....	18
HISTORY <b>HIS</b> .....	19
INDUSTRIAL GRAPHICS SKILLS <b>IGS</b> .....	20
MATHEMATICS <b>MAT</b> .....	21
MATHS, SCIENCE, ENGINEERING AND TECHNOLOGY ENRICHMENT <b>MET</b> .....	22
MEDIA ARTS <b>MED</b> .....	23
MUSIC <b>MUS</b> .....	24
SCIENCE <b>SCI</b> .....	25
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS - YEAR 10 ONLY ( <b>SAT</b> ).....	26
VISUAL ARTS <b>ART</b> .....	27

## INTRODUCTION

The Junior Curriculum is designed to enable students to obtain a sound general education. It is envisaged that students will be exposed to a course of study that will encourage the development of the skills necessary to cope with the ever-increasing social, cultural, economic and political changes occurring in Australian society. Our Junior Curriculum is also designed to incorporate the requirements of the Australian Curriculum.

For your awareness:

Students will study a core of English, Health and Physical Education, History, Mathematics and Science in Year 9 and 10. They also choose any two elective subjects from the list below.

### Elective Subjects

Agricultural Science	Food Specialisations
Basketball Specialisation	Furnishing Skills Design and Technologies
Chinese (Mandarin)	Industrial Graphics Skills
Dance	Maths, Science, Engineering and Technology
Digital Technologies	Enrichment
Drama	Media Arts
Economics and Business	Music
Engineering, Robotics and Technologies	Visual Arts
Engineering Skills Design and Technologies	

Please ensure, as a family, you look closely at, and read about all of the choices on offer so that the decision is the best fit.

Costs identified as User Pays fees are payable separate from and in addition to the Student Resource Scheme for products or services provided by a third party and charged to the school for student access and/or participation.

### Year 10 Subject Selection (to be selected for Semester 2 of Year 10)

These are lead-in subjects to Year 11 and 12. You will not study the actual content that you do in Year 11 but, by studying a senior subject in Year 10, you will gain an understanding of what you thought it would be and whether you believe you can not only cope with the rigour of it but enjoy it.

In studying the senior subjects in Semester 2 Year 10, students will make more informed choices when it comes time for the 'real' subject selection for Year 11. This can only make the transition to senior school more stable from the outset.

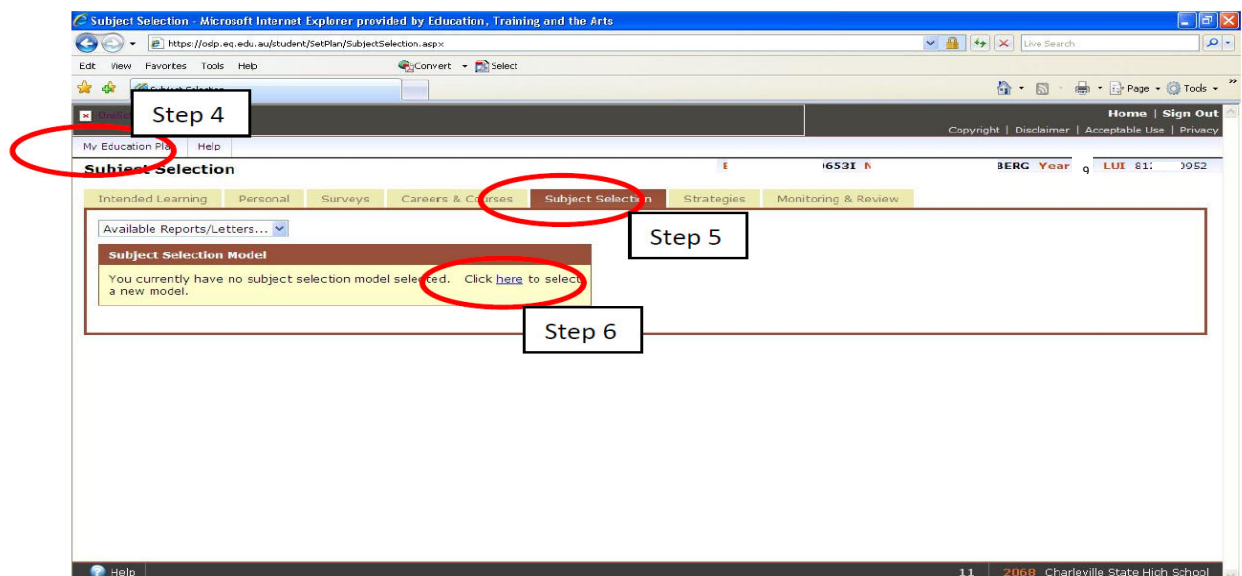
A separate information booklet on Year 10 subject selection choices will be distributed to students in Term 1 of Year 10. Year 10 will also engage in Senior Education Transition Planning (SETP) in Term 2 with interviews, and again in Term 4 Week 1 to finalise subject selections of their senior studies.

Darren Cook  
Principal

## 2025 – Year 9 Curriculum Subject Selection How-to

**Please note: Subject selection closes Friday 16 August 2024 at 9am**

1. Go to OneSchool – <http://oslp.eq.edu.au> Step 1
  - a. If you are at school; the site will automatically log in
  - b. If you are at home; you will be asked for your school username and password
  - c. If this is your first time accessing OneSchool; a Privacy Agreement will need to be accepted before continuing any further
2. Once you are signed in, click on the ‘My Education Plan’ button (top left hand corner)
3. Click on the ‘Subject Selection’ button
4. Click on the word ‘here’ in the instructions to select a subject selection model and click ‘save’
5. Make your selections from the options available – you must select two subjects from the subject selection smorgasbord, and then two additional preferences from the drop down at the bottom. Remember to click ‘Add’ to ensure the preference selection is saved
6. When you are done, click ‘save’ and a success message will appear with a green tick at the top of the screen



