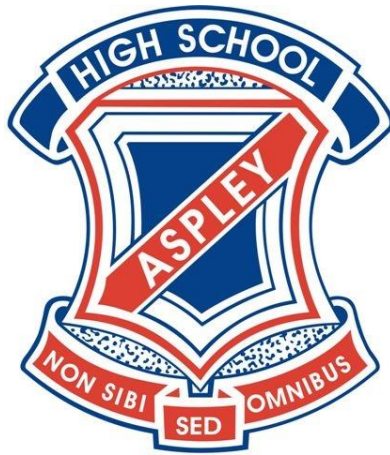


Aspley State High School

Year 9 – 2025

Subject Selection Handbook



Respect

Responsibility

Co-operation

Introduction

Dear Parents

Welcome to Year 9!

We understand the significance of our role in your child's life. In the next four years, we will work with your child and your family to create a terrific educational experience.

Our goal is for all students to graduate from our school with the best results possible to ensure the pathway that best suits them. In the modern educational context, there are many pathways – University, Vocational Study (TAFE), School Based Traineeships and Apprenticeships. Given this reality, our responsibility is to ensure that the Junior Secondary Curriculum offered, builds student capacity and achievement in a broad way, to success in the senior years.

The Aspley High School Junior Secondary Curriculum has been deliberately built around:

- A belief that all students can learn and succeed
- High expectations of learning and teaching
- Understanding of the principles of middle years schooling and learning
- Nationally recognised standards.

As you read the subject offerings, you will see that we have put the subjects of English, Maths, Science and Humanities at the core – they are compulsory and our courses are written and delivered to ensure a smooth transition from Primary to Secondary. Our teachers are expert – they understand how students learn in these critical areas and organise their classrooms so that all students continue to improve.

How do I choose a pathway?

Important questions to consider when choosing a pathway and selecting subjects:

- What do I want to do with my future?
- Do I want to study at University or TAFE?
- What are the prerequisites for the university course I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in Year 8?
- Are my Year 8 results strong enough for me to be able to cope with the work in Year 9?

Our elective offerings are broad with excellent instruction from specialist teachers. Many have industry experience and are current practitioners in their chosen field. Our facilities are excellent. Our smaller size allows access to specialist rooms for all middle school classes. We are excited to offer a wider range of electives than in previous years. We are able to do this by offering these electives to Year 8 and Year 9 students. That means, your child will be a member of an elective class which may consist of students in both Year 8 and Year 9.

How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in

Subjects that you need as tertiary prerequisites

DO NOT choose your subjects for the following reasons:

- **“My friend is taking the subject.”** *There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.*
- **“I do/don't really like the teacher.”** *There is no guarantee that you will have any particular teacher.*
- **“Someone told me that the subject is fun (or each, or interesting).”** *It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
- **“Someone told me that the subject is boring.”** *See point above.*
- **“Someone told me that I do/don't need that subject for the course I want to take at university.”** *Check tertiary prerequisites or see a Guidance Officer.*

We are looking forward to continuing to work with child. They will continue to need your love and care in the coming years to support their learning. With good communication between home and school, we will be able to nurture your child through their high school years.

Regards



Jacquita Miller

Principal

English


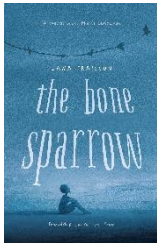

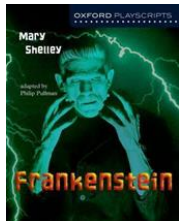
Welcome to the English Faculty

Overview

The study of English is central to the learning and development of all young people. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

The Year 9 English course introduces students to genre studies and offers them opportunities to consider their personal perspectives on significant human experiences.

Term 1		Term 3	
<p>Speculative Fiction Students examine the purpose, language and structure of science fiction stories, and create their own speculative fiction short story.</p>		<p>Migrant Stories Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.</p>	
Term 2		Term 4	
<p>Reel Stories Students engage with a range of Australian documentary film texts, featuring different perspectives of Australia's peoples, histories and cultures.</p>		<p>Ethical Issues in Drama Texts Students read a play text to comprehend ideas about human experiences to ethical dilemmas, such as justice and prejudice.</p>	

Assessment

Each term, students will complete one extended written or spoken task for either imaginative, persuasive or analytical purposes. These extended tasks can be completed either as assignments or exams. To support the development of the Australian Curriculum: English Language and Literacy Strands, students will also complete a Language exam each term.

Homework Expectations

Homework for English in Year 8 will require students to complete Language review and practice using the online platform Education Perfect, spelling practice, reading of set study texts, and ongoing research and drafting of assignments. As a minimum, students should be doing 20 minutes of English homework every day they have an English lesson.

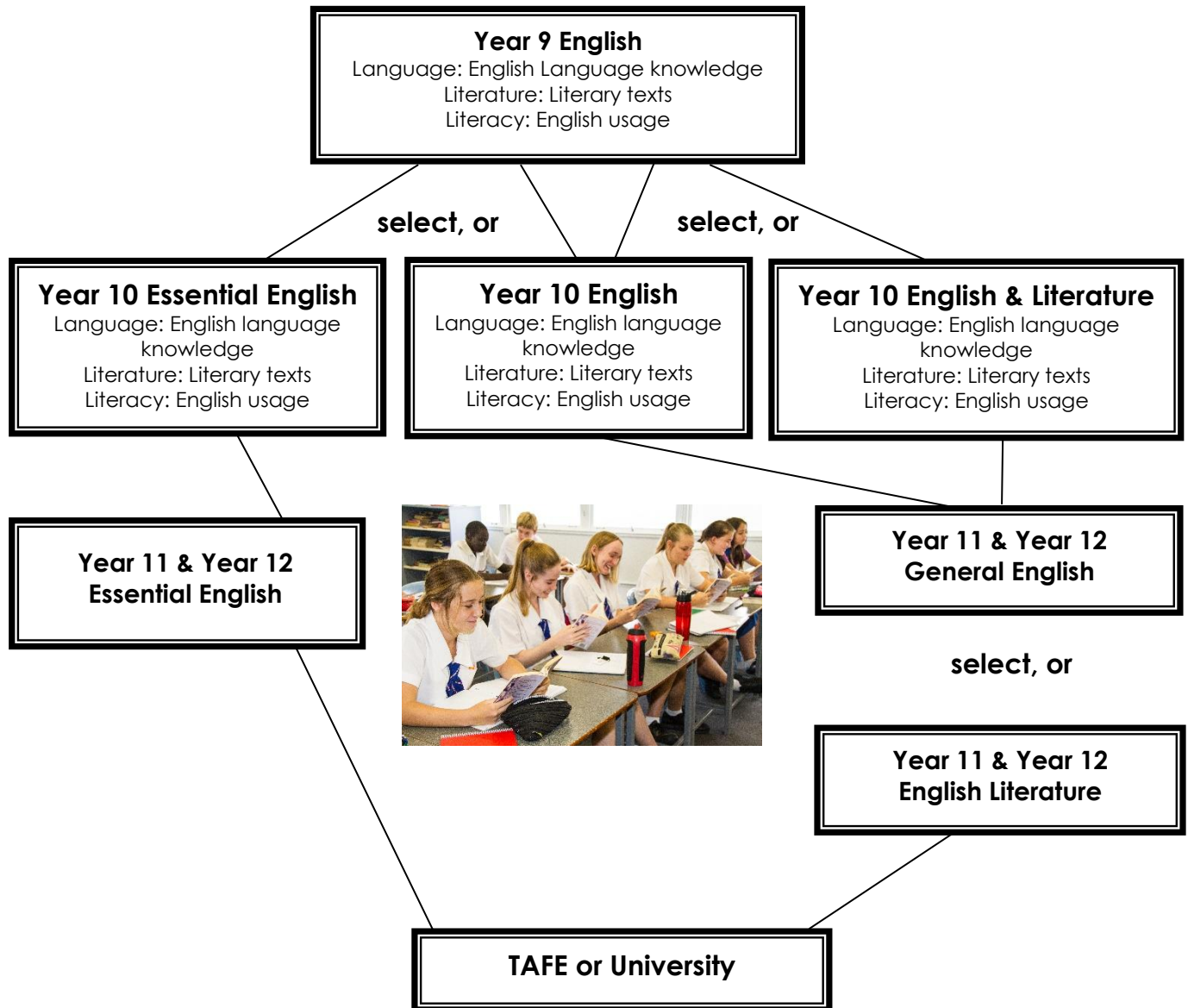
Additionally, the English faculty recommends all students read for at least 20 minutes per night in order to develop their vocabulary and knowledge of good grammar. This should be a self-selected text of interest to the student.

