YEAR 9

2025 Junior Subject Selection Guide

For Year 8 students going into Year 9 in 2025

Trinity Bay SHS acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, seas and skies, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples. Ancestors have walked this country, and we acknowledge their special place in our school's historical, cultural and linguistic identity.

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Deputy Principal's Welcome

Welcome scholars! - to that exciting time in your secondary schooling where, for the first time, you are able to combine core learning areas with three elective subjects of your own choosing. Awesome!

At Trinity Bay State High School, we are extremely proud of the diverse range of curriculum options that are on offer to our scholars. We are confident that each individual will be able to design a customised learning program that is both challenging and rewarding. All of our Year 9 scholars study English, Maths, Science, History / Geography and HPE and are then able to select subjects from the learning areas of Business, Design Technology, Digital Technology, Languages, Performing and Visual Arts.

Determining subjects for your program of learning in Year 9 can be both challenging and exciting. Finding a balance of options that enable you to be "QCE Ready" and also pursue your personal abilities and interests is an undertaking well supported by the subject information and selection processes. I encourage you to actively engage with all opportunities presented and seek the advice of our expert teaching team where you have questions.

Famous Brazilian soccer player Pele tells us that a key component of achieving success is "loving what you are doing or learning to do". Please consider this excellent advice when making your decisions.

In 2028 you will be part of the Year 12 graduating class, completing your secondary schooling and entering a world that offers opportunity for you to follow your dreams and realise your potential. The journey starts here - welcome aboard!

Mr. Bruce Paris
Deputy Principal – Junior Secondary

The information provided in this booklet is correct at time of publication (27 August 2024). The school reserves the right to modify subject offerings to meet the needs of students as they arise.

Choosing Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects. These are important decisions as they can also directly affect your success at school and how you feel about school.

OVERALL PLAN

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

- in which you have already had some success
- which may help you reach your chosen career/s or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects which meets your needs.

GUIDELINES

Keep your options open

Many students in Junior Secondary are still uncertain about their future career pathways. It is wise, when looking at subject choice, to "keep your options open". This means choosing a wide selection of subjects that make it possible for you to continue thinking about career choice.

Find out as much as you can about the subjects offered

Even though you have studied a wide range of subjects to date in Year 8, it is important to find out as much as possible about the subjects offered. Many of the subjects offered will be new, or have different names, to those offered in Semester 1.

To find out about subjects:

- read the subject descriptions in this booklet
- ask Heads of Department and teachers of particular subjects
- look at books and materials used by students in the subjects
- listen carefully during information sessions – both online and at school

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject), how the subject is taught and assessed, and the cost of materials.

For example, you might ask: *Does the subject mainly involve learning from a textbook? Are there any field trips, practical work or experiments? How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?*

Remember too, that your choice of subjects now may affect your options in later years.

For example, if you want to study Music in Year 10, 11 and 12 then you ***must*** study it in Year 9. The same goes for Japanese and/or Chinese.

Make a decision about a combination of subjects that suit you

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher

There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have given your best effort. Similarly, if your career aims require the study of certain subjects do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Thinking about careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions over coming years. Trinity Bay State High School has the resources to help you with career exploration:

- talk to our guidance officer and check these sources of information on subjects, courses and careers
- Queensland Job Guide and other careers information in your school at www.jobguide.dest.gov.au

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you.

The responsibility for meeting course requirements ultimately rests with the student.

Trinity Bay State High School students who attend class and complete all assessments are eligible to make a successful transition into the senior phase of learning.

JUNIOR SECONDARY:

ARE YOU **QCE** READY?

TRINITY BAY ENDEAVOUR

Academic Innovative Caring

The Junior Secondary phase of learning is a critical stage of education designed to prepare students for a pathway of success toward achieving high academic outcomes and future career goals. Through a targeted tracking of student progress in the Junior School, the QCE ready program will ensure students are prepared for their senior phase of learning.

QCE ready planning will commence in year 7 through activities during TBAY Way lessons and career education opportunities. This will include goal setting through their Junior Education (JET) plan. Year 9 students will participate in Senior Education and Training (SET) planning, Semester 2, Year 9, in preparation for senior schooling.

Year 7 and 8 will be regarded as transition years where students will have an opportunity to track their results, and prepare for the QCE ready program. Only credits achieved in Semester 1 and 2 of Year 9 will be credited towards the QCE ready program.

For a student to be identified as QCE ready, they will need to achieve a specific amount of learning, at a set standard, including being literate and numerate. This requires achieving a "C" standard or higher in a number of Core and Elective Subjects across 2 Semesters in year 9.

The QCE ready academic program at Trinity Bay State High School provides students with the opportunity to set aspirational goals, and work towards achieving these. As such, the program:

- encourages students to be "Scholars" and take greater responsibility for their learning
- demonstrates students readiness to commence their senior schooling journey

To be recognised as QCE ready at Trinity Bay State High School, students must at the completion of year 9:

- Accumulate a minimum of 12 out of the available 16 credits
- Achieve a "C" standard or better in Semester 1 or 2 English and Maths

Subject	Credits
CORE	
English	2
Maths	2
Science	2
Humanities	2
HPE	2
ELECTIVES	
Elective 1	2
Elective 2	2
Elective 3	2
TOTAL CREDITS AVAILABLE	**16**

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CRICOS Provider No. 00608A

Contacts

If you would like to find out more information about any of our subject offerings, please feel free to email or phone the responsible officers on the list below. For subject specific enquiries, it is best to contact the Heads of Department directly.

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Heads of Department & Subject Area Coordinators

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Business/Humanities
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Languages
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Performing Arts
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Physical Education
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Science
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Technologies
Tracy Shorten (HOD) 4037-5263 tshor49@eq.edu.au

Industrial Arts
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Food Technologies and Fashion
Rebecca O'Brien (SAC) 4037-5226 robri88@eq.edu.au

Visual Arts
Janelle Williams (HOD) 4037-5252 jwill343@eq.edu.au

English

ENGLISH IS A COMPULSORY SUBJECT

Contact: Ms. Shannon Logan, Head of Department – D Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (ENGLISH)

In Year 9 students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Below lists the material to be covered in the 3 Strands of English:

LANGUAGE
Language variation and change, language for interaction, text structure and organisation, expressing and developing ideas, sound and letter knowledge.

LITERATURE
Literature and context, responding to literature, examining literature, creating literature.

LITERACY
Texts in context, interacting with others, interpreting, analysing, evaluating, creating texts.

YEAR 9 ACHIEVEMENT STANDARD

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts.

They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to

audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.

ASSESSMENT

- Science Fiction narrative
- Monologue on a studied play
- Novel study involving writing a language analysis essay
- Persuasive speech about the message in a modern protest song

GENERAL INFORMATION

Students will be placed in Literature (extension) or English based on their Year 8 results.

Differentiated instruction will be given and assessment results will determine the standard (A-E) that a student achieves. There is room for movement from class to class if the student improves their result.

