YEAR 9 2027
SUBJECT SELECTION HANDBOOK

FOR STUDENT IN YEAR 8 SELECTING YEAR 9 SUBJECTS FOR 2027

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ELECTING SUBJECTS FOR YEAR 9

In Year 7 and 8 all students are exposed to a wide range of subject offerings. In Year 9 students study both core and elective subjects. The core subjects are studied by all students and ensure that a wide range of future pathways are possible for all. Elective choices enable students to pursue their individual interests and support their senior studies.

NOTE: All subjects are selected for a minimum of 12 months study.

This booklet aims to help each student make an appropriate and informed decision.

It should be noted that **no Year 9 electives are prerequisites for Year 10 studies.**

SUBJECT OFFERINGS – Year 9 Curriculum – 2027

SUBJECT OFFERINGS (For 2027 Year 9 students)	
Core	• English • History or Geography (student choice) • Mathematics • Science • Health and Physical Education • Sport/Co-curricular
Electives	**Select two (2) from the following** • Agricultural Practices • APEX – Performance Arts* • Chinese • Dance* • Design and Technology • Digital Technologies (IT) • Drama* • Economics and Business • Film and Media • Food Specialisations • Metal Trade Skills • Music • STEM Excellence • Textile Studies • Timber Trade Skills • Visual Art

* If choosing APEX-Performance Arts you cannot select Dance or Drama

ELECTING SUBJECTS FOR YEAR 9

CORE SUBJECTS

All students in Year 9 study the core subjects so that they are able to keep their options open for later studies in Years10, 11 and 12. This gives students a further one year to mature before they are required to focus more closely on those areas of study, they will need for future employment or educational opportunities.

CHOOSING ELECTIVES

There are several factors students should consider when choosing school subjects and courses.

Select subjects that you **enjoy**, that you know you can do well in and that will help keep your career options as open as possible.

This may sound easy, but it should involve a lot of thought, discussion and research. Never assume you know all about a subject at a higher level because you have done that subject before.

In addition to what is taught (content), it is important that you investigate how each subject is taught (textbook, practical work, fieldtrips, experiments, ICTs etc.) and how it is assessed (exams and/or assignments, theory and/or practical work, written and/or oral work, etc.)

Teachers, Heads of Department, Guidance Officer, Dean of Students and Administration staff of the school will assist as much as possible in helping students and parents choose the most suitable subjects for Year 9.

From the constructed subject lists two elective must be selected and a reserve choice.

Each student's selections will be examined by Administration in consultation with teaching staff, and if necessary a recommendation for change of subjects will be made. It is important that the choice of subjects be realistic and that the student be able to cope with the standard of work that will be covered.

Students' choices will be confirmed before the end of the school year.

ELECTING SUBJECTS FOR YEAR 9

OTHER ASSISTANCE

It may be helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 9. If you need any assistance, an interview with the School Guidance Officer may be beneficial. The following sources of information on subjects, courses and careers may also help:

- Other career information such as literature from industry groups which show the various pathways to jobs in these industries
- The booklet QTAC Guide – for occupations requiring university study or study in full-time TAFE diploma and advanced diploma courses
- TAFE Queensland at www.tafeqld.edu.au
- The National Career Information Service website 'my future' at www.myfuture.edu.au
- Australian government website Job Outlook at joboutlook.gov.au

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

CORE

SUBJECTS

ENGLISH

COURSE ORGANISATION

The English Key Learning Area is based on the Australian Curriculum. This subject involves students developing their language skills across three modes:

- **Listening, speaking and creating** – Students comprehend spoken texts, use features of voice, body language and clear structure to present ideas and plan, organise and deliver original spoken or multimodal presentations.
- **Reading and viewing** – identify literal and inferred meanings, recognise how different text types are organised, analyse vocabulary, literary devices and how images shape meaning.
- **Writing and creating** – learn how different text types are organised, choose precise words, grammar and visual elements to align with the audience and audience.

Course Outline:

Year 9 - Core English
Narrative Writing
Drama Study
Novel Study
Film Study

Year 9 - Extension English
Novel Study
Podcasts
Adaptations
Film Study

ASSESSMENT

Assessment will cover a range of genres. Written tasks will be completed under a variety of conditions, ranging from assignments to unseen exams. Spoken tasks will include both individual and paired presentations.