Respect

Responsibility

Co-operation

English Pathways



Leads to Employment and Careers in many areas including:

Journalism	Lecturer/ Reporter/ Announcer
Law	Attomey/ Paralegal
Communications	Content manager/Web content writer
Marketing	Copywriter/ Director
Commercial Writing	Grants writer/ Technical writer
Performing Arts	Administrator/ Screen writer/ Producer
Politics	Speech writer/ Campaign manager
Education	Historian/ Teacher/ Librarian/ Curator
Publishing	Author/ Editor/ Editorial Assistant
Foreign Affairs	Analyst/ Policy Officer/ Media Liaison
Public Relations	Publicist/ Social Media Assistant

Mathematics

Welcome to the Mathematics Faculty

Mathematics is an integral part of a general education and relates to many aspects of daily life to ensure our students are confident and active members of the community.

The range of career opportunities requiring higher levels of mathematical competence is expanding in areas such as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, commerce, medical technology and information technology.

The relationship between mathematical achievement and career opportunities is very clear. Consequently, students should attempt the highest level of mathematics that matches their ability. At Aspley State High School, mathematics is delivered in Years 8 to 10 in an ability grouped environment. Students are placed in Core or Extension classes to maximise performance and ensure students are working at an appropriate level. Groupings of students are made at the start of Year 8 and reviewed each semester thereafter.

Year 9 Mathematics

When students enter Year 9 they continue in the streamed ability grouped classes for mathematics that were formed in Year 8. Students studying mathematics at Aspley State High School are placed in the foundation, extension or standard (core) mathematics programs. All programs strictly follow or exceed the Australian Curriculum in scope and depth.

The Extension Program accelerates mathematically able students. This, in turn, allows students in the Core group to move at a regular pace. Students in all groups can move at a pace that matches their ability reducing boredom in brighter students or an overwhelming pace for weaker students.

Regular consultation and review between the teachers and the Head of Department ensures all students are appropriately placed within the various streams to maximise their performance.

The focus should always be on the career options of the student and aptitude for mathematics as the guides for which level of mathematics is most suitable. Students should always attempt the most difficult level of mathematics that they are able to achieve as this maximises senior subject options and career choices.

Year 9 is a critical year in mathematics, particularly for extension students. The subject matter becomes more complex and some Year 10 content and concepts are introduced to allow students more time to adjust.

Mathematics

Semesters 1 and 2

Students will undertake theoretical and practical activities to underpin the important concepts. This involves working with the sub-strands real numbers, money and financial mathematics, geometric reasoning, patterns and algebra, linear and non-linear relationships and measurement.

Unit Topics

Unit A	Ratio and Linear Functions
Unit B	Algebra and Area
Unit C	Congruence, Finance and Statistics
Unit D	Trigonometry, Volume and Index Laws
Unit E	Further Algebra, Quadratics and Scientific Notation
Unit F	Further Trigonometry, Further Linear Functions or Linear Programming
Unit G	Whole of year review

Assessment

Students will be assessed in their ability to perform with:

- *simple familiar* situations where the relationship between the problem and the solution is obvious
- *complex familiar* situations where the relationship between the problem and the solution is clear or well-practiced but the problem is complex or multi-step
- *complex unfamiliar* situations where the relationship between the problem and the solution is not clear or obvious and the problem is complex or multi-step
- investigation and modelling processes to support a written report.

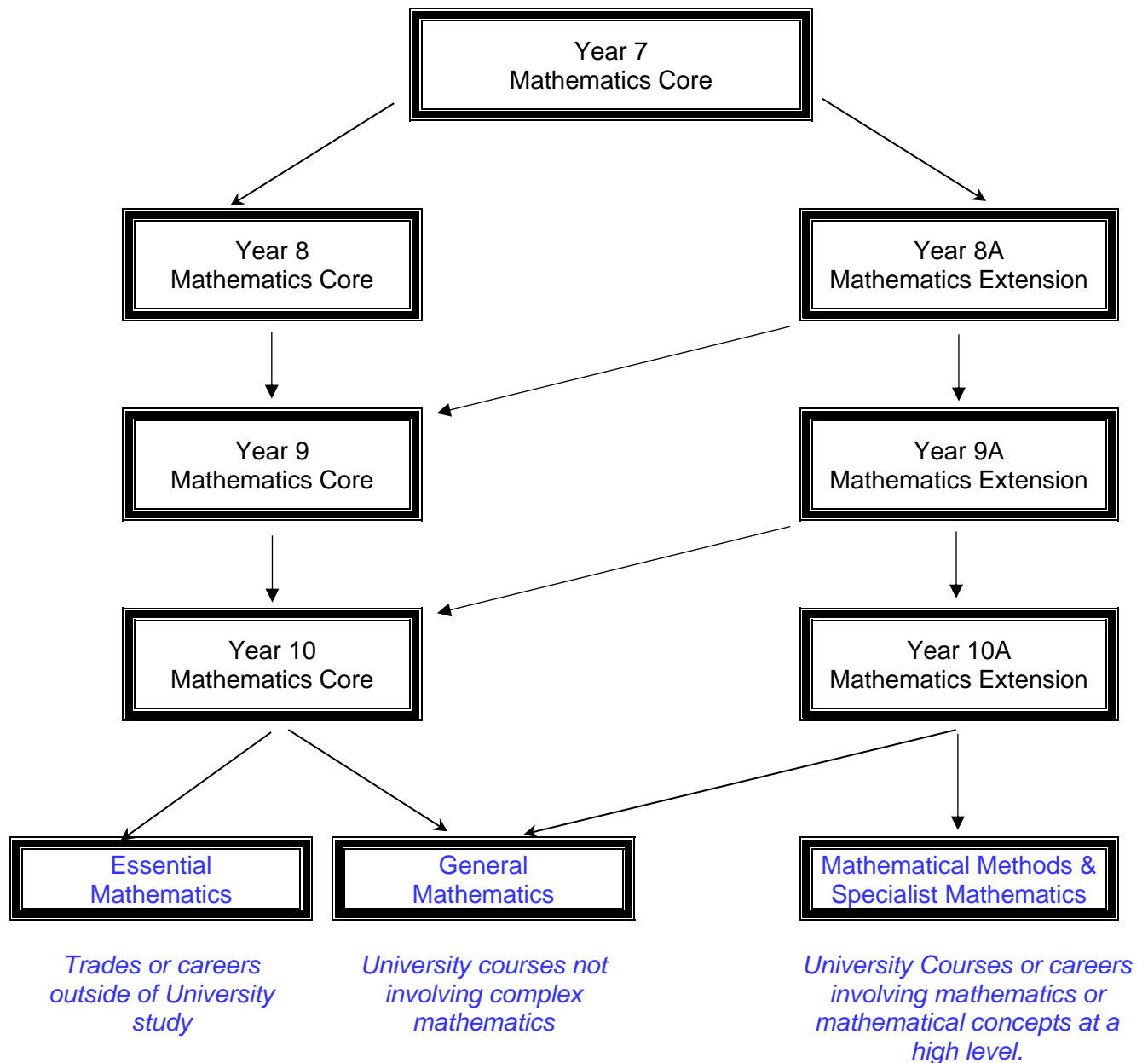
Assessment techniques will include written investigations and formal examinations. The majority of the items will be examinations to prepare students for senior studies where this technique is 80% of the assessment items. At the end of the year a final exam will be held which covers the course work for the year. This will assist students to prepare for items that are not confined to one or two topics.

A profile sheet will be created for each student and results will be collated. These will be periodically issued to students with recent amendments to assist with tracking and continual student improvement.

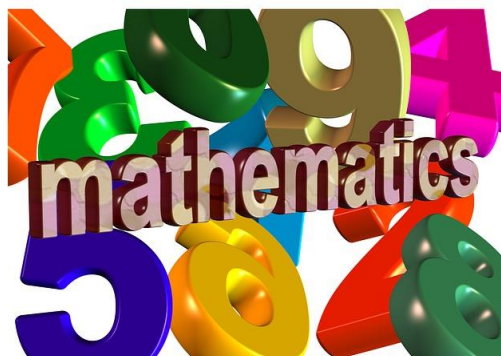
Homework Expectations

Homework will be given and students are expected to complete the homework tasks. Students are also expected to follow up on class tasks and complete those to ensure full coverage of the work from class. If problems are encountered, students should seek assistance from their teacher at the next opportunity.

Mathematics Pathways



Students can be moved between core and extension classes in Years 8, 9 and 10 depending on progress and aptitude.



