Nanango
State High School

2025
Curriculum Booklet
Year 9

Contents

Nanango State High School

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School Curriculum Statement

Nanango State High School endeavours to provide a 'total curriculum' for our students. Besides developing the academic curriculum, the school attempts, through various curriculum programs, to develop the potential within students to exhibit positive characteristics including:

- a caring attitude
- leadership
- individuality
- a healthy self-image
- assertiveness

In addition, the school endeavours to provide courses that ensure that all students have the opportunity to experience some measure of success in their time at school. This will engender a feeling in students that school has been a profitable and enjoyable experience. It is recognised that schooling is part of "life-long learning" and that this will continue after the school age years.

The aims of the junior curriculum are:

- address the specific learning needs of young adolescents;
- to develop the intellectual, social, emotional and physical capacities of individual students;
- to develop students' understanding of social customs, institutions and practices;
- to introduce students to the different kinds of knowledge which are personally beneficial and necessary for effective participation in society;
- to equip students with ways of learning which will enable them to function competently in society; and
- to promote students' moral and spiritual growth.

As part of a total curriculum plan, all students undertake a core program. This program provides a sound educational base in areas considered to be essential learning.

Course Structures

In Year 9 students study the following core subjects. (They also study four elective subjects through the year, two in each Semester.)

Core Subjects

- English
- Maths
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Career Education and Life Skills (C.E.A.L.S)

Elective Subjects can include

- Business and Information Technologies
- Digital, Automation and Technology
- Drama
- Engineering Principles and Systems
- Food Specialisation
- Materials and Technologies Specialisation 2
- Materials and Technologies Specialisation
- Food and Fibre Production
- Visual Art
- Japanese

The C.E.A.L.S Program

This is an active and popular program that provides the opportunity for students to examine a range of topics that are important for young people.

The program will include:

- Career Education
- Personal Development Activities
- Human Relationships Education
- Drug and Alcohol Education
- Leadership Training
- A range of guest speakers with expertise in various fields

Courses and Careers

Notes on Selections

The selection of Year 9 subjects is generally **not critical** with respect to post-secondary school course options. However, there are relationships between Junior subjects and Senior subjects. For example, Junior Drama may provide a useful introduction to Senior Drama, however, these Junior subjects are not pre-requisites for the Senior subjects.

If unsure about what is involved in studying some subjects, the subject descriptions in this handbook will be helpful. In particular, students should find out about the type of assessment and the topics studied. If students have further queries regarding subject descriptions, they should see the relevant Heads of Department/Subject Area Coordinators for more information.

Heads of Department / Subject Area Coordinators

English	Mrs Deb Bygrave (Acting)
Mathematics	Mr William Kok
Humanities and Social Sciences, Ancient History	Mr Cheyne Kerr (Acting)
Rural Practices	Mr Nathan Trace
Digital, Automation and Technology, Science	Mr Peter Cavallaro
Business Studies	Ms Odette Cheal/Mrs Angela Marshall
Drama	Miss Claire Smith
Health and Physical Education	Mr Ben Bouchereau
Materials and Technologies Specialisation 2, Food Specialisation	Mrs Trish Harch
Materials and Technologies Specialisation	Mr Stephen Anderson / Mr Steve Wilshaw
Visual Art	Miss Grace Kevill-Davies
Japanese	Mrs Antonia McDonnell

Choosing Year 9 Subjects

Overall Plan

You choose subjects in which:

- you enjoy
- you have already had some success
- will help you reach your career goals
- develop skills, knowledge and attitudes 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 Year 8 have thought about their future but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise to keep your options open when choosing subjects. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year 10.

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 in Years 9 and 10. We have a program to help you with career exploration. We also encourage you to talk to the Guidance Officer and check the following sources of information on subjects, courses and careers.

- Job guide – available in all schools
- Other career information such as literature from industry groups which show the various pathways to jobs in these industries
- The booklet Queensland Tertiary Courses – for careers requiring university study
- 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. If details are still unclear, check with your guidance officer
- The Real Game.

Find Out As Much As Possible About ALL Subjects On Offer

Even though you have studied a wide range of subjects in Year 8, it is important to find out as much as possible about the subjects offered in Year 9.