ADDITIONAL COSTS

On occasion, students may have the opportunity to view outside performances/attend excursions related to the course. Notice of these events will be given in advance and any associated costs.

Ms E Smith
Head of Department
English
Year 7 - 9
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HISTORY

(STUDENTS MUST SELECT FROM EITHER HISTORY OR GEOGRAPHY)

COURSE ORGANISATION

In Year 9, students undertake historical studies designed to foster Historical Knowledge and Understanding and develop Historical Skills.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

1. The Industrial Revolution and the movement of peoples (1750 - 1900)

The emergence and nature of key ideas in the period, with a particular focus on capitalism and socialism and the changes that occur with technology.

2. Making and Transforming the Australian nation (1750-1914)

Understand the significant events that occurred in Australia prior to European colonisation, what happened after with convicts and free settlers and how this shaped Colonial Australia.

- Excursion to St. Helena Island or Commissariat Museum

3. World War 1 (1914-1918)

Students investigate key aspects of World War l including the nature and significance of the war in world history. They examine the Australian experience of the war and its impact on Australian identity and culture.

- Incursion – Living Histories incursion with WW1 replicas.

4. World War 2 Pacific Theatre (1939-1945)

Students interpret Australia's involvement in World War II, specifically with the study of the Pacific Theatre. The inquiry is focussed on key battles that Australia was involved in that shaped the outcomes of the war.

STUDENTS WILL

- learn how to use common historical terms for dealing with chronology and time-related historical concepts and acquire a sound grasp of the sequence of events.
- ask and explore inquiry questions in detail, finding relevant and comprehensive answers and provide sound explanations and conclusions for historical events.
- use a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value.
- develop a range of appropriate techniques of organisation and communication.

Mr A Farr-Wharton
Head of Department Humanities
Phone: 3340 0418

GEOGRAPHY

(STUDENTS MUST SELECT FROM EITHER HISTORY OR GEOGRAPHY)

COURSE ORGANISATION

In Year 9 and continuing on to Year 10, students have the opportunity to select Geography as an elective.

A study of Geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures.

Through the study of Geography students develop Knowledge and Understanding and the Inquiry Skills of observing, collecting, interpreting, communicating, reflecting and responding.

Unit 1: Changes in places and environment

Study of the various types of environments and their distinctive climates, vegetation and productivity. Students will examine the human changes to environment in order to produce food and the impact of these changes.

Unit 2: Connections to our World

Students investigate the ways in which people are connected to places with a focus on the effects of the production and use of goods on places and environments, the impact of lifestyle and the implications for the future management of these places.

STUDENTS WILL

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
- Collect, select, record and organise relevant geographical data and information
- Evaluate sources for their reliability, bias and usefulness
- Present findings, arguments and explanations in a range of appropriate communication forms, using relevant geographical terminology, and digital technologies as appropriate
- Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge

Mr A Farr-Wharton
Head of Department Humanities
Phone: 3340 0418

MATHEMATICS

COURSE ORGANISATION

Rochedale State High School offers the Australian Mathematics Curriculum from Years 7 to 10. The Australian Curriculum is organised into two sets of strands. Proficiency Strands describe the skills, or “how” of Mathematics and Content Strands describe the knowledge or “what” of Mathematics.

Proficiency Strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Content Strands:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

In year 9, students are enrolled in one of the following courses:

Extension Mathematics
Core Mathematics
Foundation Mathematics

All three courses provide students with the knowledge and skills required to progress to senior secondary maths.

Students enrolled in Extension Maths undertake additional studies in the topic of algebra to further develop their mathematical reasoning and prepare for advanced maths pathways in year 10.

ASSESSMENT

Assessment in year 9 maths comprises of 4 exams throughout the year. In addition, students enrolled in Extension Maths complete two Algebra exams in term 4. Assessment results, classwork and homework performance, are used to determine the most appropriate maths pathway for students entering year 10.

Ms C Day
Head of Department
Mathematics
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SCIENCE

COURSE ORGANISATION

The Science Key Learning area is based on the Australian Curriculum that has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, it's concepts, nature and uses through clearly described inquiry processes. Enrichment and extension opportunities are an integral part of refining scientific skills.

In Year 9, Science focuses on the broader aspects of chemical processes, biological systems, earth and space sciences, and the nature of energy and forces in the physical world.