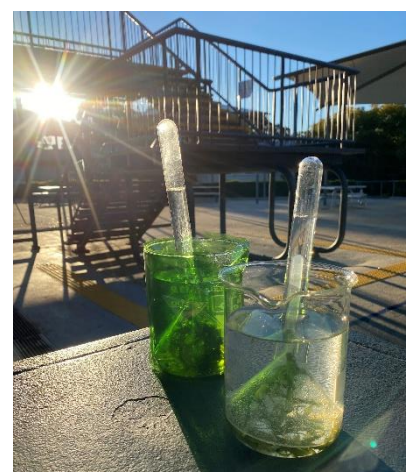
Science and Digital Technology

Welcome to the Science and Digital Technology Faculty

Overview

The Science faculty at Aspley State High School delivers a comprehensive and engaging curriculum across all years of Secondary Schooling. Enrolment in the science program is compulsory across Years 7-10 whilst in Years 11 and 12, students have the opportunity to engage in the traditional disciplines of Biology, Chemistry and Physics, as well as Psychology, Earth and Environmental Science and Science in Practice. In the senior years, students may also choose to study Digital Solutions and/or Design

The Science Curriculum is delivered using our six designated science laboratories located in the Science Precinct at the front of the school. These laboratories offer the latest multimedia equipment and wireless connectivity for student learning. Science students at Aspley State High School will experience a modern curriculum that provides all participants the opportunity to achieve their best in a supportive and caring environment.



Respect

Responsibility

Co-operation

Science

The curriculum is split into 4 distinct terms, each addressing a separate discipline within the sciences. These disciplines will include the Biological, Chemical, Physical and Earth and Space Sciences. The following extract from the Australian Curriculum outlines the range of topics encountered in Year 9. Hands-on learning through experimentation also forms an important part of the teaching and learning here at Aspley State High School. Students will learn how to collect, process, analyse and interpret scientific data.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Unit Topics

In Year 9 the units covered are:

Semester	Unit	Topics
One	One	Energy, Waves & Electricity
	Two	Body Systems, Disease and Psychology
Two	Three	Radiation and Plate tectonics
	Four	Chemical reactions
		Ecology & Ecosystems

Excursions

Students will undertake their studies in a local context accessing the local Environmental Education Centre at Nudgee beach. Students will also access Cabbage Tree Creek which forms part of our school boundary to investigate our local ecosystems.

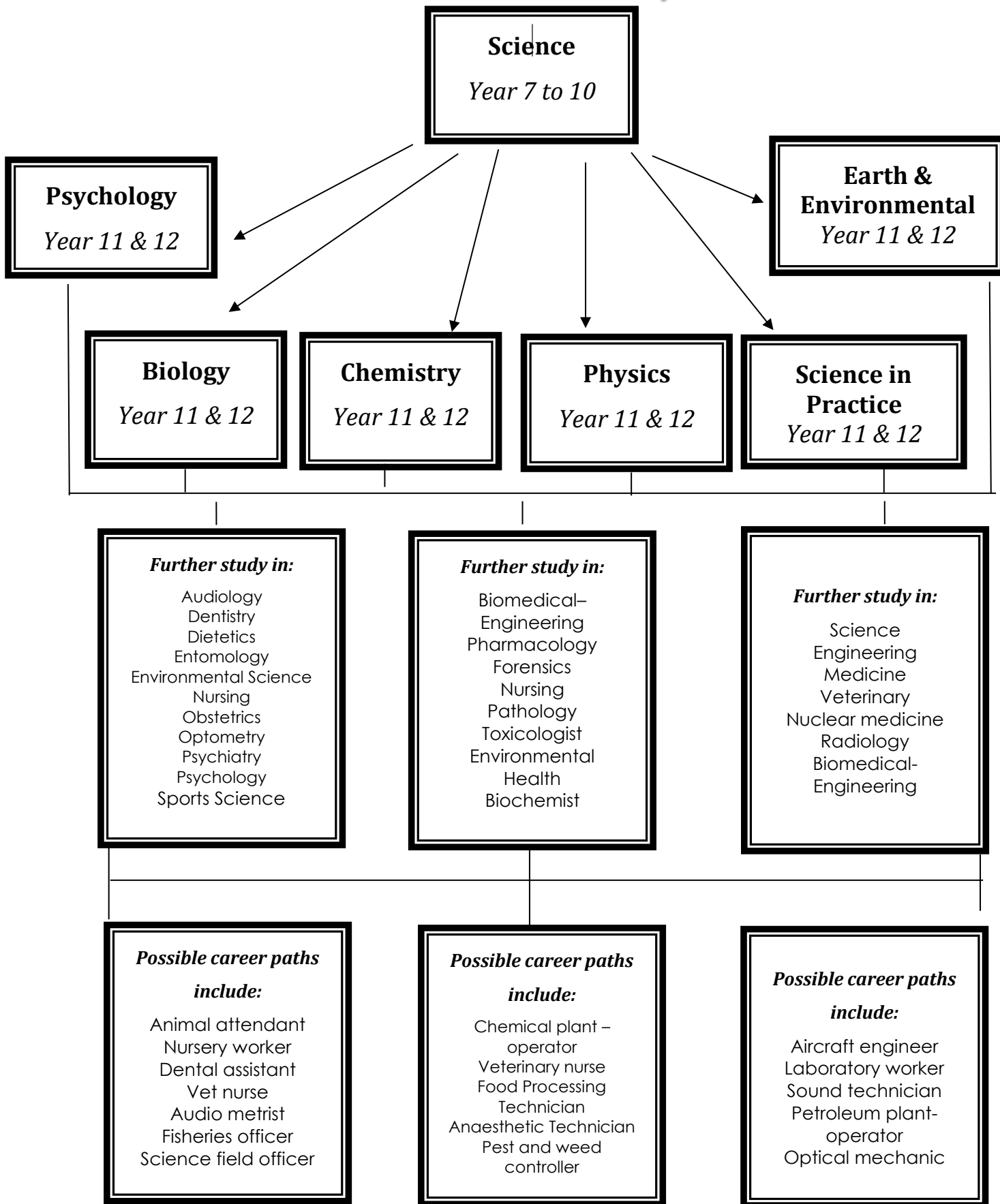
Assessment

Each semester the students will complete four pieces of assessment comprising of a Data Test, Semester exam plus two additional pieces that may be Research or Practical Investigations, Stimulus Response Items or Multimedia Presentations.

Homework Expectations

In Year 9, students are expected to complete 25 minutes of homework for each lesson of Science. This can include completion of class tasks and also a program of regular revision and or reading to ensure they keep up to date with their studies.

Science Pathways



Digital Technology

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. The subject incorporates aspects of Science, Technology, Engineering, Design & Mathematics. Given that technology is now integrated into every facet of our life, the opportunities for careers in the field of technology continue to expand rapidly.

Digital Technology is an elective subject that students may choose to study through Year 7-10 and links into the subject Digital Solutions that is offered to student in Years 11 and 12. This course teaches students the fundamentals of coding and programming and how technology can be used to generate solutions to different real-world problems.

Students will work with a range of contexts. For example, using physical robots (Lego, EV3 and Edison Robots) in simulated as well as physical environments, coding using Python, RobotC and Visual Basic for Applications languages, and developing techniques for storing and validating data.

Expected outcomes

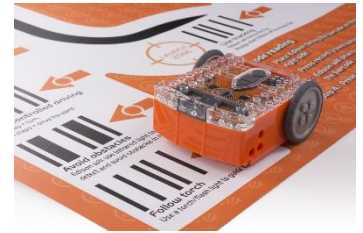
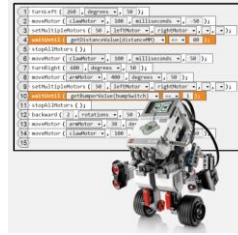
- Enhanced proficiency in relevant mathematical and scientific content areas, such as:
 - Numeracy
 - Rates, ratios and proportionality
 - Forces and physical sciences
- An understanding of the structure and function of coding and programming using languages such as RobotC, Python, and Visual Basic for Applications
- An understanding of the engineering design processes
- The development of higher-order thinking skills, namely:
 - Algorithmic thinking
 - Design thinking
 - Problem solving
 - Creative thinking
- Project management skills such as organisation, collaboration, time management, team management, collaboration and record keeping

Assessment

Assessment for this course will be primarily project based, supplemented by formal exams to test understanding and individual competency with the subject matter. Projects include challenges and portfolios of work.

Possible Modules

- Robotics (EV3 and Edison robots)
- Engineering design (EV3 robots and LEGO)
- Coding in RobotC, Python, and VBA
- Digital Technology skills
- Game development with Python
- Creating databases for data storage and retrieval
- Graphing and data analysis with Excel.