To find out about the subjects offered:

- Read the subject descriptions in this booklet
- Talk to Heads of Departments and teachers of particular subjects
- Look at books and materials used by students in the subjects
- Listen carefully at subject selection talks
- Talk to students who are already studying the subjects.

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) and how the subject is taught and assessed.

For example:

- 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.

Make A Decision About A Combination Of Subjects That Suits 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 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
- "All the boys or girls take that subject" (*all subjects have equal value for males and females*).

Be honest about your abilities and realistic with your career goals. There is little to be gained by continuing with or taking advanced levels of subjects that have proved too difficult even after you have put in your best effort. Similarly, if your career goals 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?

Be Prepared To Ask For Help

If you need more help then seek it, otherwise you may regret it later. Talk to your parents/guardians, teachers, Heads of Departments or Guidance Officer and Principal. Make use of the school subject selection program.

Assessment Policy

Assessment is a vital part of the school program. All formal assessment for all year levels is entered in the assessment calendar.

For the purpose of this policy, an **"Assessment Item"** is defined as a task undertaken by a student which contributes to the student's overall assessment profile for a particular subject. These items may be in the form of a **Test/Examination or an Assignment.**

Assignments may include:

- Major Research Projects
- Folios of Work
- Works of Art
- Field Trips
- Practical Performances
- Extended Writing Tasks
- Reports
- Models
- Oral Presentations

Assignments/Tests

N.B All assessment done in Year 9 is classed as substantive.

1. If non-submitted/not sat by the due date time frame without special consideration, the teacher will use professional judgement to award a grade based on the following:
    a. From class observation
    b. Conferencing
    c. Monitoring of drafts

Teachers should endeavour to obtain documentary evidence e.g. drafts, plans, journals, reference sources etc. to be used as supporting evidence of teacher judgement. (If the teacher believes the students work does not meet the minimum requirements outlined in the syllabus, then in consultation with the relevant HOD a non-submitted result may be entered on the profile.)

2. If a student cannot present any documentation or the teacher has not sighted such documentation during the drafting process/or has not sat the test and there has been no special consideration granted a grade cannot be awarded for that item and a NR will be entered on the profile.
3. If a student frequently does not submit substantive pieces of assessment in a particular subject the student risks the possibility of not gaining a LOA on their Senior Report.

Discussions will occur between the teacher, HOD and relevant Admin personnel to determine this course of action.

NOTE: Substantive; means a piece of assessment that covers a core/integral component of the accredited schools Work Program. Discussion must occur with relevant HODs to determine what is considered substantive for the particular subject. Time-frame - a time frame may be a particular date when an assessment is due or may be a period of time over which a piece of assessment may be submitted. This will be determined by the nature of the assessment item.

Granting Of Special Consideration To Students

It is recognised that on occasions exceptional circumstances may arise, which require extensions of time or special consideration to be given to a student.

Extensions:

a. An extension of time can be granted by **the Heads of Department** following recommendation by the class teacher, if, in their opinion sufficient reason exists.

b. In this event **a new due date** is set.

c. For an extension to be granted, the student **must notify administration prior to the final due date** of the assignment.

- Application made prior to the due date must be made on an assignment extension form available at the office.
- For extended absence due to illness up to and including the due date:
  - students may produce a medical certificate

    or
  - parent/caregiver may speak personally with the Head of Department to discuss relevant circumstances.
- For absence due to illness on the **due date only**:
  - students may produce a medical certificate.

d. Absence due to special circumstances, e.g. bereavement:

- parent should speak personally with the Administration or Head of Department to discuss the circumstances.