Maths

MATHS IS A COMPULSORY SUBJECT

Contact: Mr. Brendan McAlister, Head of Department – Y Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (MATHEMATICS)

In 2012 all schools introduced the Australian Curriculum. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the mathematics content across the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

They provide the language to build in the developmental aspects of the learning of mathematics:

NUMBER & ALGEBRA

Real Numbers, Money & Financial mathematics, Patterns & Algebra, Linear & Non-Linear Relationships, Rates and Proportion.

MEASUREMENT & GEOMETRY

Using units of Measurement, Geometric Reasoning, Pythagoras & trigonometry, Congruence and Similarity.

STATISTICS & PROBABILITY

Chance, Data representation, and Interpretation.

YEAR 9 ACHIEVEMENT STANDARD

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

ASSESSMENT

One Assessment piece per term. These will be in the form of an exam or a problem-solving task. The format will match what is required of grades 11 and 12.

GENERAL INFORMATION

Students will be placed in classes based on their Year 8 results.

Students will be place into these classes based on receiving a B5 or better in Semester 1.

Extension classes will be assessed using more complex assessment instruments design to extend students mathematical reasoning. This course aims to better prepare students wishing to do Specialist Mathematics and Mathematics Methods in Year 11 and 12.

Students receiving lower than a B5 will be placed in core classes in Semester 2, All students will be covering the same content material, however, some classes will focus more on the C – standard work and some will focus on the A/B standard work. Differentiated instruction will be given and assessment pieces will determine the standard (A-E) that a student achieves. There is room for movement from class to class if the student improves his or her grade.

Science

SCIENCE IS A COMPULSORY SUBJECT

Contact: Ms. Charlotte Stewart, Head of Department – A Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (SCIENCE)

Year 9 is an exciting year in science for students whose experimental skills have improved in high school opening up more challenging and even more interesting experiments. The work difficulty increases slightly so students will need to develop effective listening skills in class and a regular and effective study method at home.

All students will study the Australian Curriculum (Science) in our very modern facilities, and in our Science School of Excellence. High achieving Year 8 students will be placed in extension classes in Year 9 and will be extended through the Australian Curriculum to apply critical thinking skills in range of scientific contexts.

Students who have not demonstrated a C level in Year 8 will receive differentiated class support to help the students reach their potential in Year 9 Science. Students should use their science coursework plans, class notes and textbook as the basis for study for exams.

Gifted science students may decide to choose the elective Science Academy which is outlined on the pages that follow.

TOPICS STUDIED

PHYSICS (Term 1)

Students inquire into ways in which energy can be transferred through different materials. Students have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat energy. Students make informed decisions by quantifying resistance and insulation values. Data Loggers are used for sound investigations.

EARTH SCIENCE (Term 2)

Students explore the historical development of understandings of atomic structure.

Students model an atom according to currently accepted understandings. They identify the work of selected early researchers into natural radiation and examine the concepts of isotopes and half-life. They explore practical applications of natural radiation. Students reflect on the theory and practical limitations of carbon dating.

Students explore the historical development of scientific theories via the investigation of earth movement. It introduces the technological developments that have aided scientists in the study of tectonic plate movement and explores the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.

BIOLOGY (Term 3)

In this unit, students build on their understanding of the human body systems and their ability to respond to change. Students also examine change and sustainability within an ecosystem.

CHEMISTRY (Term 4)

In this unit students will explore and represent a variety of chemical reactions and their applications in daily life. Students will investigate chemical reactions for use as an energy source in a Heat-and-Eat meal container. They will explore and explain chemical reactions in a range of everyday contexts such as food preparation, including detoxifying food, bushfires and remedies for relieving indigestion.

ASSESSMENT

Physics: Written test (Understanding and Skills criteria)

Earth Science: Written test (Understanding and Skills criteria)

Biology: Written test (Understanding and Skills criteria)

Chemistry: Written scientific draft and final report (Understanding and Skills criteria)

Humanities

HUMANITIES IS A COMPULSORY SUBJECT

Contact: Mrs. Bernadette Duffy, Head of Department – G Block (Upstairs)

All Year 9 students will study one semester of **History** followed by one semester of **Geography**. The required content material to be taught and the type of assessment to be used is taken from the Australian Curriculum.

SEMESTER 1: AUSTRALIAN CURRICULUM (HISTORY)

The study of History is a window into the past that provides understanding of the present day, and how individuals, nations, and the global community might develop into the future.

TOPICS STUDIED

- **World War 1 & 2** – focusses on the causes, the impact and the significance of commemorating WW I & II
- **Making a Nation** – analyses the origin, development, significance and long-term impact of European settlement on Aboriginal & Torres Strait Islander peoples, Japanese, Chinese, and South Sea Islanders in Australia between 1750 and 1918.

Extracurricular activities include entry into the National History Competition.

ASSESSMENT

- Investigation
- Combination Response Exam

SEMESTER 2: AUSTRALIAN CURRICULUM (GEOGRAPHY)

Geography is about, in and for the environment and society in which you live. It develops inquiry skills which are essential to knowing about people and places.

TOPICS STUDIED

- **Biomes and Food Security** – Investigates environmental challenges and constraints on expanding food production in Australia and across the world.

- **Geographies of Interconnections** – examines connections between people and places through products people buy and development in transport and ICTs.

Extracurricular activities include entry into the National Geography Competition.

ASSESSMENT

- Combination Response Exam
- Investigation

ASSESSMENT CRITERIA (HISTORY & GEOGRAPHY)

The Criteria by which students will be assessed are:

- Knowing and Understanding
- Skills (Questioning and Researching, Analysing and Interpreting & Communicating)

Health & Physical Education

HEALTH & PHYSICAL EDUCATION IS A COMPULSORY SUBJECT

Contact: Mr. Jacob Stanton, Head of Department – Sports Hall Staffroom

AUSTRALIAN CURRICULUM (HPE)

Health & Physical Education is studied by all students in Year 9. Students explore how the dimensions of health and physical activity are intertwined and related. HPE also offers students opportunities for making informed decisions about:

- The various dimensions of health and wellbeing
- Developing skills and knowledge in physical activities
- Enhancing personal development.

TOPICS STUDIED

Physical Activity

- Individual Skills
- Aquatics: Stroke Improvement; Resuscitation, Water Safety
- Team Skills: Tactics/ Knowledge of: Touch, Basketball, Netball, Speedball, Hockey, AFL, Softball, European Handball & Soccer.

Personal Development

- Values through Games / Sports: Trust, Honesty, Communication, Conflict Resolution and Problem Solving, Teamwork.

Health

- Mental Health – how to become more resilient, recognising healthy and unhealthy mindsets.
- Nutritional Health: diet, healthy lifestyle, health of Australia's teens.
- Sexual Health – healthy relationships

ASSESSMENT

Theory

- Written Test and assignment to check knowledge and understanding, and performance and practical application.

Practical

- Ongoing teacher observation skills and performance in a range of environments.

ELECTIVE SUBJECTS

English, Maths, Science, Humanities, and Health & Physical Education are known as Compulsory Subjects. Every student MUST study these subjects in Year 9.