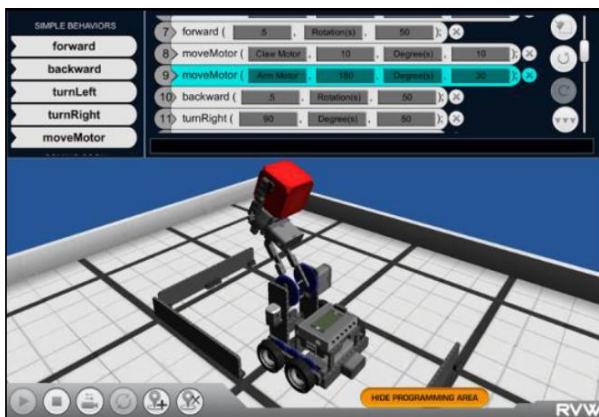


Course Sequence

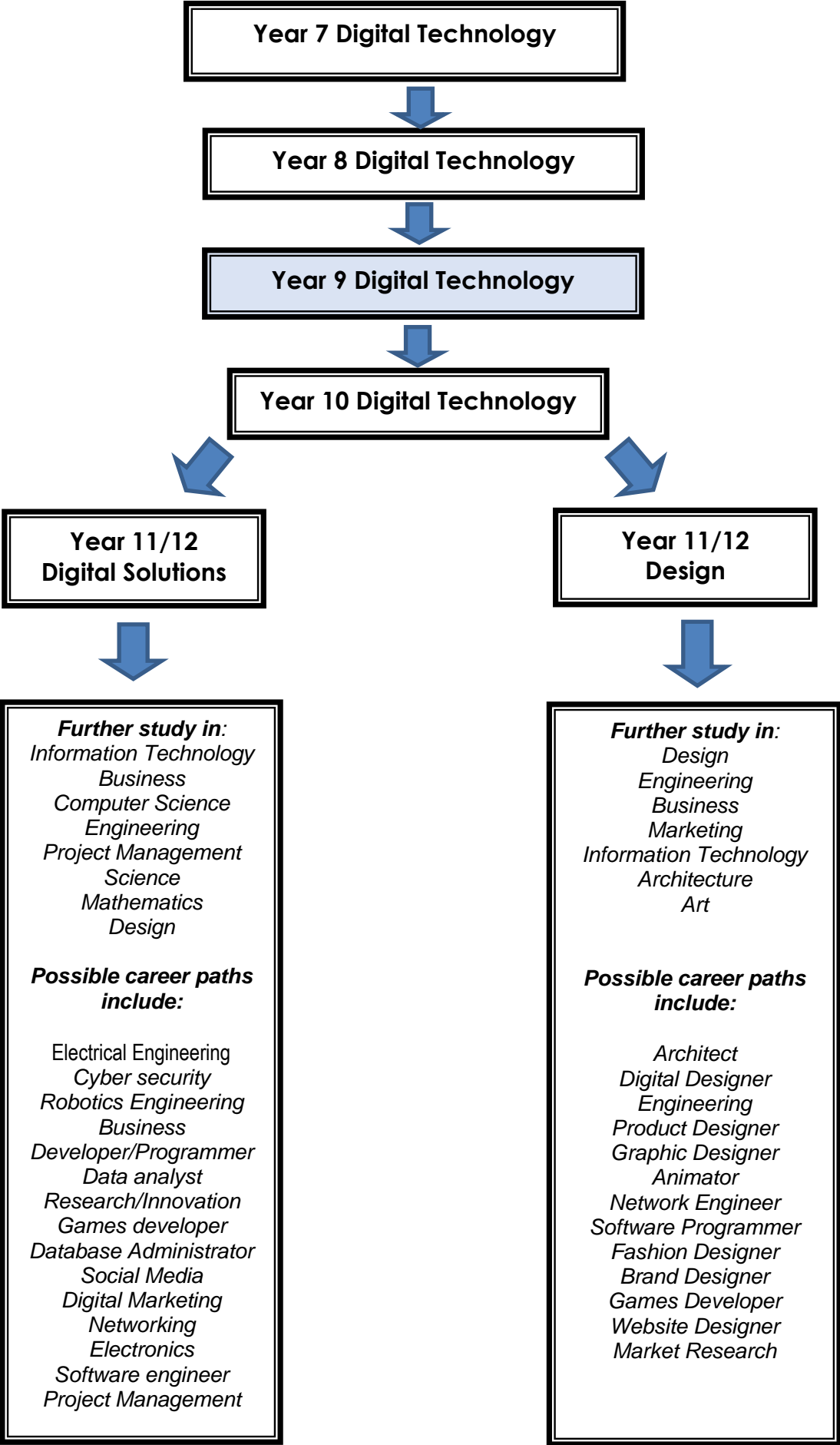
Students may choose to study the subject for one or multiple semesters throughout Years 8-9. If students decide to continue to study Digital Technology in Year 10, students will study the subject for both semesters.

Course Requirements

Students will also require a 96 page A4 exercise book to use as journal throughout the course, an 8GB USB and a scientific calculator as per the general stationery requirements.



Digital Technology Pathways



Humanities

Year 9 – History (Core Subject – Semester 1)

Overview

In Year 9 students look at key aspects of the making of Australia as a nation, including “The Movement of Peoples”, “Making a Nation” and “World War 1”.

1. The Movement of Peoples

Students will study:

- Slavery
- The Industrial Revolution
- Convicts
- Free Settlers
- Interactions with Aboriginal and Torres Strait Islander People.



2. Making a Nation

Students will study:

- The Expansion of Settlement
- Living and Working Conditions Around 1900
- The Development of Democracy
- The Birth of a Nation
- Early Legislation.

3. World War I

Students will study:

- The Causes of World War I
- The Gallipoli Campaign
- The Western Front and Trench Warfare
- The Home Front (including Conscription)
- Impacts of the War and the Commemoration.



Assessment

Students will complete three pieces of assessment over the semester:

1. A short response test
2. A Written Research Assignment
3. An Essay test.

Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their History book up to date, work on assignments (if required) and spend some time in the day reading either the newspapers or a book that relates to Humanities in some way.

Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through Humanities.

Humanities

Year 9 – Civics and Citizenship (Core Subject – Semester 2)

Overview

Year 9 Civics introduces students to many of the fundamental institutions and aspects of the civic life of all Australian citizens. The focus is on the role of certain institutions and their function. The topics include:

- Rights and Freedoms
- Parliament and Government
- Choosing a Government
- Australian Identity and Diversity
- The Legal System and You.



Assessment

Students will complete three pieces of assessment over the semester:

- An extended writing task
- A written research task
- A short response test.

Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their Geography book up to date, work on assignments (if required) and spend some time in the day reading either the newspapers or a book that relates to Humanities in some way.

Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through Humanities.



Year 9 – Economics & Business (Elective Subject – Semester 1 or 2)

Overview

In Business, students at Aspley State High School are offered the opportunity to explore business and the economy from a range of perspectives. Students will develop an understanding of innovative ways to combine information, materials and systems in response to real-world situations. The same course is offered in both semesters.

The topics studied are:

- Managing Financial Risk
- Rights and Responsibilities in the Marketplace
- The Global Economy
- The Changing Work Environment.

Assessment

Students will complete three pieces of assessment over the semester:

- An extended writing task
- A written research task
- A short response test.

Homework Expectations

Students are expected to complete nightly homework that may have been given by their teacher, finish work that was not completed at school, keep their business book up to date, work on assignments (if required) and spend some time in the day reading either the newspaper or online article that relates to business, economics or civics in some way.

Watching the news and good quality current affairs or documentaries is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through business.



Year 9 – Geography

(Elective Subject – Semester 1 or 2)

Overview

Year 9 Geography builds on many of the skills and concepts learnt in Years 7 and 8. Students will study extended units on “Exploring Interconnections” and “Biomes and Food Security”.

1. Exploring Interconnections

Students will study:

- Place and Identity
- Consumers and ICTs
- Production and Consumption
- Tourism.



2. Biomes and Food Security

Students will study:

- Ecosystems
- World Biomes
- Soil Management
- Land and Water Degradation.