Special consideration for students missing a test/examination

a. Special consideration may be granted by **the Administration** (i.e. Principal, Deputy Principals) following recommendation by Heads of Department, if, in their opinion sufficient reason exists.

b. In this event:

- the student may be required to complete the test/examination at the next available opportunity, the result of which would be used as a notional estimate of the student's performance. The student should take responsibility for negotiating this alternative assessment time;
- the student's assessment may be deferred and determined on information from subsequent assessments;
- under exceptional circumstances Administration may grant tests/examinations to be supervised by a parent, nurse etc. away from the school. This result would be used as a notional estimate of the student's performance.

c. For special consideration to be granted, the student **must notify Administration**:

- prior to or on the due date of the test examination a request for special consideration may be made through the appropriate Head of Department
- for absence due to illness **on the date** of the test examination:
  - students may produce a medical certificate

    or
  - parent may speak personally with the Administration or Head of Department **on the day** to discuss relevant circumstances.

d. Absence due to special circumstances, e.g. bereavement:

- Parent should speak personally with a member of the Administration to discuss the circumstances.

Student with a Number of Assessment Items Outstanding

- The student will be identified by the Year Level Co-ordinator and be subsequently withdrawn from the regular school day, including normal lunch breaks, to complete the items outstanding.
- The completed work will be of a satisfactory quality as determined by the teacher/s concerned.
- The relevant member of Administration will notify parents.

Assessment Misconduct

This is any type of cheating that occurs in relation to any formal academic exercise. It can include, but is not limited to:

Plagiarism which can be:

- **word-for-word copying** of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing.
- **closely paraphrasing** sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works.
- **copying** or **cutting and pasting** computer files or documents in whole or in part without indicating and acknowledging their origin.
- **submitting work** which has been **produced by someone else** on the student's behalf as if it were the work of the student.
- **using another person's ideas**, work or research data without appropriate acknowledgment.
- **producing** work in conjunction with other people (e.g. other students, a tutor, parents) when it is purported to be work from the student's own independent research.
- **Using Artificial Intelligence** to complete an assessment as if it is the students own work.

Cheating: is any attempt to give/obtain assistance or advantage in any formal academic exercise (like an examination) without due acknowledgment and or approval. e.g.

- Taking notes of any type into a formal academic exercise without permission,
- The use of data, notes, formulae or other information stored on any personal technology device in any formal academic exercise without the express permission of the school;
- The use of the capabilities of any Personal Technology Device in any formal academic exercise without the express permission of the school;
- Attempting to gain access to other students work without permission throughout any formal academic exercise.

Consequences for Academic Misconduct

- Academic Misconduct by any student is a serious issue;
- Students who are found to have engaged in Academic Misconduct may be subject to behavioural **and** academic penalty;
- Consequences for senior students can be particularly serious, with implications for their subject results, ATAR score and/or their eligibility for QCE (Queensland Certificate of Education),
- Students who are found to have engaged in Academic Misconduct in Vocational **(VET)** subjects may be expected to re-submit all competencies in which the misconduct occurred,
- All incidents of academic misconduct will be entered into the **OneSchool** database.

Plagiarism

- The section of work that is plagiarized **will not contribute** to any result for that piece of assessment; the remainder will be judged against the criteria for that assessment piece.

Cheating

- The portion of the assessment item that was cheated on **will not contribute** to the students results for that semester.

PLEASE NOTE:

- One incident of academic misconduct may be treated as a Minor Behaviour incident as described in the schools Responsible Behaviour Plan.
- **Second and subsequent incidents** of any Academic Misconduct may be treated as Major Behaviour incidents as described in the schools Responsible Behaviour Plan.

Laptop BYOX

Nanango State High School is a laptop school It is **compulsory** for all students to bring their own laptop to school. There is a long-term take home laptop program available for students.

Contact Administration for more information.

Core Subjects

English

Aims

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Our program balances and combines all three strands. The course focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students study a variety of texts. They interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade.

Content

Students will study four modules per year in consultation with their teacher based on the National Curriculum in English. Current modules are:

Term 1	Australian Identity
Term 2	Speculative Fiction
Term 3	Novel Study
Term 4	Social Issues

All classes will engage in the study of language, grammar, sentence construction, punctuation and text types and all units include the study of literature and media and the use of information and communication technology.

Assessment

Covers a range of written and spoken forms.

Relevance for further study/careers

English is an important subject for both further study and for careers – it is a prerequisite for virtually every University, TAFE and apprenticeship course and a subject most employers look at in the portfolio of job seekers.

