

YEAR 9/10 COURSE HANDBOOK 2024



Queensland
Government



CONTENTS

GENERAL INFORMATION	4
COURSES OF STUDY AND CHOOSING SUBJECTS	5
SUBJECT DESCRIPTIONS	
<i>CORE SUBJECTS</i>	
ENGLISH	7
MATHEMATICS	8
SCIENCE.....	9
HEALTH AND PHYSICAL EDUCATION (HPE One Semester)	10
HISTORY (One Semester).....	11
<i>ELECTIVES</i>	
THE ARTS	
DRAMA	12
MUSIC.....	13
VISUAL ARTS.....	14
HUMANITIES	15
BUSINESS STUDIES	16
GEOGRAPHY	18
HISTORY.....	19
LANGUAGES OTHER THAN ENGLISH (LOTE)	
JAPANESE.....	20
STEM.....	21
TECHNOLOGY SUBJECTS	22
DIGITAL TECHNOLOGIES.....	23
FOOD SPECIALISATION	24
MATERIALS AND TECHNOLOGY SPECIALISATION	25
SUBJECT SELECTION APPLICATION.....	26



GENERAL INFORMATION

SUBJECT OFFERINGS

The subjects are offered subject to sufficient enrolments, and available teaching staff. Where too few students' preference a subject in Year 9 that subject will not be offered. Timetabled subjects from Year 9 will continue to be offered in Year 10, and where this is not possible in the school setting, arrangements will be made with alternative providers.

SELECTION PROCEDURES

In cases where the number of students selecting a subject exceed available places, further selection processes will be applied. This may include interview, audition, achievement in Year 8 related subject, and/or assessment task. **Students should be aware that when selecting subjects they are selecting a two year course of study. There will be limited opportunity to change subjects during years 9 and 10. Final subject placement remains at the discretion of the Principal.**

KNOW, DO, THINK TABLES

A Know, Do, Think table for each subject is issued at the beginning of each unit. It gives information on the course of study for the unit as well as details of the assessment programme, including due dates of assignments and other assessment tasks.

ASSESSMENT

- Students must comply with the requirements of each subject as detailed in the assessment statement for that subject.
- The school assignment policy, stated in the Student Diary will apply. The policy has been developed to be fair to all students, and to ensure that students meet their obligations regarding completion of a course of study.
 - The assessment programme is shown on the Know, Do, Think table issued at the start of each unit.

ATTENDANCE

Students are required to be in attendance at all classes on each school day. Absences must be validated through written notification from parents or guardian or, in the case of absence from exams, a medical certificate.

CHANGING SUBJECTS

During the first 2 weeks of each semester, students may apply for a subject change. Changes will be approved if there is a sound educational reason for change, and there is space available in the destination subject. A note from parent/guardian is required.

COSTS

The school operates a voluntary Student Resource Scheme offering the option of hiring, rather than purchasing the necessary textbooks and resources. This scheme is designed to reduce the overall costs to parents. Special Subject Charges for resources other than textbooks are payable where students and their guardians opt not to join the Student Resource Scheme.

HEALTH AND SAFETY IN SCHOOL ACTIVITIES

All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk.

COURSES OF STUDY AND CHOOSING SUBJECTS YEARS 9-10 in 2024/2025

CORE

All students study the following subjects:

English
Maths
Science
Health and Physical Education (HPE, one semester)
History (one semester)

ELECTIVES

Students select two elective subjects to study for the **two year period**.

Choices include:

The Arts: Drama, Music, Visual Art

Humanities: Business Studies, Geography, History

Languages Other Than English (LOTE): Japanese

Technology: Digital Technologies, Food Specialisation, Materials and Technologies Specialisation

STEM: Science Technology Engineering and Mathematics elective subject

Based on the preferences that students submit, they will be allocated to elective subjects for Year 9 and 10. It is not always possible for students to be allocated the two elective subjects that they nominated as their first and second preference. Students are required to nominate four subjects when making their selections. These should be rank ordered in terms of preference.



Hints to help you choose your elective subjects

CAREER	Think about careers you are interested in. The Guidance Officer can help with your choice of subjects necessary for certain careers.
ENJOYMENT	Choose subjects you enjoy - you are likely to do well in subjects you like doing.
SUCCESS	Consider selecting subjects in which you have done well this year.
SELF DEVELOPMENT	You could choose a subject for your own personal development and one which will be of value to you in your future life. You will be able to specialise in Years 11 and 12.