## CHOOSING WHAT TO STUDY IN YEARS 9 AND 10

### OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

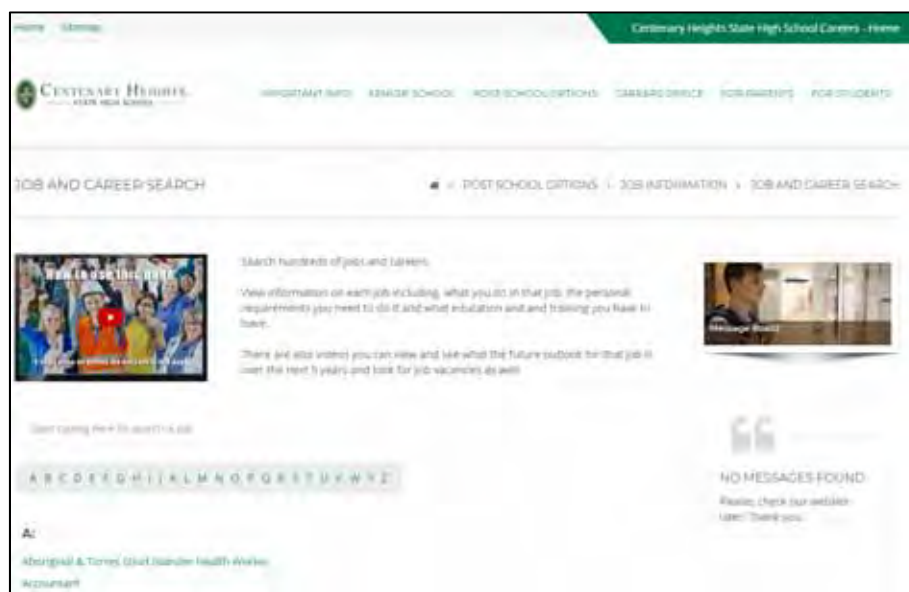
- you enjoy
- you have enjoyed some success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

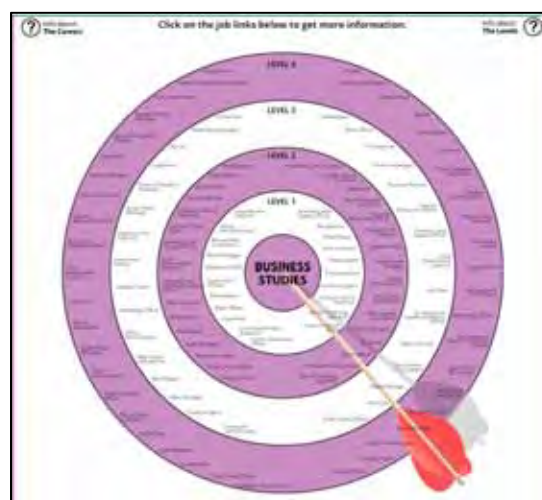
### GUIDELINES

Keep your options open! You may not know exactly what you want to do when you finish school, which is completely normal and typical at this stage of your life. This means that it is important for you to explore many options and that it is wise to keep your options open. As such, the aim should be to choose a selection of subjects that makes it possible for you to continue exploring your various career options before making more specific decisions in the future.

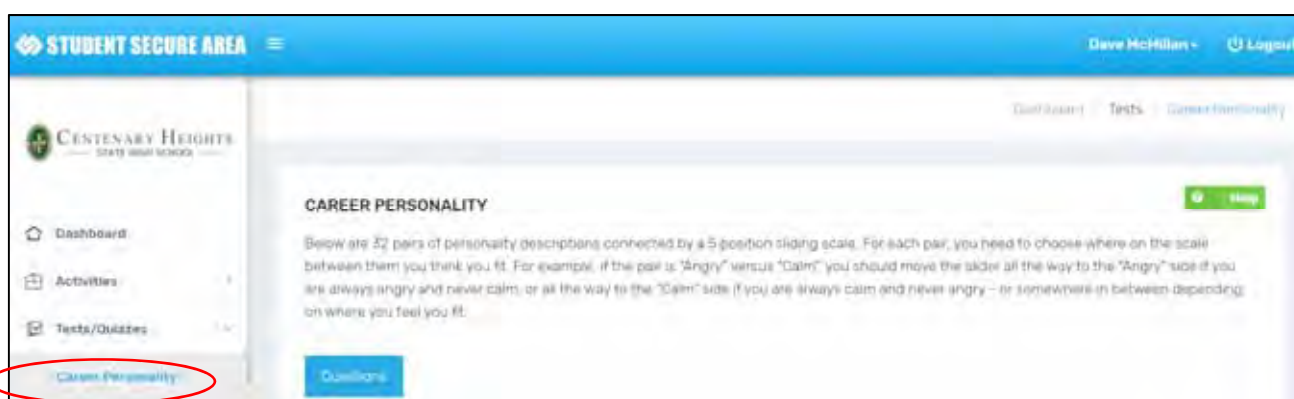
You can explore hundreds of job and career options via the Job and Career Search Tool on our Careers Website <https://www.centheighscareers.com>.



- Follow this up by exploring the Career Targets <https://www.centheighscareers.com>



The Career Personality test, accessible from the Student Secure Area of the Careers Website, may also guide you to your areas of strength.



**Seeking Help and Guidance:**

To find out as much as possible about the subjects offered at Centenary Heights to ensure that you can make an informed selection, connect with the following people:

- Teachers
- Heads of Year
- Heads of Department
- Guidance Officers

**IN SUMMARY:**

**Some key questions to ask yourself:**

- What am I good at?
- What do I enjoy doing?
- What were my best subjects in Year 8?

**DO NOT choose your subjects for the following reasons:**

- “My friend is taking that subject.”
- “I do/don’t really like the teacher.”
- “Someone told me that the subject is fun (or easy, or interesting).”
- “Someone told me that the subject is boring.”
- “Someone told me that I do/don’t need that subject for the course I want to take at university.”

**Subject name** Agricultural Science – Junior

**Subject code** AGT

**Additional subject cost:** A \$15 consumables fee

\$10 per term bus fees for travel to Wilsonton Agricultural Field Studies Centre (User pays)

**Prerequisites** Nil

**Course overview** The contemporary agriculture sector offers career opportunities that include science, business, tourism, design and engineering. The Year 9/10 Agricultural Science course is designed to provide a basic understanding of the relationships between plant, animals, humans and the environment. Students will gain an understanding of the food industry whilst developing their communication, leadership, management and technology skills. The course places considerable emphasis on practical work, which is conducted at the Wilsonton Agricultural Field Studies Centre.