Assessment

Students will complete three pieces of assessment over the semester:

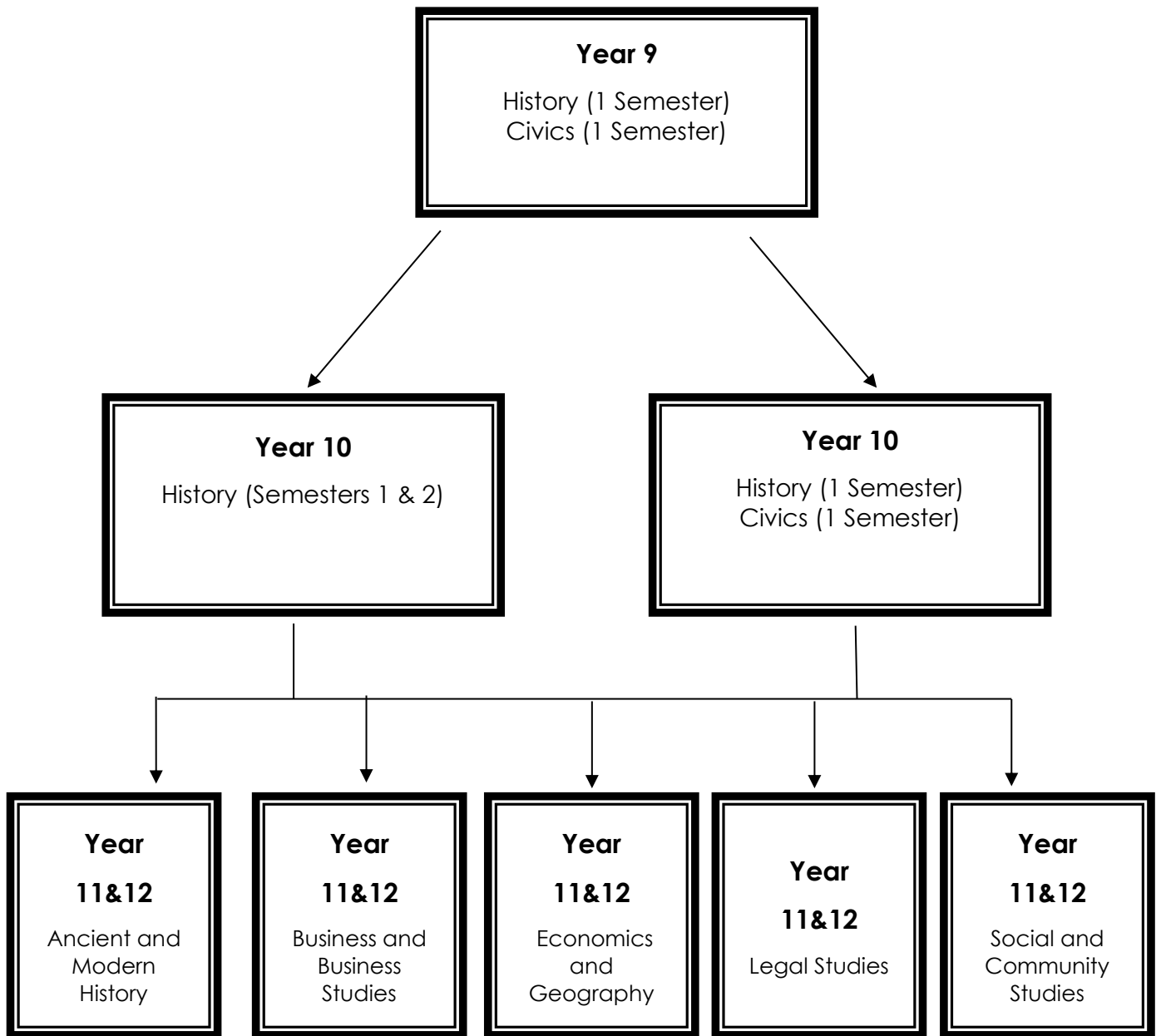
- An extended writing task
- A written research task
- A short response test.

Homework Expectations

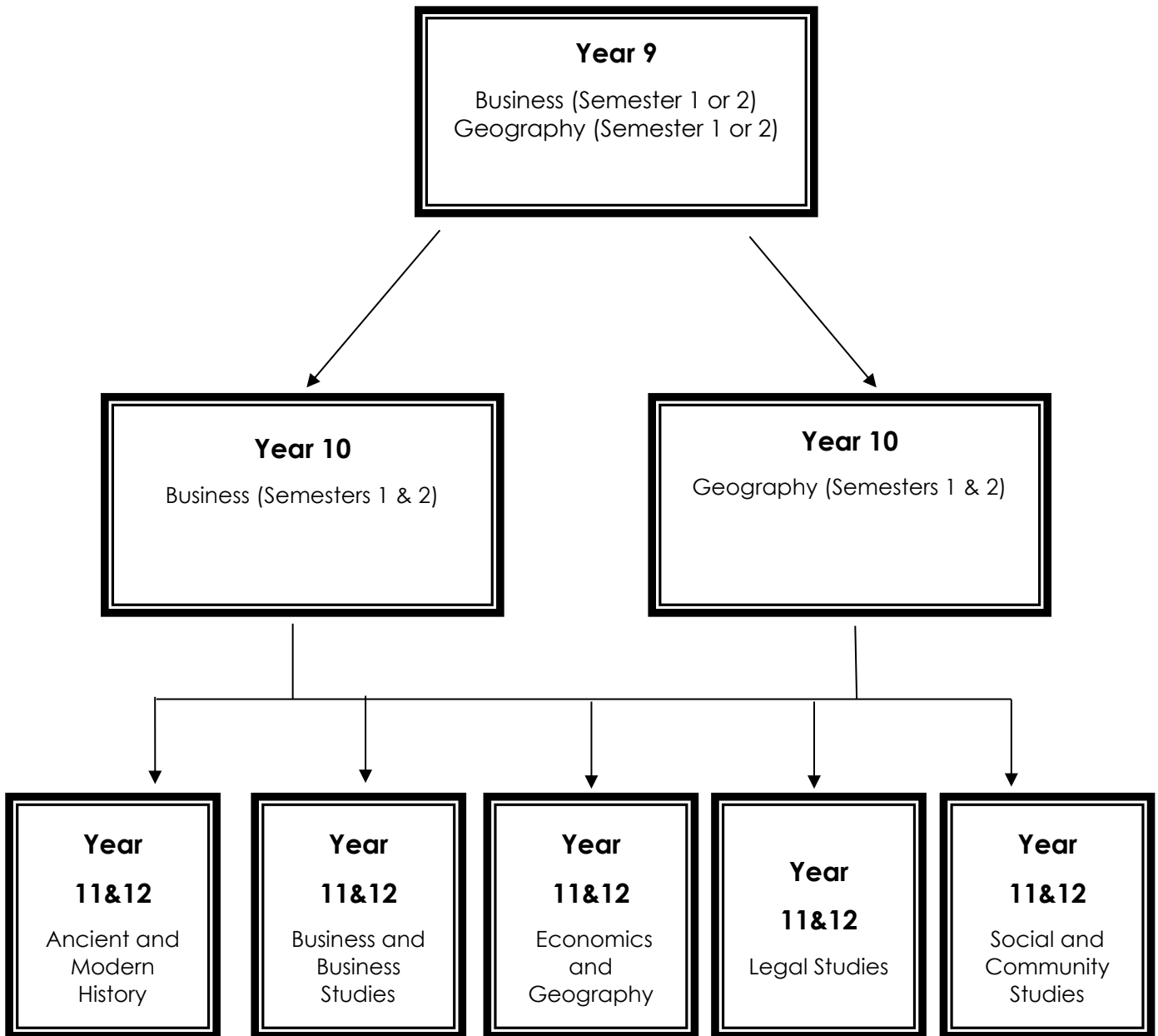
Students are expected to complete nightly homework that may have been given by their teacher, finish work that was not completed at school, keep their business book up to date, work on assignments (if required) and spend some time in the day reading either the newspaper or online article that relates to business, economics or civics in some way.

Watching the news and good quality current affairs or documentaries is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through business.

Humanities Pathway (Core Subjects)



Humanities Pathways (Elective Subjects)



Health & Physical Education

Welcome to the Health & Physical Education Faculty

Overview

At Aspley State High School, Health and Physical Education studies is highly valued and recognised in helping develop our student's physical, social and emotional well-being.

For all students in our Junior Secondary years, HPE is a core subject exposing every student in Years 7 to 9, to the benefits of an engaging program encompassing both a theoretical and physically active program. In addition, students in Years 7 to 10 have the opportunity to be involved within our school's football development program, the Aspley Eagles Football Program, providing quality curriculum differentiation catering for some of our talented young athletes.

Guided by the Australian Health and Physical Education National Curriculum Guidelines, our junior secondary curriculum incorporates the national HPE curriculum objectives with outstanding sports and recreation facilities to provide an outstanding platform for students to be immersed within a variety of relevant, interesting and challenging life topics within our Health and P.E. Program.

Continually aiming to add value to our student's education and keeping an eye on building skills required to be successful in the senior phase of learning, the Aspley SHS HPE Department sets a clear line of sight in preparing students for senior HPE pathways. Under the Art and Science of Teaching framework, clear learning intentions are established to develop a key knowledge base, both declarative and procedural, helping students practice and deepen their knowledge to become more independent learners and better athletes.

Running throughout the entire year, Aspley SHS's Year 7 HPE program explores a number of life topics, sports and peer related activities to ensure quality student engagement in helping all students to reach their academic, physical, social and emotional potential.

For Aspley SHS's students in Years 8 and 9, throughout semester one all Year 8 students will study Core HPE, with all Year 9 students studying Core HPE during semester 2. At the conclusion of Year 9, students can select HPE in Year 10 as one of their elective subjects helping prepare themselves for senior studies either in the ATAR or VET pathways.