YOU COULD MAKE THE **WRONG** CHOICE IF YOU

- Choose a subject because you hope your friend will be in the same class.
- Choose a subject expecting a certain teacher to be teaching it.

IMPORTANT

Discuss your choice with as many people as possible:-

PARENTS

TEACHERS

HEADS OF DEPARTMENTS GUIDANCE OFFICER

CORE SUBJECT – ENGLISH

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

The Australian Curriculum is used to plan units of work. English aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Over the course of two years students engage with a variety of texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues reflected in society, higher order reasoning and intertextual references. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Students will complete a range of assessment types and conditions, including extended responses, spoken and/or multimodal responses, short response answers, and supervised exam conditions.

Year 9			
Term 1	Term 2	Term 3	Term 4
Speculative fiction – imaginative hybrid texts	Novel study – possible novels include Harry Potter, and The Bone Sparrow	Australian focus – Australian Hall of Fame	Drama study – 12 Angry Men
Imaginative hybrid narrative – written	Analytical essay – written	Persuasive speech - multimodal	Imaginative monologue – written

Year 10			
Term 1	Term 2	Term 3	Term 4
Australian poetry and representations	Novel study – possible novels include Animal Farm, The Wave, Of Mice and Men, and Deadly, Unna?	Shakespeare –including modern transformations in film	Satire – satirical artwork and social messages
Imaginative narrative – written	Analytical essay – written	Persuasive speech - multimodal	Analytical response – written

CORE SUBJECT – MATHEMATICS

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

COURSE OUTLINE

The following content strands are studied in Year 9:

Number and Algebra

- Number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships

Measurement and Geometry

- Using units of measurement, geometric reasoning, Pythagoras and trigonometry

Statistics and Probability

- Chance, data representation and interpretation

ASSESSMENT PROGRAM

Students in Year 9 will complete:

- Exams
- Problem Solving Tasks

Students in all courses are required to have a scientific calculator.

At the conclusion of Year 9, pending results, pre-requisites and recommendation from the school, students will enrol in one of two courses:

1. MATHEMATICS (Australian Curriculum for Year 10)
2. EXTENSION MATHEMATICS (Australian Curriculum with extension components, suited to students who are considering studying Mathematical Methods or Specialist Mathematics)

Students who are considering choosing Mathematical Methods in Year 11 must choose Extension Mathematics for Semesters 1 and 2. The same applies for students intending to also study Specialist Mathematics. Students who are considering choosing to study General Mathematics in Year 11 can choose either course in Semester 1, but should choose Core Mathematics in Semester 2. It is recommended that students who are unsure whether they intend to study Mathematical Methods or General Mathematics should select Extension Mathematics for Semester 1.

CORE SUBJECT – SCIENCE

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Term	One	Two	Three	Four
Description of Topics Covered	Energy Heating and heat transfer Waves – sound Electricity	Earth internal structure Subduction, production and transverse faults Seismic events Measuring earthquakes Food webs and population dynamics	Human body – nerves & disease Atomic structure, isotopes and intro radioactive decays	Periodic table Ions Conservation of matter Chemical equations and word equations pH chemistry intro

CORE SUBJECT – HEALTH AND PHYSICAL EDUCATION

(HPE, One Semester)

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise 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
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- 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
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

This course includes theoretical units on personal, social and community health including respectful relationships, sustainable health, harm minimisation, mental health as well as practical movement and physical activity units covering a variety of games, sports and other physical movement activities.

COURSE REQUIREMENTS:

- Students are required to actively participate in both theory and practical lessons.

ASSESSMENT PROGRAM

- Theory units are assessed using a variety of techniques including written exams, research reports, in-class essays, and ICT based multimodal assessment.
- Practical units are assessed on the student's consistent performance of physical skills and strategies, design and implementation of physical activities to improve performance, their demonstration of leadership, fair play and cooperation as well as their knowledge of rules and safety procedures required for the unit being studied.

CORE SUBJECT – HISTORY (One Semester)

History is one of the ‘core’ subjects studied by all students in Years 9 and 10. The application of History is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times.