#### Course outline

Major units of study include:

- agriculture industries – local and worldwide
- animal husbandry
- plants
- chemical safety
- machinery and technology
- Workplace Health and Safety

The practical work in which students will be involved include:

- handling of animals competently and safely
- safely maintaining and operation of equipment
- handling chemicals safely
- recording and presenting observations accurately
- observing animal and plant systems

**Assessment** These may include written tests, assignments and projects, as well as completion of practical tasks.

**Subject requirements** Work will involve both theory at school, practical work at school and the Wilsonton Agricultural Field Studies Centre and field trips/excursions. Students are required to travel to and from the Wilsonton Agricultural Field Studies Centre during their breaks and are required to wear a hat during these sessions. Shoes with impervious uppers are required for safety reasons. Activities within the course may be considered high/extreme risk and parental permission will be sought for each of these types of activities.

**Career opportunities** Agricultural Science may lead to careers in agricultural research (scientist), animal industries, seed and grain industries, pastoral companies, veterinary science, teaching, government departments (e.g. Primary Industries, Natural Resource Management, Department of Environment and Resource Management), banks and financial sectors, and horticultural industries.



**Subject name** Basketball Specialisation

**Subject code** BSP

**Additional subject cost** \$45 for training singlet

**Prerequisites** Nil

**Course Overview** By the end of Year 10, students:

- analyse contextual factors that influence decisions
- access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- propose and evaluate interventions to improve fitness and physical activity levels
- demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing
- apply and transfer movement concepts and strategies to new and challenging movement situations
- apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances
- work collaboratively to design and apply solutions to movement challenges

Students participating in the Basketball Specialisation program will participate in a range of theoretical and practical units with a focus on principles of biomechanics, energy systems, nutrition and psychology related to basketball. Students will facilitate a gala day at the end of Term 4 to apply their learning and understanding about coaching and officiating. Students in this program may also participate in interschool-based competitions and gala days throughout the year.

### Course Outline

#### Year 9

Unit 1: Theory – Biomechanics of Shooting  
 Practical – Shooting & Dribbling Fundamentals  
 Unit 2: Theory – Energy Systems  
 Practical – Passing and Rebounding Fundamentals  
 Unit 3: Practical – Coaching and Officiating  
 Practical - Defensive Principles/Strategy  
 Unit 4: Theory – Sports Nutrition  
 Practical - Offensive Principles/Strategy

#### Year 10

Unit 1: Theory – Sports Psychology  
 Practical – Game Play and Modified Offensive Scenarios  
 Unit 2: Theory - First Aid  
 Practical: Game Play and Modified Defensive Scenarios

**Assessment** Assessment techniques and formats include a combination of practical and theoretical. Students will complete folios, investigation inquiries, examinations, and practical responses.

**Subject Requirements** **Hat and/or sunscreen are mandatory for outdoor activities.** Students are required to wear the sports uniform to practical lessons. A ring binder to store theory handouts is also required. Students are required to bring their **training singlets** to all practical lessons.

**Career Opportunities** Athlete, sports coach/trainer/administrator, sports psychologist, referee, teacher, sports nutritionist

**Subject name** Chinese (Mandarin)

**Subject code** CHI

**Additional subject cost** Students are offered the opportunity to participate in activities such as visits to Southbank, a Chinese banquet, the Chung Tian Temple excursion, Chinese cooking and various language competitions. These optional excursions amount to approximately \$45 per event

**Prerequisites** Nil. It is preferable, but not essential, to have studied the language in Year 8

**Course overview** Studying a foreign language contributes to the educational, intellectual, personal, social and cultural development of the student. Specifically, students who study Mandarin Chinese will:

- gain practical language skills
- acquire a repertoire of language learning strategies for life-long learning
- develop a fuller understanding of English
- develop creative thinking and problem-solving strategies
- demonstrate cultural understanding and develop intercultural competence

#### Course outline

- Students will explore how Chinese and Australian young people experience and perceive youth culture and how it relates to their own identity
- Students will investigate the issue of stress and anxiety that affects teenagers in China and Australia
- Students will explore their connections with the wider global community including links with Chinese culture
- Students will explore language and culture relating to youth employment in Chinese-speaking cultures
- Students will explore the concept of advertising in Chinese-speaking cultures and Australia
- Students will explore the concept of intergenerational differences in Chinese-speaking countries and Australia.
- Students will investigate different perspectives towards animal conservation in China and Australia
- Students will explore the life stories of young people in Chinese-speaking cultures and Australia

**Assessment** Chinese assessment is broken up into four macro skills: listening, speaking, reading and writing, and will be assessed by a variety of activities including exams

**Subject requirements** Nil

**Career opportunities** Being proficient in Mandarin Chinese will enhance opportunities for you in many careers, e.g. business, translating, hospitality, travel, public service and diplomatic positions. Your chances of being accepted into some universities are also enhanced and you will gain an advantage in an increasingly competitive business world.

<b>Subject name</b>	<b>Dance</b>
<b>Subject code</b>	DAN
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	In Year 9 Dance, students will be introduced to the skills required to communicate with an audience through movement and expression. This will be achieved through performance, choreography and analysing a range of dance forms and styles.
<b>Course outline</b>	Students will cover a wide range of dance styles. Class work will consist of both practical and theory components.  <b>Semester 1</b> <ul style="list-style-type: none"><li>- Get the Groove (Hip Hop)</li></ul> <b>Semester 2</b> <ul style="list-style-type: none"><li>- Technique through Storytelling (Contemporary)</li></ul> <b>Semester 3</b> <ul style="list-style-type: none"><li>- Dance of the People (World Dance)</li></ul>
<b>Assessment</b>	Students will be assessed once in each of the areas of Making (Performance and Choreography) and Responding. Through these assessment items students will display their knowledge and understanding of technique, self-expression and critiquing arts works.
<b>Subject requirements</b>	Dance uniform <ul style="list-style-type: none"><li>- Black t-shirt</li><li>- Black leggings</li></ul>
<b>Career opportunities</b>	Careers in Dance are many and varied and include performer, choreographer, teacher (primary to tertiary), theatre critic, therapist.

**Subject name** Digital Technologies

**Subject code** DIG

**Additional subject cost** Nil

**Prerequisites** Nil

**Course overview**

- to develop students' knowledge, understanding and skills in computational thinking and engaging students in more specialised programs in preparation for their learning in senior secondary years
- students will learn to automate tasks and analyse and manipulate data, to understand what happens when instructions do not match their intention, seeking ways to correct their display of information
- students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types
- students interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes

**Course outline**

Students use a range of generic and innovative software to understand computer logic, digital elements, trends in technology, audience needs, ethics, copyright and ownership. Students focus on coding, learning a range of languages including JavaScript, HTML, and Python

**Topic covered:** algorithms, programming/coding, web design, information systems, data analysis

**Assessment**

Projects and responses using computers and software. This includes word processing, PowerPoint presentations, web pages, game software etc. Most computer tasks will be constructed so that they are completed in class. Projects could include individual or group work, presentations, peer assessment of presentations, diagrams, responses to stimuli and presentation of printed and digital documents. An in-class portfolio of tasks completed is also used to determine overall standard of achievement.