Students also get the opportunity to choose several **Elective Subjects**. These subjects are more specialised subjects, and generally cater more closely to specific student interests and career pathway choices.

The following pages describe the huge range of Elective Subjects on offer at Trinity Bay SHS. Read all of the choices and please choose carefully.

SCIENCE

Science Academy

ENTRY INTO THIS SUBJECT IS BY APPLICATION ONLY

Contact: Ms. Charlotte Stewart, Head of Department – A Block Staffroom (Upstairs)

SUBJECT DESCRIPTION

In Year 9, Science Academy is a very popular elective Science subject chosen by students with a demonstrated interest and ability in Science. The year 9 course runs for the entire year and is often oversubscribed. Past high performance in Science combined with teacher feedback are the criteria for selection. Being a past science academy student may add to the chances of you being selected but not always.

This is one of our extra offerings as a Science School of Excellence. Students from other schools who are joining the Science Academy as part of the Science must fill in an application. Now being a class, new places are available from the numbers in year 8 so consider applying.

Trinity Bay students do not need to fill in an application form. They simply choose the subject as an elective and we will inform you if successful.

TOPICS STUDIED

The topics studied revolve around student choice and interest:

Some of the topics studied include:

- A National Science competition unit designed to improve students thinking and test taking skills.
- Astronomy and Starlab unit.
- Extended experimental investigations into areas of individual student interest.
- Extended experimental investigations on teacher given fun Science topics.
- CREST Awards Program.
- Robotics
- Science parent nights based on the magic show.
- Preparations for the senior science classroom and laboratory.
- Science on the oval program.
- Sleek Geeks Science video competition.

ASSESSMENT

Assessment structure varies to allow for changes in class dynamic and context. Student achievement is assessed against the Australian Curriculum and focusses on the development of strengths in the areas of Science as a Human Endeavour and Inquiry skills. All Science Academy students are timetabled into extension classes, where they study mainstream science, and are appropriately extended.

GREAT OPPORTUNITIES IN SCIENCE

Parent nights, Science Week, visits from primary schools to participate in specially designed Trinity Bay High School Science programs, and visits from STEM Industry Professionals are planned into

the curriculum allowing for a fun way for our students to showcase and share their knowledge, and work with the community. The course has a focus of making sure students get to meet and talk to real scientists working on real and often ground-breaking research.

Overall, many opportunities outside of the classroom also exist for the keen Science student such as the JCU Science Experience.

Students spend two 70-minute lessons a week in Science Academy.

HEALTH & PHYSICAL EDUCATION

Talented Athlete Academy

ENTRY INTO THIS SUBJECT IS BY APPLICATION ONLY

Contact: Mr. Jacob Stanton, Head of Department – Sports Hall Staffroom

SUBJECT DESCRIPTION

The Talented Athlete Academy is an Excellence Program for elite and like-minded athletes to develop success in a broad range of sporting areas through exposure to a range of sports and expertise. Students will be provided with a challenging environment that enhances an athlete physically, academically, mentally, and socially.

Students will gain exposure to community partners in a range of sporting areas useful for talent ID, and further build on their current skills and knowledge of their chosen sport utilising expert community coaches and facilities.

ENTRY INTO THE ACADEMY

Current Academy students will be assessed during their sessions for suitability in following years. New applicants must submit a paper application (available from HPE department) and have attended the trial day earlier in the year to be considered eligible for this subject.

Successful applicants will sign a contract prior to entry to the Academy. Academy students will be expected to represent Trinity Bay in a range of carnivals, and sporting teams. An Academy fee of approx. $190 (subject to change) will need to be paid upon acceptance into program. Fee includes venue hire, coach fees, and some travel.

TOPICS STUDIED

Duathlon

- Students train for and participate in Duathlon. Students learn the physiology of training and the effects on the body.

Volleyball

- Students have access to specialised facilities and programs in developing skills and strategies.

Netball

Students access speciality coaches and facilities to develop skills and strategies.

Squash

- Students have access to specialised facilities and programs in developing skills and strategies as well as completing a range of online coaching and officiating certificates.

Rugby League Excellence

ENTRY INTO THIS SUBJECT IS BY APPLICATION ONLY

Contact: Mr. Shannon Riles, Program Manager – HPE Staffroom

SUBJECT DESCRIPTION

The Rugby League School of Excellence (RLSOE) Program is a selective program designed for gifted and talented students who demonstrate advanced ability/considerable potential in rugby league. It is an opportunity for students to pursue rugby league excellence in a supportive educational environment and apply skills and knowledge to compete at a regional or state level. Selection for this subject is dependent on an application process.

ENTRY INTO THE PROGRAM

Current students in the RLSOE program will be assessed during their sessions for suitability in following years. New applicants must submit a paper/digital application (available from HPE department and website) to be considered eligible for this subject.

Successful applicants will sign a contract prior to entry to the Program. Students selected in the Program will be expected to represent Trinity Bay in a range of Rugby League games. An Academy fee of approx. $100 (subject to change) will need to be paid upon acceptance into program. Fee includes RLSOE apparel, venue hire, bus travel, playing apparel, equipment fees and competition costs.

TOPICS STUDIED

- Strength and conditioning for Rugby League.
- Rugby League on field skills and tactics.
- Sports Psychology.
- Sports Nutrition.

HUMANITIES

Economics and Business

ECONOMICS AND BUSINESS IS AN ELECTIVE SUBJECT

THIS SUBJECT IS ONLY OFFERED IN SEMESTER 1
IF YOU SELECT THIS SUBJECT, IT WILL BE FOLLOWED BY CIVICS & CITIZENSHIP IN SEMESTER 2

Contact: Mrs. Bernadette Duffy, Head of Department – G Block (Upstairs)

SUBJECT DESCRIPTION

Economics and Business focuses on the business environment - including resource allocation and making choices, consumer and financial literacy, work and work futures. Students are encouraged to develop enterprising behaviours such as using new technologies, seeking innovation, teamwork, showing initiative, flexibility and leadership, planning and organising, embracing change and managing risk.

Students are expected to learn the content through a study of contemporary issues/case studies and to apply their knowledge to an activity such as charity fundraising, product design and business ventures.

TOPICS STUDIED

The teacher and class will choose units from the options below:

- Resource allocation & making choices - Australia as a trading nation and its place within the broader global economy
- Consumer & Financial Literacy - why and how people manage financial risks and rewards
- The Business Environment - the nature of innovation and how and why businesses seek to create and maintain a competitive advantage
- Work & Work Futures - the changing roles and responsibilities of participants in the Australian or global workplace

ASSESSMENT CRITERIA

• Knowing and Understanding
• Skills (questioning and research, interpretation and analysis, problem-solving and decision making, communication)

PATHWAYS TO SENIOR STUDIES

Completing Year 9 Economics & Business will prepare students who wish to select Business & Accounting (BAC) in Year 10 and Senior Business in Year 11 and 12 which is preparation for a university pathway or self-employment. As such, this subject has a more academic emphasis and a focus on synthesising, analysing and evaluating real-life business case studies.