COURSE OUTLINE

History takes a world history approach within which the history of Australia is taught. It does this to equip students for the world in which they live on local, regional and global levels. It also helps students to appreciate Australia’s distinctive path of social, political, economic and cultural development, as well as its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia’s diverse society and for creating rewarding personal and collective futures.

In **Year 9**, students look at the making of the modern world from 1750 to 1918 and explore the issues involving Australia and the wider world. The course is divided into two main strands:

Making and transforming the Australian nation (1750–1914)

First World War (1914–1918)

In **Year 10**, students explore the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The course is divided into two main strands:

The Second World War
Building Modern Australia

Humanities in Year 9 and 10 develops general capabilities including information and communication technology (ICT); critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and Australia’s engagement with Asia.

Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples with a skillset useful for their future. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM: Assessment is aimed at developing a student’s skills in research, using computer software, group work, and examining and solving problems. Assessment will be based on examinations, as well as in-class and research assessment pieces each semester.



DRAMA



COURSE OUTLINE

This two year course aims to provide an engaging, activity-based and interesting pathway into the world of performance drama. It will promote the development of skills in acting and creating Drama, as well as an appreciation for a wide variety of dramatic works.

Although previous drama experience is an advantage, students with no previous experience can achieve well in this subject.

Students are expected to participate and perform in front of the class in every practical lesson.

The course is essentially practical, but written work in Responding tasks is also an important element.

TOPICS

	<i>TERM 1</i>	<i>TERM 2</i>	<i>TERM 3</i>	<i>TERM 4</i>
<i>YEAR 9</i>	Behind the Mask: Examine the style of Basel Mask and mime	Tell Me A Story: Examines storytelling through movie extracts.	Physical Stuff. Examines the style of physical theatre.	Make It Real Examines the style of Realism.
<i>YEAR 10</i>	Make 'Em Laugh: Examine the style of Comedy	Theatre For Young People: Examine the style Youth Theatre.	Make 'Em Cry: Examine the style of Tragedy	Don't Be Absurd: Examine the style of Absurd Theatre.

ASSESSMENT PROGRAM

Students will be assessed on:

- Making: (creating and performing drama)
- Responding (analysing and evaluating performances)

Assessment will include performances, scriptwriting, a directorial vision, a dramatic concept and analytical essay writing.

NOTE: Students may be required to provide basic costumes for some performance tasks. Students **will** be required to attend some performances in order to complete Responding Tasks. These may **need to be paid for by the students.**

MUSIC



COURSE OUTLINE

In Music, students listen to, write about, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Previous musical experience is an advantage.

Learning in Music

Students learning Music listen, perform, compose and write about music. They learn about the elements of music comprising duration, pitch, expressive devices, structure, timbre and texture. Throughout the study of the course aural skills are developed and enable students to identify and interpret the elements of music.

Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

TOPICS:

	<i>TERM 1</i>	<i>TERM 2</i>	<i>TERM 3</i>	<i>TERM 4</i>
YEAR 9	Hip Hop: Students learn about the history of Hip-Hop music and music elements of this genre.	Blues: Students dive into the origins of the blues, studying and performing the standards from this period in time.	Rock Music: From rock n roll, soul, the Beatles and the blues, this unit covers the evolution of rock music.	Music in Advertising: A study into jingles and music used from advertising.
YEAR 10	Program Music: A study into the classical period of time, of music that told a story.	Jazz: Students learn about Jazz music and its history.	Musicals: This unit covers the history of musicals, from classics to contemporary shows.	Protest Music: A study into the music created change and influenced minds, environmentally, politically and socially.

ASSESSMENT PROGRAM

Making

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding

Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others’ musical works.



VISUAL ART

COURSE OUTLINE

This course encourages students to develop problem solving, visual communication, critical thinking and art making skills across a range of art media, techniques and areas of study. The junior visual art program engages students in solving design-based, conceptual and practical problems through the making of their own artwork and appraising artworks.

TOPICS

	TERM 1	TERM 2	TERM 3	TERM 4
YEAR 9	My Country: An acrylic landscape painting inspired by an Aboriginal exhibition of aerial landscape paintings.	The World Around Me: Ceramic pots that use pinch and coil hand building techniques.	Me, Myself and I: Self-portrait painting based on drawing and photography activities	. A Different View: An edition of Etching prints inspired by M.C. Escher
YEAR 10	This is Me: A papier-mâché mask reflecting ideas of Self-image.	I Am: A ceramic sculpture inspired by the concept of the human form	. My Life: Still life acrylic painting in the style of Fauvism, Impressionism, Cubism or Surrealism	Little Critters: A series of reduction Lino prints using insects as the concept idea.