**Subject requirements**

A USB of at least 16GB, display folder with plastic pockets and a pair of earphones/ headphones are required.

**BYOD program**

Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5 processor.

**Career opportunities**

Leads to further study in the subjects of Digital Solutions and Senior ICT.

**Subject name**            **Diverse Learners Support Program**

**Subject code**            DLP

**Additional subject cost** Students may participate in activities such as excursions, community access and sport. Costs are shared between the parent and the Diverse Learners Support Program.

**Program intention**    Centenary Heights State High School is committed to providing every student with the opportunity to learn the Australian Curriculum outlined by ACARA. Through our Diverse Learners Program, support is provided for any student in the school who requires curriculum engagement support and adjustments in order to assist them to access the teaching, learning and assessment for the subjects they are in.

The program is led by the Deputy for Diverse Learning and is staffed with core teachers and teacher aides who work closely with other staff from across the school, including year level DPs, Guidance Officers, EALD coordinator, HOYs, SBYHN, Engagement Officer etc.

**Prerequisites:**        The level of support a student receives is indicated by their degree of need. This is determined by a range of data and assessment tools, including meeting the criteria set forth in the DDA (Disability Discrimination Act) and NCCD (Nationally Consistent Collection of Data).

All students supported through the DLP will have a Personalised Learning Record that outlines strategies for support within classrooms, tracks student progress and is a record of the adjustments and intervention the student has accessed.

**Program outline**      The assistance the DL team offers is customised to individual student need and in negotiation with parents/carers and students. This can include, but is not limited to:

- Access to a Case Manager who acts as liaison between mainstream teachers and parents, and supports and advocates for the student when necessary
- Assessment adjustments and supports - including assistance with senior access arrangements and reasonable adjustments (AARA)
- The delivery of intervention programs – both in terms of literacy/numeracy intervention and wellbeing and engagement
- The implementation of Individual Curriculum Plans for identified students working at below or above year level
- Curriculum support classes
- Additional in-class support provided in mainstream classes by teacher aides or Diverse Learners teachers – this varies according to need and resources available.

Overall, the intention of the Diverse Learners Program is to layer support around young people as they negotiate their time at school. Our hope is that, with adjustments, students will grow in independence and successfully transition from school into the wider community.

**Subject name** Drama

**Subject code** DRA

**Additional subject cost** Excursion costs may arise

**Prerequisites** Nil

**Course overview** Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students of Drama investigate feelings, actions and consequences. The subject allows students to develop confidence and self-awareness as they collaborate to prepare and present drama. Students also develop understanding of the forms, styles and purposes of drama in various contexts.

### Course outline

#### Year 9

- elements of drama
- improvisation
- script writing
- text interpretation
- exploring forms, styles and conventions
- theatre of the world
- analysing
- performance skills
- mask making

#### Year 10

- elements of drama
- script writing
- acting skills
- performance skills
- text interpretation
- Shakespeare
- stage design
- directorial vision
- analysing
- costume design

**Assessment** The following is an indication of typical assessment items:

#### Year 9

- individual/small group performances of scripted texts
- improvisation
- script writing
- performance analysis
- character development

#### Year 10

- individual/small group performances of published scripts
- performance analysis
- dramaturgy's folio

**Subject requirements** Own 'theatre blacks' (black long pants and shirt for assessment). Teamwork is an essential part of this subject, thus the ability to work co-operatively in groups is an important attribute of students of Drama.

**Career opportunities** As a result of undertaking further studies in drama, students may be interested in pursuing a career in theatre. Drama is also an appropriate preparation for such tertiary courses as journalism, teaching, law and communications and for careers in the advertising and public relations field.

**Subject name** Economics and Business

**Subject code** ECB

**Additional subject cost** Nil

**Prerequisites** Nil

**Course overview**

- to build students' understanding of the world of business within the global economy and how this affects standards of living and economic performance
- to build knowledge of business contexts, terms, business records and business language in preparation for senior business studies
- provide students the opportunity to explore the concepts of being interdependent participants in the global economy of finance, investing and government decision making
- to build understanding of the different aspects of being involved with business as owner, manager or employee

**Course outline**

Managing financial responsibilities, risks and rewards, competing as a business in the global economy, competitive advantage, introduction to accounting, economic performance and standards of living, business venture.

**Assessment**

Assignments, exams, group work and presentations. Assessment may include knowledge tests, responses to stimuli and business reports. Students will be required to prepare projects and responses using computers and software involving word processing, spreadsheets, and PowerPoint presentations.

**Subject requirements**

A USB of at least 8GB, display folder with plastic pockets and privately-owned earphones/headphones are also required.

**BYOD program**

Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

**Career opportunities**

Leads to further study in subjects such as Accounting, Business, Business Studies, and Certificate II Workplace Skills.

<b>Subject name</b>	<b>Engineering, Robotics and Technologies</b>
<b>Subject code</b>	ERT
<b>Additional subject cost</b>	\$35 consumables cost in Year 9 and \$30 in Semester 1 Year 10.
<b>Prerequisites</b>	Sound achievement in Maths and Science is required.
<b>Course overview</b>	<ul style="list-style-type: none"><li>- introduce students to electrical technologies, theory of electrical design, robotics and associated technologies</li><li>- introduce students to beginner programming</li><li>- introduce students to prototype designing</li><li>- develop knowledge and skills in preparation for senior Engineering</li></ul>
<b>Course outline</b>	Accessing and constructing information; digital communication and publishing; interfacing with machines; electrical safety; project planning and design; prototype design and construction; wood and plastics construction, moulding; introductory electronics; electronics theory and design; digital electronics and circuitry construction; robotics design and construction; robotics programming; flow charts; design processes; soldering techniques; wiring techniques, basic engineering principles and design
<b>Assessment</b>	May include exams, assignments, portfolio of work, group work and class participation.
<b>Subject requirements</b>	Display folder for handout pages - this becomes the student's manual. A USB of 16 GB is required specifically for this subject. Students are expected to bring safety glasses for practical workshop sessions.
<b>BYOD program</b>	Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5 to handle software.
<b>Career opportunities</b>	Automotive electrician, computer programmer, computer technician, electrical engineer, electrical fitter, electronics service person, software engineer. Leads into programming incorporated into Digital Solutions and/or Engineering in Years 11 and 12.