Civics and Citizenship

CIVICS AND CITIZENSHIP IS AN ELECTIVE SUBJECT

THIS SUBJECT IS ONLY OFFERED IN SEMESTER 2.
IT FOLLOWS ON FROM ECONOMICS AND BUSINESS IN SEMESTER 1

Contact: Mrs. Bernadette Duffy, Head of Department – G Block (Upstairs)

SUBJECT DESCRIPTION

This subject helps students understand Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping Australian society

TOPICS STUDIED

Government, Law & Society
Australia's Legal System

ASSESSMENT

Discussions, Group Work, Investigations and Response to Stimulus (analysis of political cartoons)

ASSESSMENT CRITERIA

- Knowing and Understanding
- Skills (questioning and research, interpretation and analysis, problem-solving and decision making, communication)

PATHWAYS TO SENIOR STUDIES

Completing Year 9 Civics & Citizenship will prepare students who wish to select Introduction to Legal Studies in Year 10 and Senior Legal Studies in Year 11 and 12 which is preparation for a university pathway. As such, this subject has a more academic emphasis and a focus on synthesising, analysing and evaluating.

GREAT OPPORTUNITIES IN BUSINESS & CIVICS

Students get to meet and interact with real local, state, national and international entrepreneurs, politicians, law lecturers etc who are sponsored by the local Business Liaison Association (BLA).

Many opportunities also exist outside of the classroom such as the Mooting competition, Legal Studies Essay competition, Australian Business competition and the regional Business & Legal breakfasts.

VISUAL ARTS

Visual Art

VISUAL ART IS AN ELECTIVE SUBJECT

Contact: Mrs. Janelle Williams, Head of Department – N Block HOD Office

SUBJECT DESCRIPTION

The Visual Art course is designed to develop confidence in students in the making and analysis of Art through the teaching of the elements of visual literacy such as tonal values, colour relationships, perspective.

Students are encouraged to think creatively in response to their social, cultural and physical environment and are taught to value the contribution of artists and craftspeople in our society.

TOPICS STUDIED

The Visual Art course comprises practical and written tasks in all units of work.

Units include:

Term 1: Drawing, Printmaking and Artwork Analysis
Term 2: Sculpture and Artwork Analysis
Term 3: Assemblage and Artwork Analysis
Term 4: Painting and Artwork Analysis

ASSESSMENT

Students complete a wide range of practical and written assessment tasks including resolved artworks, developmental folios, visual diaries, critical analysis and personal reflections. Students will also take part in preparing their work for display in the Gallery. The emphasis on this subject is thinking creatively and thinking independently. Students need to be willing to 'risk take' with their work and try need media and materials to expand their knowledge of communicating creatively with others.

PATHWAYS TO SENIOR STUDIES

Completing Year 9 **Visual Art** will prepare students who wish to select Introduction to Visual Arts in Year 10 and Visual Art in Year 11 and 12 which is a preparation for university pathways. As such, this subject has a more academic emphasis and a focus on theory and analysis.

Students who wish to participate in a more 'hands-on' teacher-guided practical course should select **Practical Art**.

Film, Television and New Media

FILM, TELEVSION AND NEW MEDIA IS AN ELECTIVE SUBJECT

Contact: Mrs. Janelle Williams, Head of Department – N Block Staffroom

SUBJECT DESCRIPTION

The Film, Television and New Media course is designed to develop confidence in students analysing how meaning is created through different visual language and codes and conventions. Students analyse and evaluate a wide range of traditional movies as well as contemporary media products produced for platforms like You Tube and Tick Tock. They look at how these different representations of people and places challenge our perspectives and make people consider new ideas and views about the world.

Students are encouraged to think creatively and work in a range of different media styles from storytelling using horror genre devices to documentaries which profile a person or event of significance in their life. Students learn how to design media products and to work in teams to film and edit their works on a computer to produce a polished movie.

TOPICS STUDIED

The Film, Television and New Media course comprises practical and written tasks in all units of work.

Units include:

Term 1: Photo-story making and analysis
Term 2: Short film making and analysis
Term 3: Documentary and non-narrative making and analysis
Term 4: Major production making and analysis

ASSESSMENT

Students complete a wide range of practical and written assessment tasks including designing media products and creating treatments and storyboards to show their ideas and proposals. They write short analytical paragraphs showing an understanding of the visual language and codes and conventions being used in the media. Students use video cameras and lighting to film their productions and use editing software to refine their ideas to produce a final media product.

PATHWAYS TO SENIOR STUDIES

Completing Year 9 **Film, Television and New Media** will prepare students who wish to select Film and Television and New Media in Year 10, 11 and 12 which is a preparation for university pathways. As such, this subject has a more academic emphasis and a focus on theory and analysis.

Practical Art

PRACTICAL ART IS AN ELECTIVE SUBJECT

STUDENTS MAY NOT STUDY BOTH PRACTICAL ART AND VISUAL ART
YOU MUST CHOOSE ONE OR THE OTHER

Contact: Mrs. Janelle Williams, Head of Department – N Block HOD Office

SUBJECT DESCRIPTION

This subject is designed to cater for students who will enjoy a more 'hands-on' and practical course. Practical Art has an emphasis on developing patterns and decorative designs. Designs are inspired by exploring the arts and crafts of other cultures from around the world as well as cultures represented in the school's population. Whenever possible, craftspeople from our community are invited to contribute their knowledge and talents to the course.

TOPICS STUDIED

Practical Art involves two lessons per week that consist mainly of teacher guided skill-based activities. The four units of work covered throughout the year cover a number of practical areas: drawing and patterning, ceramics and illustration, reduction lino printing and digital artworks. In all units, time is spent looking at related arts, crafts and designs from other cultures and eras.

ASSESSMENT

Students complete a wide range of practical assessment tasks including resolved artworks, developmental folios and short written reflections. Students will also take part in preparing their work for display in the Gallery. Students are taught relevant skills by teachers and then guided through the production of their artwork to support success for a wide range of students.

PATHWAYS TO SENIOR STUDIES

Practical Art prepares students for a workforce and vocational pathway. The course is designed to develop skills that students can apply in Practical Art in Year 10, and Visual Arts in Practice in Year 11 and 12. Practical Art has LESS emphasis on theory and written work.

Digital Art and Design

DIGITAL ART AND DESIGN IS AN ELECTIVE SUBJECT

Contact: Mrs. Janelle Williams, Head of Department – N Block HOD Office

SUBJECT DESCRIPTION

Digital Art and Design is a course designed to develop skills in a range of digital art technologies. The subject explores many aspects of traditional and new media and students will gain understanding of the crucial role they play in our society. Students will have an opportunity to experiment with graphic design, photography, animation, film making and advertising. Students have access to an excellent computer room equipped with Mac computers, digital cameras and photographic lighting gear.

Students will take the skills they learnt in Year 8 digital art units like “Hybrid Me” and expand on their Photoshop skills to create fantasy art works as well as commercial images that could be used in advertising and marketing. There is an emphasis on the ability to think “outside the box” and to be creative with digital art software.