ASSESSMENT PROGRAM

Students are assessed on two strands of criteria: MAKING and RESPONDING

While much of the course involves students in making practical folios, written tasks are also completed each term. Students are required to research, develop concepts, and experiment with designs, as well as developing and applying their knowledge of relevant artworks, artists, techniques and media.

Due to its practical nature, visual art can be a time-consuming subject. Students will need to work on art folios in their own time in order to complete artworks to a high standard of presentation and to achieve the best possible results.

BUSINESS STUDIES

COURSE OUTLINE

This course is divided into two curriculum areas studying a semester of Civics & Citizenship and a semester of Economics & Business.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. This subject also aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally.

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. This subject also provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime

TOPICS

		Year 9		
		Unit 1	Unit 2	Unit 3
Semester 1		<p>GOVERNMENT AND DEMOCRACY What influences shape the operation of Australia's political system?</p> <p>This unit investigates the Australia's political system and how it enables change. Students will examine the ways political parties, use decision making processes.</p>	<p>LAW AND CITIZENS How does Australia's court system work in support of a democratic and just society?</p> <p>This unit will investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.</p>	<p>CITIZENSHIP, DIVERSITY & IDENTITY How do citizens participate in an interconnected world?</p> <p>This unit will examine the global connectedness and how this is shaping a contemporary Australian society.</p>
		<p>Unit 1 PARTICIPANTS IN THE ECONOMY What are the responsibilities of participants in the workplace and why are these important?</p> <p>Introduction to economics by investigating the roles and responsibilities of employers and employees with a focus on the importance of the consumer.</p>	<p>Unit 2 CSR AND GLOBAL ECONOMY How do participants in the global economy interact and why is creating a competitive advantage important?</p> <p>Investigate different brands to determine how businesses seek to establish a complete advantages.</p>	<p>Unit 3 MONEY MANAGEMENT What strategies can be used to manage financial risks and rewards?</p> <p>Investigate the role of banks and different types of investments which enable accumulate savings for the future.</p>
Semester 2				

ELECTIVES: Humanities

		Year 10	
		Unit 1	Unit 2
Semester 1		<p align="center">LAW AND CITIZENSHIP</p> <p>Examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court.</p>	<p align="center">GOVERNMENT AND DEMOCRACY</p> <p>Understanding of Australia’s system of government through comparison with another system of government in the Asian region and investigate the values and practices that enable a democratic society to be sustained.</p>
		<p align="center">ECONOMIC PERFORMANCE</p> <p>Develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies</p>	<p align="center">RESPONDING TO ECONOMIC CHANGE</p> <p>Explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p>

ASSESSMENT

Students are required to complete written assessment using the following techniques: examination, projects and investigation being assessed against knowledge and understanding, questioning and reflecting, analysing and interpreting and communicating.



GEOGRAPHY

In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world.

COURSE OUTLINE

Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world.

In **Year 9**, students explore 2 sub-strands.

Biomes and food security – which focuses on the biomes of the world, their characteristics and significance as a source of food and fibre.

Geographies of interconnections – which focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

In **Year 10**, students explore 2 main strands:

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries.

Geography aims to ensure that students develop:

- a sense of wonder and curiosity about, and respect for, places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the countries of Asia and the world
- the ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability
- the capacity to be competent, critical and creative users of geographical methods and skills, including questioning and researching, interpreting and analysing, concluding and decision-making, and communicating effectively
- an appreciation for the nature of geographical phenomena and challenges, and their impact on people's lives, places and environments

ASSESSMENT PROGRAM

Assessment is aimed at developing a student's skills in research, using computer software, group work, and examining and solving problems. Assessment will be based on in-class and research assessment pieces each semester.

HISTORY

History is one of the 'core' subjects studied by all students in Years 9 and 10. The application of History is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times.