**Subject name**            **Engineering Skills Design and Technologies**

**Subject code**            EDT

**Additional subject cost** A \$55 consumables fee in Year 9 and \$50 in Semester 1 Year 10

**Prerequisites**            Nil

**Course overview**        To introduce students to practical skills and associated theory involved in:

- sheet metalwork
- fitting and fabrication
- metal turning
- art metalwork

**Course outline**

Integrated with the areas of study listed above are:

- safety
- workshop graphics
- project planning and design
- surface finishing

Examples of projects completed in this subject are:

- candelabra – art metal work
- shelf bracket
- carryall/toolbox
- copper work
- hacksaw

**Assessment**            A range of projects, workshop theory, graphics folio and practical exams.

**Subject requirements** Students are expected to adhere to all safety requirements. Shoes with leather uppers (school formal shoes), safety glasses and ear plugs are required at all times for safety reasons. The textbook office sells recommended equipment. Students are required to purchase 1H and 2H pencils and an eraser.

**BYOD program**        Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

**Career opportunities**

- building trades
- instrument fitter
- metal trades
- motor trades
- plumber
- spare parts salesperson
- technician

<b>Subject name</b>	English
<b>Subject code</b>	ENG
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	English is aimed at developing students' proficiency in five language modes – writing, speaking, reading, listening and viewing. English develops a student's knowledge of how individuals and groups create texts for different purposes. Students study a range of print, visual, digital and media texts to consider how they have been influenced as readers and listeners. Students then apply their knowledge of how language can be used to influence others when constructing their own texts.

### Course outline

#### Year 9 - Semester One

##### The Most Iconic Aussie (Term 1)

- Students examine a range of persuasive texts, analysing the use of persuasive techniques to create their own written and oral persuasive texts

##### Narrative Writing (Term 2)

- Students will experiment with a range of narrative conventions to develop imaginative texts. They will apply these skills to construct an intervention based on a film

#### Year 9 - Semester Two

##### Documentary Study (Term 3)

- Students will investigate historical, social and cultural representations of different groups in Australia through a range of documentaries. Using both conversational and persuasive conventions, they will develop a documentary review

##### Novel Study (Term 4)

- Students will examine an author's use of narrative techniques by analysing a novel, exploring how themes of personal identity are represented

<b>Assessment</b>	Assessment comprises of written and oral texts in a range of genres, including persuasive/reflective, analytical and imaginative.
-------------------	---

<b>Subject requirements</b>	Nil
-----------------------------	-----

<b>Career opportunities</b>	Entry to most university courses requires a sound achievement in English and/or Literature.
-----------------------------	---

#### Year 10 - Semester One

##### Other Perspectives

- Students will read and respond to a novel studied in class, using a range of narrative conventions

##### Love and Conflict

- Students will examine how love and conflict is represented in a variety of texts, including a Shakespearean drama as the focus of their course

#### Year 10 - Semester Two

Students have opportunities to select from the following Semester Two subjects:

- English
- English as an Additional Language
- Literature
- Essential English

<b>Subject name</b>	<b>Food Specialisations</b>
<b>Subject code</b>	TFD
<b>Additional subject cost</b>	A consumables charge of \$50 in Year 9 and \$25 in Semester 1 Year 10 to cover cost of ingredients for demonstrations and group work activities.
<b>Prerequisites</b>	Nil
<b>Course overview</b>	Food Specialisations aims to develop the student’s knowledge and skills associated with food selection and preparation. It offers the opportunity to apply design creatively in food selection and production.

**Course outline Year 9 Semester 1, Year 9 Semester 2, Year 10 Semester 3**

**Unit 1: Nuts about Nutrition**

- Focus on nutrition models and recommendations
- Impact of teenage food choices on their health
- Producing nutritious and appetising foods

**Unit 4: What’s for Dinner?**

- Designing meals for a family
- Portion sizes vs serving sizes
- Prepare a variety of nutritious dinner dishes

**Unit 2: Snack Attack**

- Problem solving using the design process
- Focus on sustainable packaging and meeting customer needs
- Producing lunchbox and school canteen snacks

**Unit 5: Marketing Madness**

- Exploring textile characteristics and potential materials
- Creative selection and production of textile items
- Considering a theme to create a textile product

**Unit 3: Food on the Run**

- Exploring cooking techniques and food properties
- Are there really superfoods?
- Preparing a range of breakfast and ‘on trend’ foods

**Unit 6: Around the World**

- Exploring food history, cuisines and culinary techniques
- Learning about indigenous ingredients and culture
- Preparing dishes from a variety of cuisines using specialist ingredients and tools

**Assessment** Students demonstrate evidence of their learning over time in relation to the assessable elements through:

- Design task
- Practical work and planning
- Exam

**Subject requirements** Students will be required to provide ingredients for individual cookery. Students will be given at least one week’s notice of ingredients required. An apron will be provided. A container and workplan are required for practical lessons.

**Career opportunities** Baker, chef, dietitian, nutritionist, sports nutritionist, food scientist, food studies teacher, kitchen garden teacher, food editor, food photographer, health promotion officer, food historian, culinary tour leader, development chef, restaurant manager and other careers in food, nutrition and media.