TOPICS STUDIED

In this subject, students will gain an understanding of key concepts and skills in a range of digital art areas. Students will have an opportunity to develop skills in basic drawing and design, photographic animation, 2D graphic design, digital video production and short film making.

The course is comprised of 4 units of study:

Term 1: Photoshop and Graphic Design
Term 2: Stop-frame Animation
Term 3: Advertising and Marketing Design
Term 4: Short Film Design and Production

ASSESSMENT

Throughout the course students will be assessed in the areas of designing, producing and analysing. They will complete assessment items such as:

Designing: scripts, storyboards, treatments, proposals

Producing: graphic design folios, movie posters, magazine advertisements, animation, television commercials, short films

Analysing: short critical analysis, personal reflections.

PATHWAYS TO SENIOR STUDIES

Year 9 Digital Art and Design is designed to prepare students for three exciting Year 10 Subjects – Year 10 Graphic Design, Year 10 Film and Television and Year 10 Photography.

Year 9 Digital Art and Design lays down the foundation for additional study in Year 11 and 12 both for university pathways, as well as workforce and vocational pathways.

PERFORMING ARTS

Dance

DANCE IS AN ELECTIVE SUBJECT

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

Dance is an active, creative and challenging subject that allows students to present, create and respond to dance in a range of contexts. Dance develops confidence and teamwork alongside an understanding of the body as a means of expression and communication.

TOPICS STUDIED

Students learn to apply, manipulate and analyse dance components to create meaningful choreographic works. They learn physical, expressive and interpretive performance skills in a range of dance styles including musical theatre, cultural dances from around the world, social and artistic dances, Indigenous Australian and contemporary dance. Students develop literacy and ICT skills through dance appreciation, with the opportunity to analyse their own and professional dance works.

ASSESSMENT

The assessment instruments used in this course are as follows:

Creating
- Constructing dances in various dance styles with both teacher and student devised themes.
- Group tasks.

Presenting
- Performance of teacher and student choreography
- A range of dance styles.
- Performed in groups but assessed individually
- An opportunity to perform for a large audience at the annual ‘Dance Night’.

Responding
- Written assignments
- Written exams
- Research tasks

OTHER INFORMATION

Previous dance experience is not a pre-requisite for this subject. Students will be required to bring costumes for assessment and should expect to participate in group rehearsals outside of normal class time.

A public performance at ‘Dance Night’ is also an expectation in this subject.

If a student is in the **Junior CAD Dance Program**, it is ESSENTIAL that they choose Dance as a classroom subject.

Drama

DRAMA IS AN ELECTIVE SUBJECT

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

Drama is an exciting, creative and challenging subject which allows students to build skills in self-expression, teamwork, analysis and self-confidence. Students develop an understanding of the world, and themselves, through exploring various forms of drama.

It is important that students understand that while drama is a mostly practical subject, the written component is just as important. Students selecting this subject should be prepared to complete all areas of study in this course.

TOPICS STUDIED

Drama introduces students to a range of dramatic styles and concepts, including mime, realism, acting skills, characterisation, movement and improvisation.

Study is divided into three equally weighted areas, allowing students the opportunity to form drama (creating), perform drama (presenting) and analyse drama (responding).

ASSESSMENT

Both practical and written tasks are weighted equally. Students complete assessment in each of the three areas:

Creating: Practical tasks such as improvisation and making stories.

Presenting: Performing scripted and non-scripted work.

Responding: Written responses analysing viewed drama works

SENIOR PATHWAYS AND BEYOND

As well as being an introduction to Senior Studies in Drama (a General Subject), Drama allows students to build life skills such as teamwork, collaboration, self-confidence and public speaking. Drama gives students a solid grounding to enter the expanding realm of creative industries, including acting, theatre, arts, media, television and script writing.

OTHER INFORMATION

Previous drama experience is not a pre-requisite for this subject. Students are required to bring theatre blacks (black shirt and pants) costumes for assessment and should expect to participate in group rehearsals outside of class time (lunch times, etc). Students may also be asked to perform at Drama Night. Excursions to view local theatre also form part of this course and may occur outside of class time.

If a student is in the **Junior CAD Drama Program**, it is ESSENTIAL that they choose Drama as a classroom subject.

Music

MUSIC IS AN ELECTIVE SUBJECT

SUITABLE FOR STUDENTS WHO PLAY AN INSTRUMENT OR SING

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

The subject Music, focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to create, present and respond to music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional and expressive content in the music they hear and perform. Abilities, experience, needs and prior knowledge of students is kept in mind to accommodate students' needs. By singing and playing instruments, listening and analysing, improvising and composing, students experience satisfaction and enjoyment as they learn.

This course is aimed at students who have prior musical training and experience. Students who do this subject own or hire their instrument and have tuition within the school or privately. Music students are involved in extra-curricular activities such as Concert Band, Stage Band, String Orchestra and Choir.

TOPICS STUDIED

Students work through a series of units which reflects a balance between popular and rock styles and non-western and Australian Music. Units focus on – Music Fusions, Keyboard Music and Contemporary Music.

ASSESSMENT

A variety of assessment strategies are used, such as formal and informal assessment:
Formal Assessment:

- Creating – composing music for keyboard, jazz styles, EDM Remixes, song writing.
- Presenting – performance of music studied in groups and/or solos
- Responding – written analysis exams

FUTURE PATHWAYS

Students interested in further developing musical skills will be well prepared for Senior Studies in Music, whilst others will leave the course with an appreciation of many styles of music, skills in music technology, an understanding of other cultures, skills in vocal and instrumental playing, and their own sense of communication and enjoyment through music.

TECHNOLOGY

Technology is a key component of the Music course. Students use the computers to compose music and record music they have written. They learn to manipulate musical elements to create new and innovative end products that they are then able to keep.

OTHER INFORMATON

If a student is in the **Junior CAD Music Program**, it is ESSENTIAL that they choose Music as a classroom subject.

Practical Music

PRACTICAL MUSIC IS AN ELECTIVE SUBJECT

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

This course is aimed at students who have no music training but have basic skills gained from Year 7 & 8 Music.

The subject Practical Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to create, present and respond to music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret the emotional and expressive content in the music they hear and perform. Abilities, experience, needs and prior knowledge of students is kept in mind to accommodate students' needs. By singing and playing instruments, listening and analysing, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

The development and training of skills – vocal and instrumental, music technology, composing and listening are the focus of the course which is centred around playing instruments and singing.

TOPICS STUDIED

Students work through a series of units, which reflect a balance between popular and rock styles and non-western and Australian music. Units focus on – Rock Music, Australian Rock Music, Music Fusions, Contemporary Music.

ASSESSMENT

A variety of assessment strategies is used, such as formal and informal assessment.
Formal Assessment:

- CREATING - composing music using technology
- PRESENTING - performance of music studied
- RESPONDING - written responses

FUTURE PATHWAYS

Students should leave the course with an appreciation of many styles of music, an understanding of other cultures, technology in music, skills in vocal and instrumental playing, and a development of their own sense of communication and enjoyment through music.

This course leads to Certificate II (Year 10) and IV (Year 11 & 12) in Music Industry and Senior Music.