Health and Physical Education

AIMS

- To encourage participation in regular physical activity
- To acquire physical skills and apply movement concepts
- To promote the health of individuals, groups and communities
- To enhance personal identity
- To maintain positive interactions and relationships with others

SPECIAL SUBJECT REQUIREMENTS

- Appropriate footwear, hat and water bottle
- All students are expected to participate fully in practical activities

CONTENT

There are four units for Year 9 Health and Physical Education:

- Participation, teamwork and fair play
- Biomechanics and anatomy
- Being responsible
- Healthy people
- Healthy communities

Activities **could** include but are not limited to the following:

- AFL
- Athletics
- Badminton
- Futsal
- Indoor Cricket
- Netball
- OzTag
- Volleyball
- Various theory unit topics

ASSESSMENT

Assessment is criteria based for each activity. Students will be graded on the following criteria:

For Theory Tasks

- Knowledge and Understanding
- Investigating
- Communication

For Practical Tasks

- Performance Technique
- Performance Application
- Investigating

Assessments can include:

- Written reports
- Exams
- Practical performance
- Multi-modal presentations
- Group tasks

Humanities and Social Sciences

Compulsory for all students in Year 9 and includes the study of History (National Curriculum) and Geography (National Curriculum)

AIMS

Study of Humanities and Social Sciences (HSS) should enable students to:

- Appreciate themselves as unique and worthwhile individuals and social beings;
- Understand the nature of relationships among people, societies and environments in various times and places.

OTHER INFORMATION

Students studying HSS in Year 9 could expect to be involved in one compulsory field trip. The cost of this field trip is included in the SRS.

CONTENT

Content is selected from two distinct focus subject units - History and Geography as shown below.

Unit: History - Modern (based on National Curriculum)

1. Making a Better World
   - Revolutions - Progressive Ideas and Movements
2. Australia and Asia
3. World War I

Unit: Geography

1. Biomes: Landscapes
   - Landscapes Core Study: Deserts
2. Tourism and Travel
   - Geographies of Interconnections

ASSESSMENT

Assessment techniques include a wide range of items such as fieldwork, research tasks, class tests, seminars and practical activities. Students would expect to complete four assessment items in Year 9.

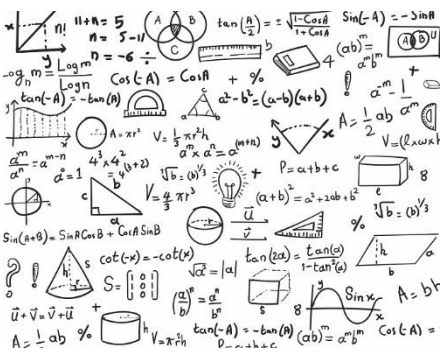
RELEVANCE FOR FURTHER STUDY/CAREERS

The processes and skills taught in the Humanities and Social Sciences can be transferred to a wide range of senior subject offerings, but in particular are most suitable for senior Economics, Geography and Modern/Ancient History.

After senior these same skills can be transferred to a wide range of tertiary courses and further lead to a number of career options including: Business, Management, Law, Journalism, Finance/Banking, Tourism, Government Services, Advertising, Politics, Teaching, Small Business and Defence Forces.

Mathematics

AIMS



- Students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to posse and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

SPECIAL SUBJECT REQUIREMENTS

- 2 x exercise books
- Workbook (provided in class)
- Two different coloured pens, pencils, rulers
- BYOx laptop (to access E-textbook and complete assignments)
- Scientific Calculator (school sells at discount price)
- A4 Display folder

CONTENT

- Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.
- Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
- Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.
- Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

RELEVANCE FOR FURTHER STUDY/CAREERS

Based on school results, effort and feedback from teachers, students will be placed in either *Mathematics* or *Mathematics Extension* in year 10, where:

- Year 10 *Mathematics* is designed to prepare students for Year 11 *General Mathematics*, a subject suited for those who are interested in pathways beyond school that lead to tertiary studies, vocational education or work with moderate demand in mathematics.