<b>Subject name</b>	<b>Furnishing Skills Design and Technologies</b>
<b>Subject code</b>	FDT
<b>Additional subject cost</b>	An \$80 consumables fee in Year 9 and \$70 Semester 1 Year 10
<b>Prerequisites</b>	Nil
<b>Course overview</b>	To introduce students to practical skills and associated theory of: <ul style="list-style-type: none"><li>- woodworking</li><li>- woodturning</li><li>- plastics</li><li>- laser technology</li></ul>
<b>Course outline</b>	<p>Integrated areas of study:</p> <ul style="list-style-type: none"><li>- safety</li><li>- workshop graphics</li><li>- project planning and design</li><li>- surface finishing</li><li>- laser cutting technology</li></ul> <p>Possible projects:</p> <ul style="list-style-type: none"><li>- utility box</li><li>- toy</li><li>- camp stool</li><li>- clock</li><li>- serving tray</li></ul>
<b>Assessment</b>	A range of projects, workshop theory and graphics folio, as well as practical exams.
<b>Subject requirements</b>	Students are expected to adhere to all safety requirements. Shoes with leather uppers, safety glasses and ear plugs are required for safety reasons. The textbook office sells the appropriate glasses and ear plugs. Students are required to purchase 1H and 2H pencils and an eraser.
<b>BYOD program</b>	Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.
<b>Career opportunities</b>	<ul style="list-style-type: none"><li>- building contractor</li><li>- building inspector</li><li>- craftsperson</li><li>- furniture maker</li><li>- furniture polisher</li><li>- joiner</li><li>- saw doctor</li><li>- toy maker</li><li>- upholsterer</li></ul>

<b>Subject name</b>	<b>Health and Physical Education</b>	
<b>Subject code</b>	HPE	
<b>Additional subject cost</b>	Nil	
<b>Prerequisites</b>	A positive attitude towards physical exercise is essential. Students are required to participate to the best of their ability in all practical areas.	
<b>Course overview</b>	<p>The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none"> <li>- access, evaluate and synthesize information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan</li> <li>- develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships</li> <li>- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings</li> <li>- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes</li> <li>- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.</li> </ul>	
<b>Course outline</b>		
	<b>Year 9</b>	<b>Year 10</b>
	Unit 1: Active Aussies (Health theory) Unit 2: Swimming and water safety (Practical) Unit 3: Community health promotion (Health theory) Unit 4: Space invaders (Practical)	Unit 1: PT Yourself (Health theory and Practical)
<b>Assessment</b>	Assessment techniques and formats include a combination of practical and theoretical. Students will complete investigation inquiries, examinations and practical responses.	
<b>Subject requirements</b>	<b>Hat and/or sunscreen are mandatory for outdoor activities.</b> Students are required to wear the sports uniform to practical lessons. A ring binder to store theory handouts is also required. Students will need a suitable swimming costume and goggles for Year 9, Unit 2.	
<b>Career opportunities</b>	Allied health, rehabilitation science, nurse, fitness instructor, police, recreation industry, sports coach/trainer/administrator, sports journalist, teacher, sports nutrition.	

<b>Subject name</b>	<b>History</b>
<b>Subject code</b>	HIS
<b>Additional subject cost</b>	Nil. From time to time opportunities may become available to travel to and participate in exhibitions or visit field sites that may be relevant to particular units of work. These opportunities will attract a cost that will be advised at the time of the excursion.
<b>Prerequisites</b>	Nil
<b>Course overview</b>	<ul style="list-style-type: none"> <li>- To provide students with a clear understanding of people and places from earlier historical periods</li> <li>- To develop a range of historical skills including the ability to communicate clearly across a range of formats, locate sources, undertake a thorough research process, develop inquiry questions, analyse, evaluate sources and synthesise information from these sources to arrive at well-reasoned conclusions</li> <li>- To develop a sense of empathy and compassion for other peoples and communities</li> <li>- To provide students with a range of knowledge and skills that will prepare them for further study or the workplace</li> </ul>
<b>Course outline</b>	
<b>Year 9</b>	<b>Year 10</b>
<ul style="list-style-type: none"> <li>- Making a Better World? (progressive ideas and movements)</li> <li>- Australia and Asia (Asia and the world)</li> <li>- World War One</li> </ul>	<ul style="list-style-type: none"> <li>- World War Two – War in the Pacific</li> </ul> <p>In Semester 2, students may then choose to study History in preparation for their learning in senior secondary years</p>
<b>Assessment</b>	In Year 9 and 10 History, quality assessment is a key focus of the course. Students are required to complete two assessment items for the semester in Year 9 across a range of assessment styles e.g. essays, short response exams and response to stimulus exams, and one assessment task in Year 10 in a term. At the completion of each term, students will be issued with a report for History that outlines their progress at that time
<b>Subject requirements</b>	Nil
<b>Career opportunities</b>	History is an essential subject because it is vital to be able to understand our history in order to avoid repeating mistakes made in the past, and to be critical, informed citizens. Such skills are directly applicable to any career choice, but particularly archaeology, archival and library services, foreign affairs, film & TV production, heritage officer, journalism, law, public service, teaching, tour guide, writing and many more.

<b>Subject name</b>	<b>Industrial Graphics Skills</b>
<b>Subject code</b>	IGS
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	To learn different ways to communicate graphically using drawing equipment and computers. These skills are used to solve various graphic design problems
<b>Course outline</b>	The areas of study embraced by the Australian Curriculum are: <ul style="list-style-type: none"><li>- Computer Aided Drawing (CAD, AutoCAD, Inventor, Rivit)</li><li>- 2D and 3D presentations</li></ul>
<b>Assessment</b>	Progressive and involves in-class assignments and some class exams (theory and practical).
<b>Subject requirements</b>	Students are to provide their own pencils, one 2H and one H, as well as an eraser. All drawing equipment is provided. Minimum of an 8 GB USB is required specifically for this subject.
<b>BYOD program</b>	Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5.
<b>Career opportunities</b>	<p>A knowledge of graphics is <b>vital</b> for all trades and helpful in many others particularly those which rely on drawing interpretation. A good grasp of graphical communication skills will put you at a definite advantage in the workforce.</p> <p>Graphics is very important in the following occupations:</p> <ul style="list-style-type: none"><li>- advertising agency</li><li>- architect</li><li>- bricklaying</li><li>- commercial graphics</li><li>- construction</li><li>- design office magazine layout</li><li>- draftsman</li><li>- electrician</li><li>- engineering</li><li>- excavation</li><li>- fashion design</li><li>- furnishing</li><li>- packaging design</li><li>- painting</li><li>- plumbing</li><li>- printing</li><li>- publishing</li><li>- site foreman</li></ul>

<b>Subject name</b>	<b>Mathematics</b>
<b>Subject code</b>	MAT
<b>Additional subject cost</b>	Students will need to purchase a scientific calculator. The Ti-30XB MultiView scientific calculator is preferred as its layout is similar to the Ti-84+ graphic calculators students will be using in Senior Mathematics. This brand of scientific calculator may be purchased from the school textbook office for \$25.
<b>Prerequisites</b>	Nil
<b>Course overview</b>	<p>The Year 9 and first semester Year 10 Mathematics course, written to the Australian Curriculum (v9.0), provides students with an opportunity to continue to develop their numeracy knowledge and skills, whilst introducing the algebraic faculty and other concepts important for the progression to the higher-level Mathematics subjects in second semester Years 10 and Years 11 and 12.</p> <p>Throughout the program students have the opportunity to:</p> <ul style="list-style-type: none"> <li>- increase their mathematical knowledge</li> <li>- apply their knowledge to situations both real-life and purely mathematical</li> <li>- communicate using the concise language of mathematics</li> <li>- justify and think critically</li> <li>- perform effective mental calculations</li> <li>- reflect on mathematical understanding</li> <li>- use digital technology, both calculators and computers</li> </ul>
<b>Course outline</b>	Students will undertake the following topics based on the Australian Curriculum (v 9.0).