COURSE OUTLINE

History takes a world history approach within which the history of Australia is taught. It does this to equip students for the world in which they live on local, regional and global levels. It also helps students to appreciate Australia's distinctive path of social, political, economic and cultural development, as well as its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and for creating rewarding personal and collective futures.

In **Year 9**, students look at the making of the modern world from 1750 to 1918 and explore the issues involving Australia and the wider world. The course is divided into two main strands:

**Making and transforming the Australian nation
(1750–1914)**
First World War (1914–1918)

In **Year 10**, students explore the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The course is divided into two main strands:

The Second World War
Building Modern Australia

Humanities in Year 9 and 10 develops general capabilities including information and communication technology (ICT); critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and Australia's engagement with Asia.

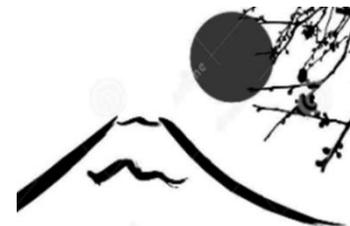
Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples with a skillset useful for their future. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM

Assessment is aimed at developing a student's skills in research, using computer software, group work, and examining and solving problems. Assessment will be based on examinations, as well as in-class and research assessment pieces each semester.



JAPANESE



COURSE OUTLINE

Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine. Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words. Students expand the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the diversity of languages, cultures, and forms of intercultural communication. Students become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use expressive and descriptive language to discuss feelings, opinions and experiences.

TOPICS

	TERM 1	TERM 2	TERM 3	TERM 4
YEAR 9	Staying Healthy In this unit, you will be learning about food in Japan and staying healthy.	Travel Trends In this unit, you will be learning about travelling in Japan. You will learn about various places in Japan and what tourists like to do in the places.	Where do you shop? In this unit, you will compare an Australian Shopping centre to a shopping centre located in Japan.	Entertainment In this unit you will be learning about entertainment in Japan. You will look at various types of entertainment throughout the term.
YEAR 10	Education In this unit, students focus on schooling systems in Australia and Japan	Home Stay In this unit, students explore home life in Japan and the similarities and differences with Australian home life.	Best Jobs In this unit, students will focus on part time jobs, career aspirations and future goals.	Teenage Life In this unit, students will explore the ways in which people communicate about youth-related social issues in Japan and Australia.

ASSESSMENT PROGRAM

Students are assessed on two strands of criteria: COMMUNICATING and UNDERSTANDING. There are a number of sub-strands that exist under these criteria:

COMMUNICATING:	UNDERSTANDING:
Socialising	Systems of language
Informing	Language variation and change
Creating	Role of language and culture
Translating	
Reflecting	

Students will engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts.

STEM

The Year 9 STEM Program is a part of Townsville State High School's STEM Academy. This elective subject:

- Is organised around an authentic real world challenges
- Is current and involves innovative learning experiences
- Creates a need to know essential content and skills
- Students explore and develop ideas
- Incorporates and values student developed questions
- Allows a degree of student voice and choice
- Requires critical thinking, problem solving, curiosity, creativity, collaboration and communication
- Requires inquiry to learn and/or create something new
- Incorporates self-reflection and formative feedback

Term	One	Two	Three	Four
Description of Topics Covered	Design Thinking Challenges App Design	CREST Project Creativity in Science, Technology and Engineering.	First Lego League Challenge	Engineering and Design in Aerospace



TECHNOLOGY SUBJECTS

- Digital Technologies
- Food Specialisation
- Materials and Technologies Specialisation

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions for each of the following: Food specialisations (Home Economics) and Materials and technologies specialisations (Industrial Technology Design) and Digital Technologies. Students have opportunities to experience creating designed solutions for products, services and environments. In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Students use a range of technologies including a variety of graphical and digital representations to communicate. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

ASSESSMENT PROGRAM

Students are assessed on two strands of criteria: KNOWLEDGE and UNDERSTANDING, and PROCESSES and PRODUCTION SKILLS.

Units of work include practical and written portfolios. Students are expected to participate in **both** components of assessment.

Additional:

- Students must wear Personal Protection Equipment (PPE) when engaging in practical lessons (Home Economics and Industrial Technology and Design) – supplied by the school.
- Failure to work safely in practical areas can result in removal from the subject.