ASSESSMENT

A range of assessment tasks will be used to judge student work against set standards.
These may include:

- Written tests
- Research tasks
- Experimental investigations.

There will be at least one assessment tasks each term.

ASSOCIATED COSTS

- Excursions/Incursions will contribute to assessment. Costs associated with transport and workshops are kept to a minimum.

- Competitions are offered and recommended for students intending to study Senior Science subjects.

Ms A Albert
Head of Department Science
Phone: 3340 0453

HEALTH & PHYSICAL EDUCATION

COURSE ORGANISATION

Health and Physical Education enables children and young people to promote their own and others' health, wellbeing, safety and participation in physical activity across their lifespan. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

More specifically, Health and Physical Education in Year 9 aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:

- Learn to access, evaluate and synthesise information, make decisions, seek help and take actions to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity
- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- Acquire, apply and evaluate movement skills, concepts and strategic awareness in order to respond creatively, competently and safely in a variety of physical activity contexts and settings
- Are provided with regular opportunities to enjoy developmentally appropriate movement experiences, and understand and appreciate their significance to personal, social, cultural and health practices and outcomes
- Analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally.

ASSESSMENT

Students will be assessed in both the theoretical and practical components of this subject:

- Theory assessments will consist of class tests, written assignments and reports, and multimodal presentations.
- Practical elements are assessed within simple and complex performances in a range of authentic sporting environments.

Mr C Thompson
Head of Department
Physical Education
Phone: 3340 0402

ELECTIVE

SUBJECTS

AGRICULTURAL PRACTICES

COURSE ORGANISATION

Agricultural Science is an Applied Science which aims to expose students to a range of field-based learning experiences with plants and animals.

The course is divided into units:

- Biosecurity
- Healthy Soils
- Natural Fibres
- Animal Husbandry
- Plant Horticulture
- Beekeeping

Each unit of work has a large practical component. Agricultural Science would be of value to students who enjoy working outside and working collaboratively with others.

Examples of practical learning experiences include:

- Growing a variety of vegetables and flowers
- Extracting honey and management of beehives
- Animal husbandry practices e.g. feeding, egg processing, drenching, vaccinating etc.
- Propagation of plants
- Feeding and care of sheep and poultry
- Soil testing
- Testing fibres, weaving and spinning fibres

ASSESSMENT

Practical work forms an integral part of the assessment. There is one assessment item per term. Which inculde:

- Practical Project
- Applied Investigation

ASSOCIATED COSTS

Excursions costs will be associated with transport and entry to Shows.

OPTIONAL

Ag Show Team

Students who study Agriculture Science are encouraged to participate in the Ag Show Team. This involves attending Agricultural Shows outside of school hours and participating in Ag Show Team.

Ms A Albert
Head of Department
Science
Phone: 3340 0453

APEX

COURSE ORGANISATION

This is a performance-based subject that explores themes and productions through rich tasks that encompass Dance and/or Drama. Students will study core content through theme or task-based projects replicating aspects of the Performing Arts environment where artists meet to create, develop and perform works.

This course may give students the opportunity in the following experiences: Performance nights; APEX workshops; Dance/Drama Eisteddfod; XLD and Creative Generation.

PROJECT IN DANCE/DRAMA	DANCE/DRAMA IN NARRATIVES
Students are able to develop an understanding of the elements of Dance/Drama through a performance project exploring the topic or theme explored for the school-wide performance.	Students study narratives and choose a particular form of narrative to create a dance or drama performance. This performance will incorporate elements of storytelling.
COLLAGE/THEME DEVELOPMENT	**DANCE/DRAMA ON SCREEN**
Students will explore Drama conventions and/or Dance genres to explore a social issue. They will adapt their technical and expressive skills in Dance to interpret and develop the theme. They will use conventions like internal monologue or talk show to explore the world around them.	Students will explore youth scripts and themes to develop a short screen production. Students study how Dance/Drama is developed for screen. They will then write/choreograph a work, filming the work for assessment

The school APEX program aims to give all involved students the opportunity to participate in project-based arts experiences. Students are required to complete an assessment task for each unit studied. Assessment will be based around the following assessment descriptors: making, performing and responding.

Ms E Hearn
Head of Department
The Arts
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CHINESE

COURSE ORGANISATION

"To learn a language is to have one more window from which to look at the world."