Respect

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Co-operation

Health & Physical Education

Core

Theory Component

Unit 1 – Community Health

This unit investigates the importance of community connection and services are currently available to them in regards to sport and leisure. Students will also explore the impact of media, funding, sponsorship and grassroots participation and the effect these have on gender inequality in sport.

Unit 2 – Energy Systems and Fitness

Students will analyse energy systems, components of fitness and principals of training. This information will be applied when designing a fitness session and evaluating their fitness levels.

Practical Component

Unit 1 – Swimming and either Basketball, Netball Touch Football or Volleyball

Unit 2 – Fitness and either Basketball, Netball Touch Football or Volleyball



Unit Assessments

Assessment will be made through student's performance on both physical and theoretical tasks. Theoretical assessment will include written reports, visual and oral presentations, research assignments and written tests. Physical performance will be assessed through ongoing observation of student's performance and participation within various tasks against set criteria. Students will also be assessed on personal reflection and analysis of their own performance and that of the group.

Homework Expectations

Students will engage in a variety of homework tasks that will relate to their current unit of study. Students will also be set a variety of reading activities throughout the course. It is the expectation that students will complete homework as part of the course requirements for this subject.

Health & Physical Education....Electives

Year 9 Football Academy



Overview

Students who have nominated to be a part of our Football Academy will also cover the topics outlined in core HPE, but rather than participate in a variety of physical activities, they will focus specifically on Football skills.

This unit is designed to continue the development of student's knowledge and skills in the maintenance of a healthy lifestyle for an adolescent teenager. In this unit of study, students through a variety of learning experiences will research and acquire information to investigate and evaluate how healthy their own lifestyles are and the impact and influence the community and others have on it.

Unit Topics

Unit 1: Biomechanics

Students will investigate the motion of a free kick and apply biomechanical principals to improve their own performance.

Unit 2: Nutrition

The importance of a balanced diet and how this can help keep us healthy. Students will also learn about their own eating habits and what foods help us prepare for physical activity.

Unit 3 – Community Health

This unit investigates the importance of community connection and services are currently available to them in regards to sport and leisure. Students will also explore the impact of media, funding, sponsorship and grassroots participation and the effect these have on gender inequality in sport.

Unit 4 – Energy Systems and Fitness

Students will analyse energy systems, components of fitness and principals of training. This information will be applied when designing a fitness session and evaluating their fitness levels.

The theoretical aspects above will be taught by incorporating them in and through the student's participation in a range of Football training activities and learning experiences from the following practical elements.

- Football skills
- Football team play and strategy.

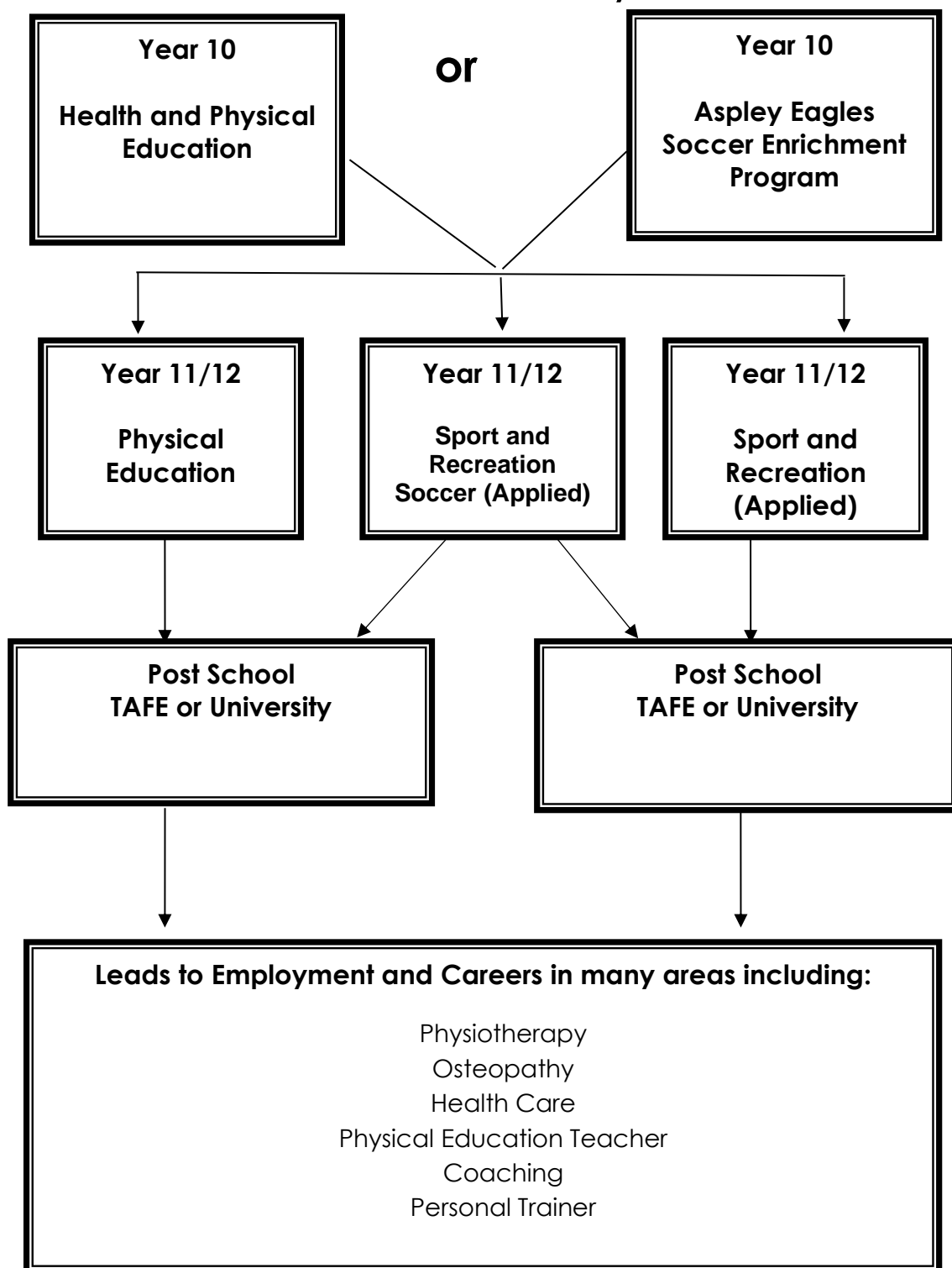
Unit Assessment

Assessment will be made through student's performance on both physical and theoretical tasks.

Homework Expectations

Students will engage in a variety of homework tasks that will relate to their current unit of study. Students will also be set a variety of reading activities throughout the course. It is the expectation that students will complete all homework tasks as part of the course requirements for this subject.

Health and Physical Education Pathways



The Arts



Welcome to the Arts Faculty

Overview

The Arts encompass those artistic pursuits that express and communicate - through dance, drama, media, music and visual art - what it is to be human.

Through these five distinct art forms, we develop, share and pass on understandings of our histories, our cultures, our worlds and ourselves to future generations.

The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs. Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.



Respect

Responsibility

Co-operation

The Arts

Dance - Unit One

*Semester units in The Arts will depend on the subject selection process and student numbers.

Unit Overview

This unit focuses on the students studying dance trends such as creating movement while using everyday items. This unit is designed to provide students with the opportunity to explore create and manipulate movements around selected items, objects and non-traditional spaces. A combination of dance genres and styles will be studied; these include Musical Theatre, Hip-Hop and Contemporary dance.

Unit Topics

Within this, course students will:

- Improvise to find new movement and non-movement possibilities and explore personal style by space, time, dynamic, relationships and motif
- Manipulate combinations using selected elements of dance and choreographic devices to communicate their choreographic intent
- Practise and refine technical skills to develop proficiency in Jazz and Hip-Hop dance styles
- Structure dances using movement motifs, choreographic devices, form and production elements
- Perform dances using Jazz and Hip-Hop dance techniques and expressive skills to communicate a choreographer's intent.

Unit Assessment

- Presenting assessment- Teacher-devised piece based on Jazz and Hip-Hop
- Responding assessment- Written essay under exam conditions
- Creating assessment- Jazz or Hip-Hop choreography based on movement exploring the use of a prop in a non-traditional space.

Homework Expectations

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing dance pieces.



The Arts

Dance - Unit Two

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

In this unit, students will learn about Contemporary dance and develop an understanding about how social comment pieces can be communicated through movement. As a part of the Dance project, students will work collaboratively with their teacher and peers to create a dance piece around a topic of Cyberbullying.

Unit Topics

Within this course students will:

Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent

Practise and refine technical skills to develop proficiency in genre- and style-specific techniques

Structure dances using choreographic devices and form

Perform dances using contemporary dance techniques and expressive skills to communicate a choreographer's intent

Evaluate their own choreography and performance, and that of others to inform and refine future work.