**Semester 1 (Year 9)**

## Number:

- applications of scientific notations
- recognise rational and irrational numbers

## Measurement:

- ratio, similarity and scale in 2D
- apply Pythagoras' theorem and trigonometric ratios to solve problems involving right angle triangles

## Geometry

- enlargement of shapes
- geometric constructions
- use the properties of similar triangles to recognise the constancy of sine, cosine, and tangent ratios

## Algebra

- extend index laws to variable values
- expand and factorise quadratic expressions
- identify quadratic functions and solve quadratic equations

**Semester 2 (Year 9)**

## Statistics

- investigate data sets describing the features using summary statistics
- recognise how sampling techniques and representation can affect results

## Probability

- probability of compound events
- design and construct probability experiments

## Measurement

- volume and surface area of prisms and cylinders
- absolute, relative, and percentage error

## Algebra

- gradient of line
- midpoint of an interval
- distance between two points

**Semester 3 (Year 10)**

## Statistics

- box plot displays
- investigating bi-variate data

## Measurement

- volume and surface areas of
  - prism shapes
  - pyramid, sphere shapes

## Algebra

- simultaneous equations
- further quadratic functions and solving quadratic equations with real number solutions

**Assessment:** Assessment will consist of 60 minute in-class tests each semester, with a project/maths investigation task twice throughout the year.

**Subject requirements** Nil

**Career opportunities** Performance in Mathematics in Year 9 and 10 will influence subject choices in the area of Mathematics and to some extent Science for Year 11 and 12.



<b>Subject name</b>	<b>Maths, Science, Engineering and Technology Enrichment</b>
<b>Subject code</b>	MET
<b>Additional subject cost</b>	A \$20 consumables fee  Participation in the Science and Engineering Challenge at the University of Southern Queensland approximately \$20 (user pays).
<b>Prerequisites</b>	Enthusiasm and aptitude for Mathematics, Science and Technology.
<b>Course overview</b>	In this course students are given the opportunity to study STEM topics in addition to the National Curriculum. Students will develop their critical thinking, enhance their problem-solving skills and use these to come up with creative ways to conduct experiments.
<b>Course outline</b>	As this subject aims to elaborate on mathematics, science and digital technologies curriculum in Year 9 and 10 many of the topics will be negotiated between the teacher and students. Typically, concepts will be integrated into units. The development of investigative, research, and communication skills will be a major emphasis in all units. Students will be required to engage in a range of learning experiences which broaden their knowledge and skills e.g. Science and Engineering Challenge, Science and Technology Fair, and University of Southern Queensland Scientific Investigation Awards. Accordingly, significant time will be utilised in class to prepare for these events.
<b>Assessment</b>	This will involve the completion of assignments, laboratory work, projects and exams.
<b>Subject requirements</b>	As ambassadors, students will be expected to represent the school in Mathematics, Science and Technology competitions.

<b>Subject name</b>	<b>Media Arts</b>
<b>Subject code</b>	MED
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	In Media Arts, students use communications technologies to creatively explore, design and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
<b>Course outline</b>	Content descriptions in Media Arts reflect the interrelated strands of Making and Responding. <ul style="list-style-type: none"> <li>- <i>Making</i> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</li> <li>- <i>Responding</i> includes exploring, responding to, analysing and interpreting artworks</li> </ul>

**Year 9**

- introduction to Media Arts
- introduction to production
- gaming culture
- storyboarding
- character design
- game analysis
- filming and editing techniques
- music videos
- scene analysis
- advertising and promotion

**Year 10**

- animation
- superhero films
- genre codes and conventions
- filming and editing techniques
- film analysis
- introductions to Hero's Journey
- representation of heroes in film

**Assessment****Year 9***Making:*

- Design and production of short films and music videos

*Responding:*

- Analysis of films
- Game analysis
- Podcasting

**Year 10***Making:*

- Design and production/short animation of Superhero scene

*Responding:*

- Film analysis

**Subject requirements**

- USB or portable hard drive
- Minimum 16GB SD card (preferably SanDisk Class 10, not MicroSD)
- Computer that can handle Adobe Suite (memory and hard drive)

<b>Subject name</b>	<b>Music</b>									
<b>Subject code</b>	MUS									
<b>Additional subject cost</b>	A \$20 consumables fee Year 9 and Year 10									
<b>Prerequisites</b>	Nil									
<b>Course overview</b>	The subject Music is both creative and academic in its approach and is designed to further develop the student's musical knowledge and understanding, appreciation, performance and music writing skills gained in Year 8.									
<b>Course outline</b>	<p>Students will cover a wide range of musical styles and genres included in the areas of study. A substantial amount of class time is given to practical work.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Year 9 Semester 1</th> <th style="text-align: left;">Year 9 Semester 2</th> <th style="text-align: left;">Year 10 Semester 3</th> </tr> </thead> <tbody> <tr> <td><b>Unit 1</b></td> <td><b>Unit 2</b></td> <td><b>Unit 3</b></td> </tr> <tr> <td>- Music Foundations</td> <td>- Popular Music Then and Now</td> <td>- Song Writing</td> </tr> </tbody> </table>	Year 9 Semester 1	Year 9 Semester 2	Year 10 Semester 3	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	- Music Foundations	- Popular Music Then and Now	- Song Writing
Year 9 Semester 1	Year 9 Semester 2	Year 10 Semester 3								
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>								
- Music Foundations	- Popular Music Then and Now	- Song Writing								
<b>Assessment</b>	Students will be assessed in the areas of Making (Composing and Performing) and Responding. Through these assessment items students will display their knowledge and understanding of music, aural skills, music literacy skills and performing skills (including techniques and musical interpretation).									
<b>Subject requirements</b>	<p>Provide own headphones. It is NOT necessary for students to be able to play piano or an orchestral instrument in order to successfully undertake Music in Years 9 and 10 as classroom instruments (eg electronic keyboard, drum kit and guitar) may be used throughout the course as the main performance instruments.</p> <p><b>NOTE:</b> In class, students will have the opportunity to develop significant skills in performance and sight-reading on a variety of instruments including guitar, drum kit, keyboard, and xylophone. Those who play orchestral instruments will be given opportunities to use them and further develop performance skills during practical lessons. Vocal ensemble work is also an integral part of the course, though students will not be obliged to sing solo in class.</p>									
<b>Career opportunities</b>	Careers in Music are many and varied and include audio technician, copyist, instrument maker, instrument repairer, journalist, librarian, music composer, performer, piano technician-tuner, producer, publisher, teacher (pre-school to tertiary), retailer, songwriter, therapist.									