TECHNOLOGY

Technology is a key component of the Practical Music course. Students use the computers to compose music and record music they have written. They learn to manipulate musical elements to create new and innovative end products that they are then able to keep.

TECHNOLOGIES

Fashion

FASHION IS AN ELECTIVE SUBJECT

Contact: Ms. Rebecca O'Brien, Subject Area Coordinator – B Block Staffroom (Upstairs)

SUBJECT DESCRIPTION

This subject is available to all students with an interest in textiles and fashion, including those with little or no experience. It focuses on learning how products can be made from textiles using a variety of construction techniques and a range of fabrics.

TOPICS STUDIED

Term 1: Introductory Skills - Students will build knowledge of fibres and fabrics to make decisions leading to construction of a textile article and to colouring techniques. Skills in using tools of the trade, including the sewing machine, will be developed this term.

Term 2: Pattern Design and Construction - Students learn to read information on a commercial pattern to design an individual clothing item such as boxer shorts. They apply their knowledge and understanding about fibres and fabrics to make informed fabric choices to suit this item. The over-locker as a tool is introduced.

Term 3: Fashion Design – Students have the opportunity to be creative with designing a uniquely individual fashion item by modifying basic patterns and adding decorative finishes.

Term 4: A Second Life - Recycling textiles to save resources is an age-old skill of particular relevance today. Students can challenge their creative ability by repurposing a pre-loved textile article to give it a "second life".

ASSESSMENT

Students' knowledge, understanding and skills will be assessed by a variety of methods, including:

- Written test
- Design Folio for each sewing project (a record of ideas and decisions made when solving problems during the design process)
- Production of practical textile items

FUTURE PATHWAYS

Senior Fashion (QCE), TAFE, and University studies in fashion, textiles, art and design. Employment opportunities in fashion design and retail, theatrical costumery, textile design or "work from home" making and selling craft and fashion for the growing niche craft market.

OTHER INFORMATION

- A subject fee is charged for this course to cover resources used by students.
- It is also the responsibility of students and their families to provide the fabric required for some practical assignments in Terms 2 & 3. These are essential elements of the course and materials need to be purchased and brought to school by the due date.
- While this course offers a lot of practical work, students should realise that theory work underpins and informs the decisions required to plan and construct their articles.

Food and Nutrition

FOOD AND NUTRITION IS AN ELECTIVE SUBJECT

Contact: Ms. Rebecca O'Brien, Subject Area Coordinator – B Block Staffroom (Upstairs)

SUBJECT DESCRIPTION

Food and Nutrition explores how we select, prepare and eat food and how changes in eating patterns have impacted the health of Australians. This course aims to give students the skills and knowledge to make wise food choices in the 21st Century, where convenience and time can influence decisions as much as nutrition.

The course also gives students the opportunity to investigate changes in how foods are sourced, processed and consumed. Students will use kitchen equipment and appliances relevant to food preparation and service. This knowledge can then be used to design their own food products.

TOPICS STUDIED

Throughout the course students will need to incorporate the principles of food safety and workplace safety as they develop skills in food preparation and presentation and in sensory analysis.

Terms 1 & 2: Nutrition – This unit focuses on providing students with a knowledge base in the science of good nutrition including micro- and macro-nutrients and their link to good health. Students will investigate the nutritional content of popular fast foods, then research, design and modify these types of foods in order to increase their nutritional content and improve the overall health of the consumer. Students will then communicate their design results to the community through either print or electronic modes.

Terms 3 & 4: Sustainability – This unit examines the traditional diet of Aboriginal and Torres Strait Islander peoples and their perspectives on sustainable food practices. Students will work with native foods and bush flavours to create traditionally inspired foods before exploring food as resource that requires careful management.

ASSESSMENT

Students' knowledge, understanding and skills will be assessed through:

- Written Tests
- Design folios for each project
- Practical production of food items

FUTURE PATHWAYS

This course leads directly into the senior Hospitality Practices (Applied) and Food and Nutrition (General) subjects and Certificate courses in Hospitality. Career pathways include: chef, dietician, nutritionist, food product developer following further study.

OTHER INFORMATION

- A subject fee is charged for this course to cover resources (ingredients, etc used by students.
- Students will be issued with a reusable container that they will be required to bring to practical lessons in order to participate.
- While Food and Nutrition includes a lot of practical work, students must realise that the theory work underpins the decisions required to select and prepare food products.

Games Programming

GAMES PROGRAMMING IS AN ELECTIVE SUBJECT

Contact: Ms. Tracy Shorten, Head of Department – Y Block HOD Office (Downstairs)

SUBJECT DESCRIPTION

At its core, Games Programming is about problem solving. When young people code, they take complex problems and break them down into smaller parts. Students learn what it's like to be a coder, gamer, app developer, data scientist, engineer mathematician or content creator would. You learn to take data and present it to users in easy to understand and often exciting ways. The subject is not only about making games, but also about using our knowledge of games to understand the other concepts in the world work.

TOPICS STUDIED

You will learn:

- Coding skills for game design
- Coding applications for mobile phones
- Strong written and typing skills
- Text-based programming languages, including:
- Python
- JavaScript
- How to use Development Software (such as Unity and Godot)
- How to store and handle data on a computer
- How to make a game out of a regular day-to-day task

You will need:

- An industrious attitude
- Good general computer skills
- Experience playing computer games
- Attention to detail

In this course, students develop the Australian Digital Technologies curriculum in the context of “coding” mobile apps and games. Students will also learn the valuable STEAM skillset and the main general capabilities developed are literacy, numeracy and ethical understanding.

Our students also often enter their designs in the TBSHS Innovation Challenge.

ASSESSMENT

Students will be assessed on the quality of a series of set design tasks around coding and game design.

FUTURE PATHWAYS

Students who do well in this subject usually continue into the new Year 10, 11 and 12 subject called Digital Solutions. Such students also improve their skills for subjects that require complex thinking or advanced computer usage.

Robotics

ROBOTICS IS AN ELECTIVE SUBJECT

Contact: Ms. Tracy Shorten, Head of Department – Y Block HOD Office (Downstairs)

SUBJECT DESCRIPTION

Building robots may sound like science fiction, but robots are a very real part of today's world. Besides being just plain cool, robots are practically useful as tools in fields from manufacturing to space exploration to surgery. Becoming more familiar with robotics can lay the foundation for a career at the cutting edge of technology, or at very least, a better understanding of the way that technology can be used to solve real-world problems.

In this course, students take on the roles of mechanical engineers, computer scientists and electrical engineers. Students research dynamics, kinematics and sensors. Subjects such as motion planning and obstacle avoidance, velocity and acceleration, serial chain mechanisms, pneumatic actuators, and drive circuits are covered. Students put knowledge into practice through lab settings where robots are created with teams. Apart from all that, it's extremely cool and FUN.