- Year 10 *Mathematics Extension* contains a range of mathematical topics with the focus on algebraic concepts, and explicitly prepares students for *Mathematical Methods* and *Specialist Mathematics* in years 11 and 12. This subject is designed to accelerate students who demonstrate an aptitude towards mathematics, and is suited for those who are interested in pathways beyond school that lead to tertiary studies.

Students will have the option to move into other levels of mathematics depending on their aspiration, effort and achievement as the year progresses in Year 10.

Science

AIMS

- To equip students with a range of problem solving skills and scientific literacy to participate more effectively in the modern world
- To provide students with specific content knowledge about:
  - Matter
  - Energy
  - The Human Body
  - Earth Science
  - The Living World
  - Physical Systems

OTHER INFORMATION

Students are expected to participate in compulsory field trips.

CONTENT

Follows the National Curriculum

Physical Systems

- Sounds
- Heat
- Waves
- Light
- Electricity

Chemistry around us

- Chemical reactions
- Chemical energy
- Periodic table

Biology

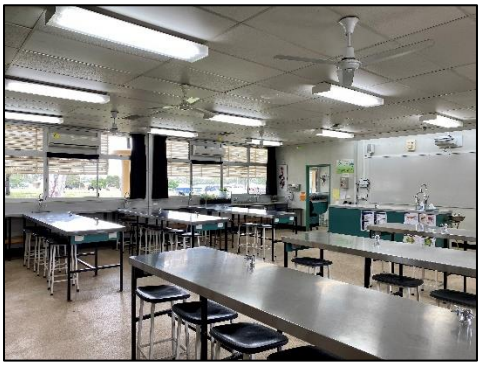
- Eco-systems
- Disease
- Immunity
- Human body systems

The Dynamic Earth

- Earth processes
- Data handling
- Bio-spheres

ASSESSMENT

- Data Tests
- Student Experiment
- Research Investigation
- Exams



RELEVANCE FOR FURTHER STUDY/CAREERS

Students that graduate from high school with a Senior Science subject are strongly sought after by industry and University. This trend will continue well into the future. Student post-secondary options are greatly enhanced by having studied a Senior Science subject.

- Medicine
- Engineering/Electrical
- Teaching
- Sports Medicine
- Physiotherapy
- Pharmacology
- Mechanical/Mining
- Nursing
- Trades/Apprenticeships
- Radiography
- Vet
- Defence

Elective Subjects

Business and Information Technologies (BIT)

AIMS

- Develop creativity through the application of a range of software
- To realise social and ethical issues related to technology
- To analyse needs and meet a design brief

SPECIAL SUBJECT REQUIREMENTS

- USB stick
- Ear phones
- Laptop

CONTENT

Future Business:

In team's students will pitch an innovative, scalable and sustainable business idea that makes the world a better place. This will include:

- Working in teams
- Creating a product to solve a problem
- Create a pitch
- Present pitch to local business's
- Use technology to create and communicate business ideas.

ASSESSMENT

Group presentation.

RELEVANCE FOR FURTHER STUDY/CAREERS

The subject will provide students with the following skills which will assist them in further business subjects.

- Develop an understanding and appreciation of self, including personal passions, interests, values and strengths.
- Gain an understanding of design thinking and pitching.
- Understand the market and conduct market research.
- Develop their capacity to lead self and others and to collaborate and project manage effectively.
- Build their capacity as storytellers; pitching and persuading with purpose.
- Increase their self-confidence, resilience and tolerance of failure and risk.
- Are empowered with the knowledge, skills, processes, and support to stand up and take action to solve problems that matter to them.

Digital, Automation and Technology (DAT)

AIMS

Helps students to

- apply their creativity to solve real world problems
- learn to design solutions using digital tools
- write code in a general programming language
- learn to problem solve using a range of engineering design software and hardware
- create and interpret algorithms
- digital representation of video and audio signals

Humans have always interpreted, shaped and altered their environment in an attempt to improve the quality of their lives. Societies have designed and applied technology to solve the problems they faced every day. Currently there are huge shortages for skilled workers and professionals in Engineering and the Trades worldwide, hence the employment opportunities for graduates in these fields is excellent.