Unit Assessment

- Presenting assessment- Teacher-devised piece based on contemporary dance
- Responding assessment- Choreographic statement and evaluative responses that clearly outline any problem/s and solution/s experienced during the class project.
- Creating assessment- Student devised pieces based on contemporary dance and selected idea or concept.

Homework Expectations

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing dance pieces.



The Arts

Drama - Unit One

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

From Page to Stage allows the students to build on their improvisation skills as they are introduced to play text. Students will create, present, respond and reflect on drama works for a chosen audience. Students will analyse their target audience, annotate and direct a script, rehearse, refine and present their drama work to an audience.

Unit Topics

Within this course students will:

- Develop improvisation skills to enhance their knowledge and understanding about the elements of drama
- Work individually and in group situations to create and shape drama pieces
- Respond to various drama pieces to identify the elements of drama.

Unit Assessment

- Making – directing a drama scene
- Presenting and creating assessment- class production
- Responding assessment- play review or written essay.

Homework Expectations

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing drama scripts.

The Arts

Drama - Unit Two

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

This unit will focus on Comedy allowing students to build on their improvisation skills as they are introduced to Theatresports and Commedia dell'Arte. Students will create, present, respond and reflect on drama works for a chosen audience. Students will analyse their target audience, create a script for performance and present their drama work to an audience.

Unit Topics

Within this course students will:

- Develop improvisation skills to enhance their knowledge and understanding about the elements of drama
- Work individually and in group situations to create and shape drama pieces
- Respond to various drama pieces to identify the elements of drama.

Unit Assessment

- Making – Theatre sports competition
- Presenting Task – Students are to present a Commedia lazzi Scene
- Responding Task – Play review or essay.

Homework Expectations

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing drama scripts.



The Arts

Media Art - Unit One

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Media Art students will spend the semester manipulating genre and media conventions to create digital artworks that apply design, production and distribution processes.

With a strong focus on social and cultural values and alternative points of view, students will create a folio of digital artworks that are manipulated to make representations and meanings, specifically on how social, institutional and ethical issues influence the making and use of digital artworks.

Students will produce a folio of work that communicates alternative points of view within digital artworks through the form of various media conventions and elements.

Unit Topics

This unit offers students in Year 9 Visual Art a varied of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Digital marketing techniques
- Digital painting using various software
- Digital production using various software
- Green Room cinematography.

Unit Assessment

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, PowerPoint presentation, oral, or written exam.

Homework Expectations

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Students are also encouraged to continue their digital art processes at home to further enrich their understanding of the use of digital art software.



The Arts

Media Art - Unit Two

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Media Art students will spend the semester manipulating genre and media conventions to create digital artworks that apply design, production and distribution processes.

Students will focus and investigate gender stereotypes within advertisements, exploring the ways in which gender roles have changed and become affected in contemporary Western Society through a folio of digital artworks and film work.

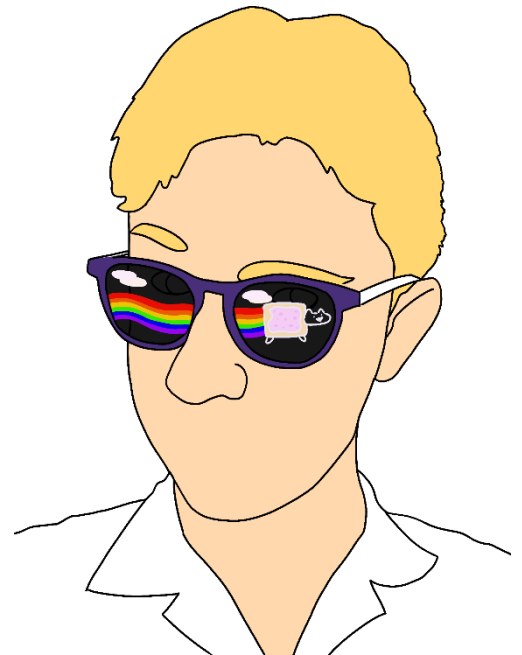
Students will work collaboratively and individually, using a range of media art techniques and methods to manipulate their artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.

Unit Topics

This unit offers students in Year 9 Visual Art a varied of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Advertisement techniques
- Digital painting using various software
- Digital production using various software
- Green Room cinematography
- Documentary filming
- Manipulation of audio and text files
- Installation and curation of media artworks to an audience.



Unit Assessment

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, PowerPoint presentation, oral, or written exam.

Homework Expectations

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Students are also encouraged to continue their digital art processes at home to further enrich their understanding of the use of digital art software.

The Arts

Music - Unit One

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Semester One is based on two units 'Around the World' + The 4 R's (Rock 'n Roll, Rock, R'n'B and Rap); they are designed to enable students to develop a working knowledge of music theory and performance skills through the study of a wide range of musical genres. Students are to gain an increased understanding of the many meanings of music to us as a society, as well as in a global context. Students are to have a 'taste' of secondary music study, as well as see the potential outcomes and benefits from studying music for pleasure or industry. The emphasis of the course is to learn through participation and gain experience through involvement. Recognition of prior learning and 'move at your own pace' are features of the practical lessons.

Learning experiences will include practical studies on keyboards, guitars and voice, computer-assisted music notation and reading skills, and listening and study of various genres of music.

Unit Topics

- Develop performance skills in voice, guitar and keyboard
- Research and prepare an essay on a particular country's music
- Develop analysis skills and music appreciation in relation to the Elements of Music
- Create an original composition in one of the suggested styles.

Unit Assessment

- Performance – song cover
- Performance – keyboard and guitar solo progress
- Written and listening test
- Research poster task
- Introduction to composing.

Homework Expectations

Students will be expected to regularly practice with an instrument outside of class time where possible.



Respect

Responsibility

Co-operation

The Arts

Music - Unit Two

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Ideally building on Semester One, but with room for differentiation, the two units 1) Film Music, and 2) Music Innovation extends students theoretical and practical skills and knowledge, with a focus on composition. Students will study popular song structure, harmonic and melodic conventions and will produce a performable piece in the popular contemporary style; covering a variety of genres. This unit allows room for live audience performance opportunities outside of the classroom, song analysis and literacy development, as well as an insight into the professional recording process for interested students seeking extension.

Unit Topics

- Develop performance skills in voice, guitar and keyboard
- Create an original composition to a scene from a film
- Research and prepare a presentation on a musical invention
- Develop analysis skills and music appreciation in relation to the Elements of Music.

Unit Assessment

- Composition of Four Chord Song
- Presentation
- Understanding of basic notation, as well as common harmonic structures
- Performance of Compositions.

Homework Expectations

Students will be expected to regularly practice with an instrument outside of class time where possible. Where necessary, keyboards and guitars will be available for use before school and during lunchtimes. Some assignment tasks will need to be prepared and drafted at home.



The Arts

Visual Art - Unit One

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Visual Art students will participate in a range of learning understandings that focus on art making skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language and history.

Mark making is the fundamental skill in the development and production and construction of all art forms. This unit focuses on exploring a wide range of mixed-media with experiments and techniques used resulting in a folio of art making experiences.

Students will acquire the skills, knowledge and vocabulary needed to critique an art work, reflect on their personal art making, as well as researching the history and movements of Art, throughout time.

Students will participate in a range of learning experiences that focus on art making, skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language in particular the elements and principles of design.

Unit Topics

This unit offers students in Year 9 Visual Art are varied of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Study of techniques in drawing that may include experimental drawing, figure drawing and still life, using a range of media
- Study of print making techniques that may include, relief, stencil, frottage, and screen printing
- Study of mixed media techniques that may include, inks, resists, oil pastels, chalk pastels, various papers and other mark making media
- Study a broad range of art movements
- All units will explore art specific terminology and the elements and principles of art.
- All units will involve reading about artists and art movements.

Unit Assessment

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, powerpoint presentation, oral, or written exam.

Homework Expectations

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Homework will involve researching an artist, developing their own ideas, drawing and collating ideas.

The Arts

Visual Art - Unit Two

*Semester units in The Arts will depend on the subject selection process and student numbers.

Overview

Year 9 Visual Art students will participate in a range of learning understandings that focus on art making skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language and history.

Sculptures often have unique place in Art, they often vary in form and function, depending on geographical region, art movement, or artists' intention. This unit focuses on working with three dimensional media allowing students to explore and gain knowledge in a range of sculptural techniques, media and processes.

Students will acquire the skills, knowledge and vocabulary needed to critique an art work, reflect on their personal art making, as well as researching the history and movements of Art, throughout time.

Students will participate in a range of learning experiences that focus on art making, skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language in particular the elements and principles of design.