TOPICS STUDIED

During the course, students will learn how to use:

- Edison V2
- Sphero SPRK
- RVE by Sphero
- Drones
- Microbit Controllers
- EV3 Lego Mindstorms

Students will be involved in:

- Coding with Robotics
- Robotics Challenges
- Drone Challenges
- The TBSHS Innovation Challenge

The subject is aligned to the new Digital Technologies Australian Curriculum. Students will develop new skills in digital literacies as well as using traditional literacy and numeracy skills.

ASSESSMENT

Students will be assessed on their ability to program and control robots in a variety of 21st century design situations. This is a mixture of theoretical and practical work.

FUTURE PATHWAYS

Students who do well in Robotics usually continue into the new Year 10, 11 and 12 subjects called Digital Solutions.

STEAM Enrichment Programme

STEAM ENRICHMENT IS AN ELECTIVE SUBJECT

Contact: Ms. Tracy Shorten, Head of Department – Y Block HOD Office (Downstairs)

SUBJECT DESCRIPTION

The STEAM Enrichment Program is a fun new subject that uses “cutting-edge” technology in two dedicated “Makerspace” classrooms in the new STEAM building which opened in 2020.

In this subject, students examine “wicked” real-world problems with an emphasis on developing 21st Century skills with a ‘hands-on’ approach to inventing, making, collaborating, learning and sharing ideas. We teach students to explore all branches of STEAM (science, technology, engineering, art and maths) in a creative and imaginative manner.

Providing a positive mind set to failure where students learn, grow and develop self-confidence, develop their critical and creative thinking skills and communication.

TOPICS STUDIED

Some typical topics students will tackle are:

- Sustainability
- Clean and Efficient Energy
- Robotics
- Artificial Intelligence
- Internet of Things Technology (loT)
- Home Automation
- And much more

Some of the skills that will be taught in this subject pertain to the use of traditional methods and innovative technology available in the new STEAM building. This includes use of:

- 3D Printing
- Coding software
- Laser Cutting
- Art and crafts skills
- Hand Tools
- And much more

ASSESSMENT

Students will be assessed on how well they design STEAM projects to solve problems – both in a theoretical space and a practical space.

FUTURE PATHWAYS

Students who do well in this subject usually continue into the new Year 10 elective and senior subjects: Design, Visual Arts or Digital Solutions.

Design and Technologies

DESIGN AND TECHNOLOGIES IS AN ELECTIVE SUBJECT

Contact: Mr Joe Brolese, Subject Area Coordinator – F Block Staffroom

SUBJECT DESCRIPTION

Design and Technologies is a subject that teaches students the Design Process and provides them the opportunity to create the projects they have designed. Design and Technologies focuses on design skills already established in Year 7 and 8. Prototypes and products are manufactured with timber products and a range of metals and plastics.

Students will learn to analyse existing products as well as develop their drawing skills and their ability to create solutions that meet the specifications shown in a Design Brief. They will also be encouraged to solve problems they encounter throughout the Design and Production phase of their projects.

TOPICS STUDIED

Examples of projects undertaken by the students may include:

- Introduction to the design process
- Design/construct a wooden toy
- Design/construct a decorative clock
- Design/construct a small aquarium
- Design/construct a whirligig

There is a considerable portion of time allocated to the production of the student projects in the Design and Technology workshops. Students must ensure they are prepared to follow appropriate safe work practices as advised by their teachers to ensure the safety of themselves, and the others in the class.

Year 9 Design and Technologies leads to Year 10 Design and Technologies.

ASSESSMENT

Assessment will be based on the Design Folio that the student completes for each project as well as the Practical Project that is constructed. These incorporate a large range of skills including analysing, graphical communication, problem solving, time management and planning, evaluating as well as the practical workshop skills to construct their projects. These include cutting, joining, assembly and finishing techniques.

Students will develop relevant computer-aided design (CAD) skills to aid in the creation, modification, analysis, or optimization of a designs and may also utilise modern construction methods such as 3D printing or laser cutting.

Digital Design

DIGITAL DESIGN IS AN ELECTIVE SUBJECT

Contact: Mr. Joe Brolese, Subject Area Coordinator – F Block Staffroom

SUBJECT DESCRIPTION

Digital Design is an innovative subject that empowers students to delve into the realm of creative technology and bring their imaginative ideas to life.

In this captivating course, students harness the power of cutting-edge tools like laser cutters and 3D printers to craft projects and prototypes that bridge the virtual and physical worlds.

Through hands-on exploration, students learn to transform digital concepts into tangible masterpieces, gaining a comprehensive understanding of design principles, software manipulation, and material science.

By navigating the intricacies of Digital Design, students cultivate essential skills in problem-solving, critical thinking, and collaboration, as they collaborate on projects that range from intricate laser-cut artworks to functional 3D-printed prototypes.

This subject not only ignites a passion for the boundless possibilities of technology-driven creation but also equips students with the practical expertise to shape the future through innovative design.

This course leads to Year 10 Design, Year 10 Industrial Graphics and can also be useful for Visual Art

TOPICS STUDIED

- Introduction to design in the furnishing industry including eco-friendliness and sustainability
- Building Industry: Software tools used in the design phase can automate repetitive calculation and drawing tasks, help find new design solutions and provide a high degree of precision
- Introduction to CAD (Computer Aided Design) in engineering practice. CAD is used in engineering to produce designs, specifications and models for mechanical components or systems
- Product design using CAD tools to streamline the product development process.

ASSESSMENT

Students' knowledge and understanding will be assessed using the following techniques

- Classwork folios
- Examinations
- Projects

Students will be exposed to CAD software programs used to produce designs, specifications and models. 3D printing, laser cutting, or computer-controlled routers may be deployed to produce components that have been drawn using CAD.

Industrial Technology Skills

INDUSTRIAL TECHNOLOGY SKILLS IS AN ELECTIVE SUBJECT

Contact: Mr. Joe Brolese, Subject Area Coordinator – F Block Staffroom

SUBJECT DESCRIPTION

This is a dynamic and engaging course where students develop skills and use a combination of both hand, battery, pneumatic and electrically powered tools and machines in woodwork construction.

The course offers the opportunity to build a variety of predominantly wooden projects focusing on cutting, finishing, accuracy and joinery. Students are taught to work safely and sustainably in a workshop environment.

TOPICS COVERED

Examples of projects undertaken by students may include:

- Build a folding camp stool
- Build a folding camp table
- Build a step stool
- Build a pantry ladder
- Build a desk tidy

Each term the student will undertake a different project. Timber is the primary material used but may also incorporate plastics and metal to some degree.

Students will routinely use the full range of “making” technologies in the practical workshops. In accordance with safe work practices, students are expected to follow safe work practices as appropriate to a semi-industrial environment (such as a workshop).

ASSESSMENT

Assessment is continuous throughout the year. Both practical projects and written/computer-based assessment contribute to final results.

LANGUAGES

Chinese

CHINESE IS AN ELECTIVE SUBJECT

Contact: Ms. Wendy Chiu, Head of Department – A Block Staffroom (Downstairs)

SUBJECT DESCRIPTION

Students who studied Mandarin Chinese in Years 7 & 8 may elect to continue with their studies in Year 9. The Year 9 course allows students to continue to develop the ability to communicate through speaking, listening, reading and writing in both the Pinyin (Romanised) script and Chinese characters. Additionally, as part of the course, students further develop their understanding of Chinese culture.