SPECIAL SUBJECT REQUIREMENTS

- BYOx

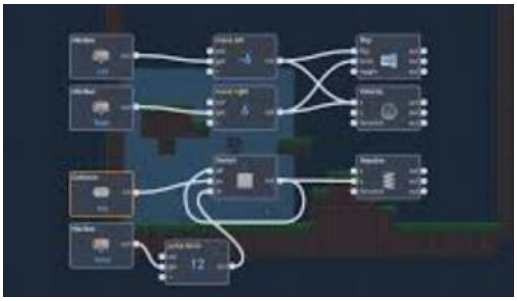
```
img = Image.open("drag_RGB.png")
#split image
red, green, blue = img.split()
#user input on how much of each colour tint
red_tint = int(input('Red tint: '))
green_tint = int(input('Green tint: '))
blue_tint = int(input('Blue tint: '))
#add tint over whole image
for y in range(img.height):
  for x in range(img.width):
    red_value = red.getpixel((x,y)) + red_tint
    green_value = green.getpixel((x, y)) + green_tint
    blue_value = blue.getpixel((x, y)) + blue_tint
#comment
    red.putpixel((x,y), red_value)
    green.putpixel((x,y), green_value)
    blue.putpixel((x,y), blue_value)
#comment
output = Image.merge('RGB', (red, green, blue))
output.save('output.png')

output.show()
```

OTHER INFORMATION

It is recommended students undertaking this subject have achieved a 'C' or higher in Mathematics, English and Science.

CONTENT

The possible focus areas covered may include:



- Web page design
- Robotics – drones
- Virtual Reality
- Game building
- General programming languages
- Physical computing - microprocessor control

ASSESSMENT

Assessment will be a portfolio of design projects and completion of coding modules.

RELEVANCE FOR FURTHER STUDY/CAREERS

This course will prepare students for future studies in physics, engineering, trades, manufacturing and information communication and technology.

Drama (DRA)

AIMS

To help students:

- confidence and self-esteem to take risks and challenge their creativity
- a sense of curiosity, enjoyment and achievement
- an ability to express and communicate understandings about human issues and experiences through the enactment of real and imagined texts
- work with others with confidence and self-awareness as they work together to prepare and present drama

CONTENT

- "Juice" by Stephen Davis
    - Scripted Performance
    - Analytical evaluation of Performance
- Clowning and circus arts

ASSESSMENT

In Year 9, students demonstrate their understanding of the subject by undertaking a range of assessments in which they will make, perform and respond to Drama. Students will:

- Demonstrate knowledge and understanding through written tasks
- Create Drama in written and practical form
- Present Drama – both scripted and student devised
- Reflect on their own learning and skill development

*Year 9 drama also includes a non-assessed mini clowning and circus arts unit at the end of the semester in which they explore and investigate physical theatre and satire. This develops student's improvisation and devising skills, as well as promoting creative thinking and teamwork.

RELEVANCE FOR FURTHER STUDY/CAREERS

Junior drama focuses on life skills such as confidence, team building, concentration and self-expression. It also provides an excellent base for those interested in continuing their drama studies into senior, preparing for a career in acting, stage management, directing, script writing, dramaturgy, set design, theatrical criticism and more. The skills acquired in drama are valued by many potential employers.

Engineering Principles and Designs (TES)

(ENGINEERING DESIGN AND TECHNOLOGY)

AIMS

- Develop an understanding of engineering tools and equipment
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Develop awareness of tradition and technology behind many every day products.
- Develop an understanding of materials and processes applying to a range of metal work processes

SPECIAL SUBJECT REQUIREMENTS

A BYOx laptop is highly recommended for this subject.

SAFETY NOTE:

The following are safety requirements in all practical areas of Manual Arts:

- Students must wear closed in shoes that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing must be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- Long hair must be restrained at all times. (Hair nets may be provided)
- Safety glasses must be worn at all times in workshops (provided)

All workshops are a potentially hazardous spaces thus students must be prepared to behave and act in a **Safe, Responsible and Respectable** manner.

CONTENT

YEAR 9 is an introductory One Semester Course designed to introduce students to a range of safe metal working techniques.