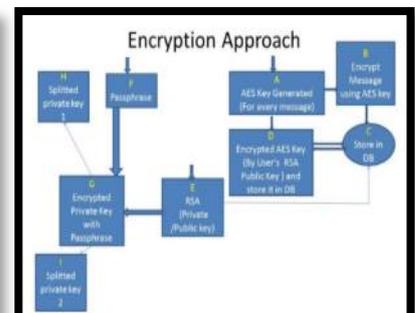
DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They 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. Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

Contexts and projects that students may engage with (but are not limited to) throughout the course of study:

- Interpreting and presenting data in digital systems
- Software creations and understanding the associated hardware
- Developing websites
- Game design
- Robotics
- Arduino and coding sensors



FOOD SPECIALISATION

Throughout year 9 and 10, students will research, design, create and evaluate products based around the hospitality industry. This does not only involve cooking, but the design of menus and packaging, marketing, adapting to different clientele and evaluating products created. Students will need to plan their practical cooks based on a criteria for success, and consider budgeting and quantity of ingredients.

Students will achieve this through a range of contexts relevant to the industry

Contexts and projects that students may engage with (but are not limited to) throughout the course of study:

- Food preservation techniques and benefits
- Menus and products for school canteens
- Food truck challenges
- The use and effect of social media within the hospitality industry
- Food aid and support programs
- High tea and catering
- Specific cultural cuisines
- Developing sustainable solutions



MATERIALS AND TECHNOLOGY SPECIALISATION

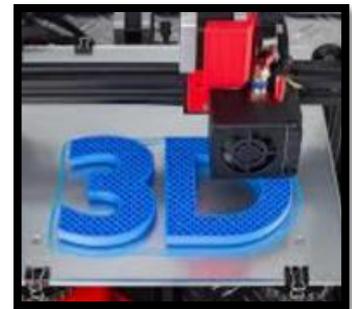
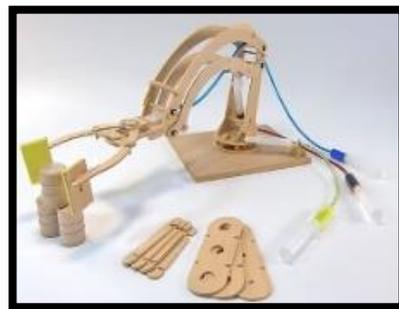
Throughout year 9 and 10, students will research, design, create and evaluate products based around industrial technologies. This incorporates a range of industries ranging from graphics, design, engineering and woodwork. Students are expected to research potential designed solutions bas on specific criteria, plan and design accordingly, prototype, construct and evaluate a project. Students will use a wide range of technologies to achieve this, including 2D sketching, computer aided drafting (CAD), 3D printing, 3D computer designs (inventor and Revit), and the woodworking workshops.

Whilst this subject will include woodworking projects, this will not be the focus for every unit of work, and students are expected to engage with **all** contextualised units.

Before students are able to complete woodworking projects, they must complete all relevant safety inductions.

Contexts and projects that students may engage with (but are not limited to) throughout the course of study:

- Soldering speakers and lights and creating their housing units
- Basic furniture making
- Prototyping engineering based principals such as a hydraulic arm
- Comparing changes and effects of emerging technologies such as 3D printing
- Designing plans for residential buildings to scale, and developing digital and physical models
- Investigate aeronautic principals through engineering prototypes



Parental approval form for Grade 9/10 - 2024

Name: _____ Tag _____

In year 9 and 10 students are able to select TWO electives which they study for the two-year period.

Instructions

1. Place a '1' next to your first preference on each line. This should be the subject on that line you wish to study the most.
2. Place a '2' next to your second preference on each line. This should be the subject you wish to study if your first choice is not available.
3. Sign the form and return to the office by Wednesday the 30th of October 2023.

	Line One		Line Two
	Visual Art		Visual Art
	Economics, Business and Citizenship		Economics, Business and Citizenship
	Design – Food Specialisation		Design – Food Specialisation
	Design – Materials Specialisation		Design – Materials Specialisation
	Digital Studies		Digital Studies
	Drama		Geography
	Japanese		Music
	STEM		STEM

Note: You must choose two preferences from EACH line. You cannot study the same subject twice.

This form needs to be signed and returned by Friday the 23rd of October

Late return of this form could impact your selection for next year.

Student Signature: _____ / / 2023

Parental Signature: _____ / / 2023