<b>Subject name</b>	Science
<b>Subject code</b>	SCI
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	Science helps our understanding of the world around us. Everything we know about the universe from how trees reproduce to what an atom is made up of is the results of scientific research and experiments. Science teaches you many valuable skills including being able to analyse information to draw conclusions from evidence.

**Course outline**

Area	Year 9	Year 10
Biology	Body systems, ecosystems	Genetics and evolution
Chemistry	Atomic structure, chemical reactions, radioactivity	Periodic table, rates of reaction
Physics and Earth Sciences	Energy transfers, plate tectonics and Earth's structure	Laws of motion

<b>Assessment</b>	There will be a balance of assessment techniques used throughout the course to enable students to demonstrate what they know and can do. Assessment tasks include data tests, scientific experimental reports, research investigations and supervised examinations. Students will be required to complete aspects of all tasks in class while some will require significant attention as part of their homework.
-------------------	--

<b>Subject requirements</b>	Nil
-----------------------------	-----

<b>Career opportunities</b>	Many careers need science knowledge and skills: beauty therapy, chiropractic, dental, electrical services, engineering, geology, hospitality, medicine, nursing, pharmacy, physiotherapy, veterinary science and wildlife management to name just a few.
-----------------------------	--

<b>Subject name</b>	<b>School-based Apprenticeships and Traineeships (Year 10 only)</b>
<b>Subject code</b>	SAT
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil

### Course overview

School-based apprenticeships and traineeships (SATs) allow high school students in Years 10, 11 and 12 to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their QCE and/or an ATAR.

School-based apprenticeships and traineeships (SATs) are perfect for high school students who want to get a head start on their career. SATs allow high school students to combine school and training with working in a real job, with a real boss, for a real wage. To be enrolled into a SAT, students must be enrolled at a school and be in Year 10 or above.

### Benefits of a SAT

- **More flexibility and variety**  
The variety provided by SATs can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.
- **Head start in a career**  
Young people employed as school-based apprentices and trainees develop workplace skills, knowledge, confidence and have a competitive edge when applying for jobs. A SAT can lead directly to full-time employment once a student has left school.
- **Nationally recognised qualifications with a workplace component**  
All school-based apprentices and trainees participate in vocational training that contributes to a Certificate III vocational qualification which can count towards the student's Queensland Certificate of Education (QCE). A completed Certificate III qualification generally attracts eight QCE points.
- **An opportunity to learn and earn**  
School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school into practice in a real work environment.

The key to gaining a SAT is in the student finding an employer. Generally, this is achieved through one of four methods:

1. Completion of Work Experience
2. Converting part-time employment into a SAT
3. Following up on opportunities advertised by the Careers Office – Positions Available List emailed weekly
4. Taking advantage of your family network.

Please contact our school's Careers Office if you have any questions or require additional information.

<b>Subject name</b>	<b>Visual Arts</b>
<b>Subject code</b>	ART
<b>Additional subject cost</b>	A \$55 consumables fee in Year 9 and \$40 in Semester 1 Year 10. Year 9 and 10 students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately \$30.
<b>Prerequisites</b>	If this is the first time you have studied art other than in primary school or Year 8 you must be prepared to complete extra homework and to develop the design and production skills expected of Year 9 and 10 art students. The theory component of this course can be challenging and requires you to have a good understanding of written language.
<b>Course overview</b>	<ul style="list-style-type: none"><li>- explore and experiment with practical content related to Visual Art</li><li>- represent their ideas, thoughts, feelings and observations of the world in visual ways</li><li>- be exposed to a variety of art media and materials such as inks, acrylics, pastels, canvas, clay etc</li><li>- develop technical skill in art disciplines such as painting, drawing, printmaking, photography, sculpture, ceramics etc</li><li>- be exposed to art from different cultures and historical perspectives</li></ul>
<b>Course outline</b>	Students study three units of work per semester in Year 9 and one unit of work per term in Year 10. They will complete preliminary tasks and activities relating to two and three-dimensional art disciplines such as drawing, painting, ceramics, printmaking, sculpture, illustration and mixed media. Tasks may include poster design, storybook illustration, still life, junk sculpture, pattern, collage, portraiture, ceramic sculptures, fantasy fish sculpture, lino printing and surrealist painting. Students generate ideas and develop designs into finished artworks. The study of visual art theory is a key component of this subject.
<b>Assessment</b>	<ul style="list-style-type: none"><li>- preliminary practical tasks and experiments</li><li>- idea development in your visual journal</li><li>- a major practical artwork per unit of study e.g. major painting, drawing etc</li><li>- a written assignment per semester of study</li></ul>
<b>Subject requirements</b>	Students should expect to devote some time outside class time to the completion of practical and theoretical tasks. Art rooms are open to students during lunch times for this purpose. All students must have a basic kit of art equipment which includes: <ul style="list-style-type: none"><li>- 2 x 2B pencils</li><li>- 1 x soft white eraser</li><li>- a basic set of coloured pencils</li><li>- a basic set of felt pens</li><li>- set of paint brushes – available from the Textbook Office for cost price</li></ul>
<b>Career opportunities</b>	Advertising, archaeology, architecture, cartooning, decorating, digital media, fashion, film, fine arts, gallery, graphic artist, industrial design, interior design, museum, photography, publications, television, teaching and theatre.