- **PRACTICAL PROJECT 1 IN THE GARDEN** This project is an introduction to metal working using mild steel and galvanised sheet. The students will gain an understanding of the skills required to form and join mild steel and sheet metal.
- **DESIGN PROJECT 2 FLUING HIGH** This project is an introduction to electrical circuits and plastic fabrication. The students will gain an understanding of the skills to solder electronics and flat plan development.
- **DESIGN** An integral part of each project will be design process which includes the production of a design folio.

RELEVANCE FOR FURTHER STUDY/CAREERS

Engineering Principles and Systems provides an introduction to the tools and machinery used in the Trade certificate offered in the senior school and in the metal working trades.

Food and Fibre Production (TFF)

(Rural Skills & Practices)

Aims

To provide students with the opportunity to learn skills associated with the use of land to grow crops and rear livestock.

Special subject requirements

- Hat
- Enclosed shoes (boots preferred)
- 2 x A4 small exercise book
- Willingness to attempt all work

Other Information

- Possible excursion. The cost of this excursion is covered in the SRS.

Content

- Poultry Production
- Rural Safety Procedures
- Cattle Showing & Handling
- Farm Construction Practices
- Sustainable cropping

Assessment

A profile will be developed for each student throughout the duration of the course based on performance and application in field and theory work.

- Assignments
- Journal

Relevance for further study/careers

- Farming
- Animal attendant
- Jillaroo/Jackeroo
- Vet Nurse
- Agricultural Colleges
- Stable Hand
- Farm Hand
- Fencing Contractor
- DPI
- Vet
- Teacher/TAFE
- Stud Cattle
- Jockey
- Agriculture Retail

Food Specialisations (TFD)
(Food Studies)

Aims

- To provide skills in the planning, preparation and service of food
- To demonstrate appropriate work methods and use of equipment and utensils
- To gain an understanding of styles of food service, distribution, packaging and marketing.

Special subject requirements

- Students need to be **aware of the costs involved in providing ingredients** as required, usually on a weekly basis.

Content

Food Specialisations consists of two units: Fun, Fantastic Food and My Restaurant Rules.

- Basic Cookery Skills
- Meal Planning
- Garnishes
- Food Presentation
- Table Settings
- Food Service
- Costing
- Safety and Hygiene

Assessment

Assessment will be continuous throughout the semester. Assessment will consist of:

- Practical production
- Folio of tasks
- Simulated restaurant event preparation

Relevance for further study/careers

Food Specialisations is included in our subject choices as a lead into the senior subject Hospitality Practices. This subject has particular relevance for students who wish to enter any food related professions.

Materials and Technologies Specialisations 2 (TTZ)
(HOME ECONOMICS)

AIMS

- To develop sound practices related to food selection, preparation and service
- To gain knowledge in the performance, use, design and maintenance of textiles
- To gain an understanding of the provision and satisfaction of housing needs for individuals and families
- To develop the ability to make informed and reasoned choices
- To gain an understanding of effective design

SPECIAL SUBJECT REQUIREMENTS

Students need to be **aware of the cost involved in providing ingredients** or fabrics as required for practical lessons.

CONTENT

Materials and Technologies Specialisations 2 consists of two topics: Creating with Textiles, Let's Look at Food

- Food and Nutrition (includes cooking)
- Recipe Modification
- Sustainable Food Practices
- Food Preparation Skills
- Practical Sewing
- Decorative Techniques
- Basic Design Techniques
- Management

ASSESSMENT

Assessment will be continuous throughout the semester. Assessment will consist of:

- Practical production
- Folio of tasks

RELEVANCE FOR FURTHER STUDY/CAREERS

A study in Junior Materials and Technologies Specialisations 2 is recommended, but not required, as a pre-requisite for the study of Hospitality Practices

Japanese (JPS)

AIMS

- Extend the capability to communicate and extends literacy
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develop understanding of and respect for diversity and difference
- Develop understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthen intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

SPECIAL SUBJECT REQUIREMENTS

- BYOx Laptop
- Ear phones

CONTENT

- Self-introductions
- Expressing qualities, values, likes and dislikes
- Descriptions of people, places and events

ASSESSMENT

Collection of work:

- Speaking
- Listening
- Reading
- Writing
- Analysing

RELEVANCE FOR FURTHER STUDY/CAREERS

Knowledge of a foreign language is a concrete and demonstrable life skill. It is a skill highly valued by employers. The ability to operate cross-culturally is becoming just a valuable by employers as straight language skills. It can help you see things from a range of perspectives, develop your problem-solving skills and make you more adaptable, resourceful and creative.