The course is based around a functional approach to language learning, rather than grammar translation. Resources such as videos, voice recordings, digital-based activities, written texts, native speaker assistance and games set in “real life” contexts are utilised in learning.

In Year 9, students will apply their learned language conventions and skills to use Chinese in authentic contexts. Throughout the year, they will engage in diverse and practical projects: designing their own shop as business entrepreneurs in **Term 1**, working as public relations professionals for a chosen celebrity to manage social media accounts and press releases in **Term 2**, conducting a restaurant review after visiting an authentic Chinese hot pot restaurant in **Term 3**, and designing a themed restaurant reflecting their style and preferences in **Term 4**. These assessments provide students with the opportunity to explore these topics creatively while also preparing them for further studies in senior years.

TOPICS STUDIED

Term 1 – My own shop
Term 2 – Social media adventures
Term 3 – Foodie’s restaurant review
Term 4 – My dream restaurant

ASSESSMENT

Assessment is carried out at regular intervals throughout the year. Speaking, listening, reading and writing is assessed in a variety of forms including written tests, oral presentations, written assignments, booklet completion and computer work

FUTURE PATHWAYS

Studying Chinese during junior years enables students to opt for continued enrolment in Chinese during their senior years, should they desire to do so. In senior years, Chinese functions as a general subject, contributing to students' ATAR scores for university admissions.

The widely recognized truth remains that proficiency in an Asian language heightens Australians' employability.

TECHNOLOGY EXPERIENCE

Technology based activities form part of the students' Chinese course. Students are educated in the use of voice recording, iPads, desktop computers, digital 'self-teach' programs and word processing in Chinese.

OTHER INFORMATION

It is strongly recommended that any student wishing to study Chinese in Year 9 be achieving a 'C' or above in Year 8 Chinese.

It is also important to note that only students who have studied Chinese in Year 8 can elect to study it in Year 9 and once they exit from the course are unable to re-join in Year 10, 11 or 12 if they change their mind.

Exceptions to this policy will be considered depending on background circumstances.

Japanese

JAPANESE IS AN ELECTIVE SUBJECT

Contact: Ms. Wendy Chiu, Head of Department – A Block Staffroom (Downstairs)

SUBJECT DESCRIPTION

Students who studied Japanese in Years 7 & 8 may elect to continue with their studies in Year 9. The Year 9 course allows students to continue to develop the ability to communicate through reading, writing, listening and speaking activities. Additionally, as part of the course, students further develop their understanding of Japanese culture.

The course is based around a functional approach to language learning, rather than grammar translation. Resources such as videos, voice recordings, digital-based activities, written texts, games etc. set in “real life” contexts are utilised in learning.

In Year 9 Japanese, learning activities are aimed at encouraging students to use their language skills rather than simply studying new work. Student will participate in a variety of activities such as; tasting and discussing Japanese foods, interacting with visiting Japanese high school students, reading menus, brochures and materials used in the tourist industry and writing letters to students in our sister city.

TOPICS STUDIED

1. Going Places (travel language)
2. Introduction to Katakana
3. Eating Out (food, restaurants, money and amounts)

ASSESSMENT

Assessment is carried out at regular intervals throughout the year. Speaking, listening, reading and writing is assessed in a variety of forms including written tests, oral presentations, written assignments, booklet completion and computer work.

FUTURE PATHWAYS

Japanese is offered through to Year 12 and in senior is a general subject contributing to students’ ATAR scores for university.

A widely acknowledged truth is that Australians enhance their employability through the acquisition of an Asian language.

Studies indicate that acquiring a second language not only aids in mastering one's native language but also garners favour from employers, who value staff capable of comprehending diverse languages and cultures, even if these are not directly pertinent to their roles. Regardless of your envisioned career path, opting to learn Japanese will bestow you with a competitive edge.

TECHNOLOGY EXPERIENCE

Technology based activities form part of the students' Japanese course. Students are educated in the use of voice recording, iPads, desktop computers, digital 'self-teach' programs and word processing in Japanese.

OTHER INFORMATION

It is strongly recommended that any student wishing to study Japanese in Year 9 be achieving a 'C' or above in Year 8 Japanese. It is important to note that only students who have studied Japanese in Year 8 can elect to study it in Year 9.

Also, it is a recommended that students be capable of reading and writing the hiragana alphabet (taught in term 1 of year 8) in order to be successful in the year 9 program.

Lastly, as Japanese is a cumulative course. Once students exit from the course they are unable to re-join in Year 10, 11 or 12.

Exceptions to this policy will be considered depending on individual circumstances.

Subject Selection in OneSchool

1.

- Log on to OneSchool - oslp.eq.edu.au or the desktop OneSchool icon if at school
- Use your school logon and password
- Accept Agreement if this is the first time logging on to OneSchool

2.

- Select - My Education Plan

3.

- Complete your Subject Selection - ***open from Thursday 5th September 2024***
- You must choose 3 elective subjects and one HPE subject
- You must select 2 preferences in case you miss out on your first choice.
- Subject Selections ***close Thursday 12th September.***

Hints

- OneSchool works best on the Microsoft Edge browser (but you can use Chrome or Safari). It is also best to login on a computer - NOT a phone or tablet.
- Always hit **SAVE**!!!

Year 9 2025 Subject Selection Form

Subject Selections are done via OneSchool.

All students in Year 9 undertake a core learning program of English, Maths, Science, and Humanities.

Students may also select FOUR elective options from those listed in the table below (but one of these must be HPE).

You will also need to indicate TWO preferences from the same table should your first choice/s become unavailable.

Subject Selection Structure - Year 9 2025

Number of Subjects to Select: **4** Additional Preferences: **2**

Mandatory KLAs: **HPE**

Student Instructions:
Please select 4 elective subjects. At least one must be a HPE subject.

Only select Talented Athlete Academy, Rugby League Excellence, or Science Academy if you have been selected in these programs.

If you are involved in the CAD Excellence Program, you must choose the corresponding subject (eg if you participate in CAD Drama, you must choose Drama)

If you are in the VAI Excellence Program, you must select at least one Visual Art subject.

Also select 2 preferences, these must be different to your other selections.

SCIENCE	☐ Science Academy		
HUMANITIES AND SOCIAL SCIENCES	☐ Economics, Business, Civics and Citizenship		
HPE	☐ Health and Physical Education	☐ Rugby League Excellence	☐ Talented Athlete Academy
THE ARTS	☐ Dance	☐ Digital Art and Design	☐ Drama
	☐ Film, Tv and New Media Jnr	☐ Music	☐ Practical Art
	☐ Practical Music	☐ Visual Arts	☐
TECHNOLOGIES	☐ Design and Technologies	☐ Digital Design	☐ Fashion
	☐ Food and Nutrition	☐ Games Programming	☐ Industrial Technology Skills
	☐ Robotics	☐	☐
LANGUAGES	☐ Chinese	☐ Japanese	