Unit Topics

This unit offers students in Year 9 Visual Art a varied range of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Study of techniques in drawing that may include experimental drawing of designs and ideas, and decorative work
- Study of ceramic techniques that may include the figure, cultural masks, decorative and/or functional objects, raku firing, and mixed media decoration
- Study of print making techniques that may include, relief, stencil, and screen printing in the process of decoration
- Study of painting and mixed media techniques in the process of decoration
- Study a broad range of art movements
- All units will explore art specific terminology and the elements and principles of art
- All units will involve reading about artists and art movements.

Unit Assessment

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, powerpoint presentation, oral, or written exam.

Homework Expectations

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Homework will involve researching an artist, developing their own ideas

The Arts Pathways



Junior Secondary

Year 9

Students can elect to study for one semester

Drama Dance Music Visual Art
Media Art

Senior Secondary

Year 10

Students can elect to study for two semesters

Drama Dance Music Visual Art
Media Art

Year 11 & 12

Students can elect to study for two years

ATAR-Drama Dance Music Visual Art
Non ATAR – Visual Art in Practice

DESIGN and TECHNOLOGIES

FOOD SPECIALISATION

All requirements for the course are provided by the school through a \$70 subject levy.
All students must have fully enclosed leather shoes to participate in this subject.

Semester 1

Unit 1 - Meat the Basics

Overview

Students will develop knowledge in different sources of meat and their structures, including native Australian meats. They will investigate the nutritional requirements meat provides and understand the function of protein in the body. Students will develop skills in planning and preparing nutritional dishes using meat.

Assessment

Term 1 - Students will complete an exam based on the theory covered throughout the term.

Unit 2 - Meat the Alternatives

Overview

Students will investigate alternative protein foods such as eggs, legumes, nuts and seeds and why they are important to a healthy diet. They will develop a knowledge of cooking with eggs, legumes, nuts and seeds. Students will develop skills in planning and preparing nutritional dishes using eggs, legumes, nuts and seeds.

Assessment

Term 2- Students will complete 2 practical demonstration folios using the design process.

Semester 2

Unit 3 - Food Choices for Healthy Living

Overview

Students will investigate what healthy eating means and how to develop a healthy diet. They will develop an understanding of the Australian Guide for healthy Eating. Students will investigate diet related diseases and how diet impacts these diseases. They will develop skills in planning and preparing nutritious dishes to lead a healthy life style.

Assessment

Term 3 - Students will complete an exam based on the theory covered throughout the term.

Unit 4 - Eating Outside the Five

Overview

Students will develop an understanding of the different types of fats and the impact of each on dietary health. They will investigate the role of sugar in cooking. Students will explore the impact of salt on health outcomes and the alternatives that could be used instead of salt. They will develop skills in planning and preparing nutritious dishes.

Assessment

Term 4- Students will complete a practical demonstration folio using the design process.

DESIGN and TECHNOLOGIES

FOOD and FIBRE PRODUCTION

All requirements for the course are provided by the school through a \$70 subject levy.
All students must have fully enclosed leather shoes to participate in this subject.

Semester 1

Unit 1

Overview

Students will investigate the production of protein foods from paddock to plate and their environmental sustainability. They will develop skills in planning and preparing nutritious protein foods.

Students will investigate various dyeing and printing techniques to create their own fabric. They will develop skills in tie dyeing and planning and creating a sports bag.

Assessment

1. Students will complete an exam based on the theory of protein foods covered throughout the term.
2. Students will complete a project folio using the design process to make a sports bag

Semester 2

Unit 2

Overview

Students will investigate the production of fats, oils and sugars and their environmental sustainability effects on the planet. They will develop skills in planning and preparing nutritious dishes.

Students will investigate various methods of creating fabrics, with a focus on handcrafts. They will develop skills in macramé. Students will investigate the global concerns about the sustainability of the textile industry. They will develop skills in planning and creating several textile items.

Assessment

1. Students will complete an exam based on the theory of fats, sugar and salt covered throughout the term.
2. Students will complete a project folio using the design process



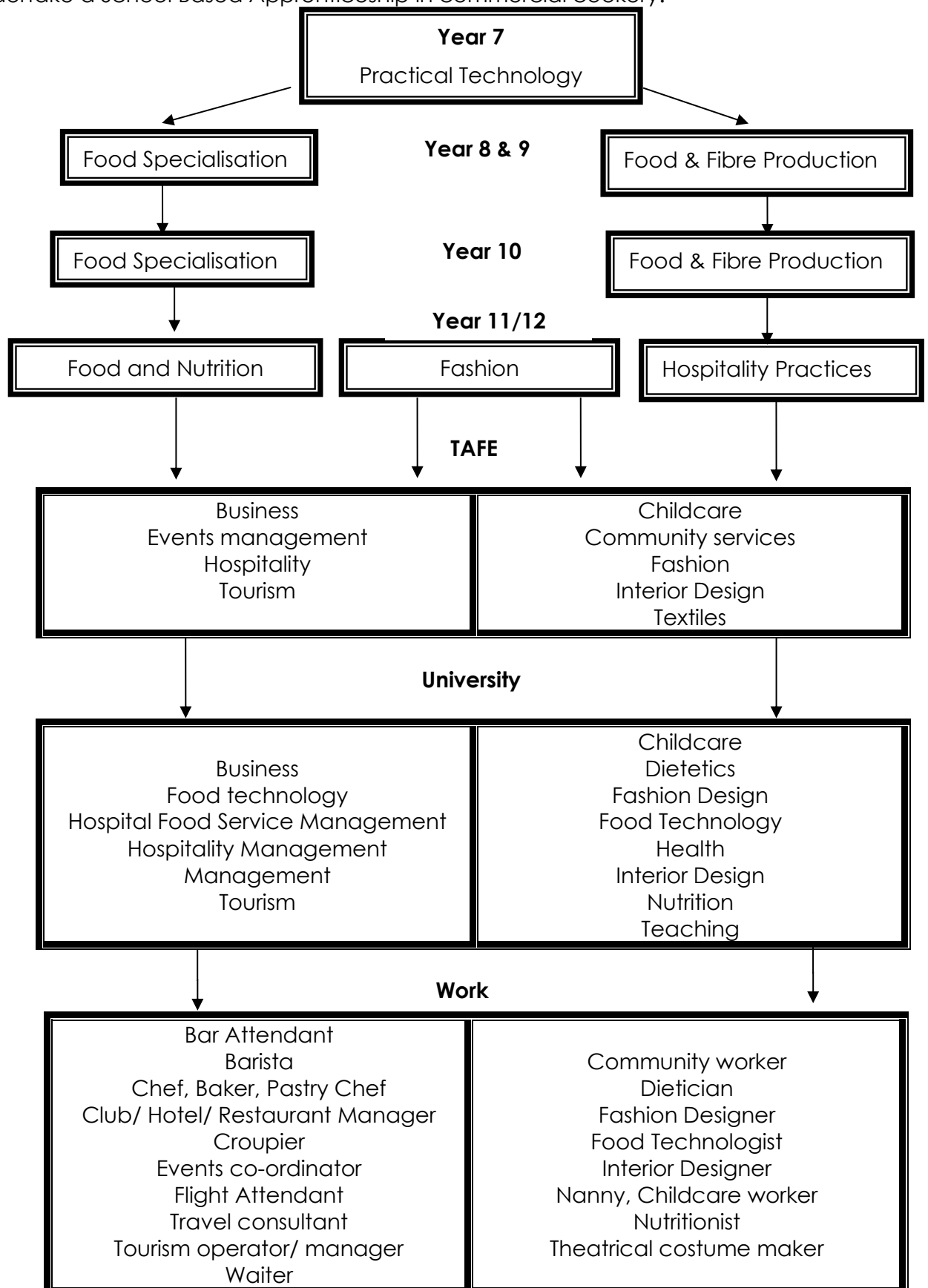
Respect

Responsibility

Co-operation

Practical Technology Pathway

These units create a pathway towards studying all Practical Technology subjects including Food and Nutrition, Fashion, Hospitality Major or Hospitality Elective. Students would also be well placed to study Hospitality courses at TAFE or other providers, or undertake a School Based Apprenticeship in commercial cookery.



Respect

Responsibility

Co-operation

Practical Technology

Materials and Technologies Specialisations

Overview

Fundamentals of Wood Joinery, Metal Work and Design Principles.

In the course students will further develop knowledge of tools and materials in a workshop setting, including identifying and constructing more complex timber project joints. Safety in the workshop and the importance of choosing the correct hand tool or machine to fulfil a set task is honed and further developed. Students will develop and build a number of projects during the semester, and they will be exposed to elementary graphical concepts such as workshop drawing and 3D modelling.

Unit Topics

- Design and implementation
- Advanced material and joinery
- Refine use of hand tools and static machines
- Workshop safety.

Unit Assessment

- Safety Module
- 3 projects
- Workshop portfolio.

Homework Expectations

Homework is the research and development of ideas related to tools and materials and is related to applying new workshop terms and using them in a written context.



Practical Technology Overview