Materials and Technologies Specialisations (TMT)

(MANUFACTURING DESIGN AND TECHNOLOGY)

AIMS

- Develop an understanding of Manufacturing tools and equipment
- Promote an appreciation for quality
- Develop problem solving skills through the design process
- Develop awareness of tradition and technology behind many every day products
- To develop an understanding of materials and processes applying to a range of woodwork processes

CONTENT

YEAR 9 is an introductory One-Semester Course designed to introduce students to a range of safe timber working techniques.

WOODWORKING: The study of timber in various types of construction including woodturning, woodworking, carcass and framing constructions.

PROJECT DESIGN, WORKSHOP AND SAFETY: In the production of projects students will be exposed to plan reading, solving problems through design and applying safe work practices.

SPECIAL SUBJECT REQUIREMENTS

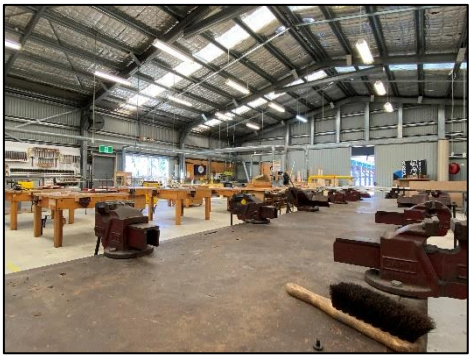
A BYOx laptop is highly recommended for this subject.

SAFETY NOTE:

The following are safety requirements in all practical areas of Manual Arts:

- Students must wear closed in shoes that are in a good state of repair (no thongs, sandals etc.)
- Any loose clothing must be restrained (tucked in) or removed. (This includes coats and jumpers etc.)
- Long hair must be restrained at all times. (Hair nets may be provided)
- Safety glasses must be worn at all times in workshops (provided)

ASSESSMENT



- Practical - Projects may include toy timber truck with a trailer of your own design and $C0_2$ Dragster.
- Theory - Students will be required to complete a design folio that reinforces the skill learnt in practical tasks and responds to a design brief (problem).

RELEVANCE FOR FURTHER STUDY/CAREERS

Manufacturing Design and Technology provides an introduction to the tools and machinery used in the Trade certificates offered in the senior school and in the timber working trades.

Visual Art (ART)

AIMS

As part of the Australian Curriculum: The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts language, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craft people and designers; visual arts as social and cultural practices; and industry and artists and audiences
- confidence, curiosity, imagination and enjoyment
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

CONTENT

Students experience a range of media to develop concepts and create resolved artworks based on themes. Using themes allows students to experiment and explore a range of two dimensional and three dimensional artworks, including printmaking, drawing, painting, ceramics and sculpture.

ASSESSMENT

Each term will contain a variety of assessment items, allowing students a range of opportunities to achieve their potential. These could be:

- Visual Art diary (planning, preparation and development of work)
- Research assignments - written (historical and contemporary art practices)
- Practical folios (experimental and resolved artworks)

RELEVANCE FOR FURTHER STUDY/CAREERS

- Year 9 Visual Art is desirable, but not essential for those wishing to study art in Years 10 or beyond.
- 21st Century Skills embedded within the Arts are essential skills for future job markets.
- Career options include but are not limited to: Graphic designer, Web designer, Architect, Interior designer, Landscape architect, Urban designer, CGI artist, Digital illustrator, Video game designer, Art educator, Fashion designer, Jewellery designer, Makeup artist, Stylist, Fine artist, Curator, Cinematographer, Costume designer, Fashion photographer, Photo editor, Photojournalist, Set designer, SFX makeup artist, Studio/wedding photographer, Illustrator, Storyboard artist, Art therapist, Cake decorator, Food stylist, Industrial product designer, Tattoo artist