Learning Chinese is an investment in your future. Employers are interested in people with language skills. We are in a rapidly changing world. Each year, developments in International communications, diplomacy and trade provide new opportunities for Australian business worldwide. Languages learned at school lay a foundation for developing the skills that will be increasingly in demand, as more Australian companies enter this global marketplace.

WHY STUDY CHINESE?

- To understand people whose future is entwined with our own
- To expand your horizons, culturally and intellectually.

Chinese runs a course of study involving a variety of topics which are:

- Me and My Family
- Travelling and Transportation
- Shopping and Food
- Leisure Life and Daily Routines
- Festivals and Celebrations

Extra-Curricular Opportunities

- Dumpling making
- Chinese Calligraphy
- Excursions to the temple with cultural activities such as lion dance, tea ceremony, Tai Chi, martial arts, paper-cutting, and lantern painting
- Chinese Online Speech Competition
- Brisbane Languages Speech Contest
- Chinese Writing Competition
- Education Perfect Languages Championship

ASSESSMENT

Students will be able to demonstrate their communicative ability by comprehending and composing a variety of written and spoken text.

- Exams
- Role Play
- Assignments

Ms A Caddies
Head of Department
Senior Schooling
Phone: 3340 0493

DANCE

COURSE ORGANISATION

Year 9 Dance is a creative and practical subject where students explore movement as a way of communicating ideas, stories and meaning. Students develop their skills as choreographers, performers and critical responders by creating, rehearsing, performing and analysing dance. Students experiment with the elements of dance, choreographic processes and a range of dance styles to develop original movement and communicate meaning to an audience. Through practical workshops and performance opportunities, students build confidence, creativity, collaboration, physical awareness and performance skills, while learning how dance reflects different cultures, contexts and perspectives.

The course may give students the opportunity in the following experiences:

- Dance Eisteddfod, performances at various school and community events, school musicals, XLD and Awards ceremonies.

ASSESSMENT

DANCE PROJECT	NARRATIVE DANCE
Students are able to develop an understanding regarding the functions of dance. Students learn performance and technical skills, begin to develop choreographic skills in a genre-specific style.	The purpose of this module is to explore dance through a narrative. Students might study musical theatre genre and choreograph dances that focus on the music and the lyrics. Another focus might be the development of narrative through contemporary or jazz dance.
DANCE AND TECHNOLOGY	**THEME DEVELOPMENT**
Students study the how dance is choreographed for screen and non-traditional dance spaces. They will explore the genres of pop, hip hop and contemporary. Students will experiment with choreographing dance in a non-traditional space and are given the opportunity to express themselves.	Students will be given the opportunity to perform at a public event performing pieces in various genres. They adapt their technical skills and demonstrate expression and interpretation under a theme. Students work collaboratively to choreograph dances in any genre.

The school dance program aims to give all involved students the opportunity to participate in a physical dance program focusing on dance as an art form. Learning experiences at assessment will be based around the following organisers:

MAKING – making dances and using movement in your own creative way
PERFORMANCE – learning dance techniques such as jazz, hip hop, contemporary and dance fusion
RESPONDING – appreciating and understanding other people's dances

Ms E Hearn
Head of Department
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DESIGN AND TECHNOLOGY

COURSE ORGANISATION

Are you interested in Lasers? Computer Aided Drafting and Manufacturing, Electronics? 3D printing? Cutting edge technology? Do you have an interest in Engineering and do you have an entrepreneurial mind set? Do you like solving future problems? If you answered yes to any of those questions, we have just the subject for you! Design Technology is an ever changing subject that keeps up with the latest technology in computing, manufacturing and problem solving. In this subject you will learn how to solve problems utilising our state of the art design centre.

Design technology is a one year course of study leading into Design Pathways in year 10. The course incorporates all aspects of Design into a program that challenges students to become future thinkers by exposing students to the world of design. Students will learn how to solve problems by working through folio based assessment; they will then see their design prototypes produced using a variety of computer Aided Manufacturing (CAM) machines such as laser cutters, 3D prototype printers and milling machines. Students will also learn how to produce graphical representation of prototypes using Autodesk Inventor software.

Global Aims	General Objectives
• Developing the skills to become future problem solvers	• Knowledge of the various computer programs and machines.
• Focuses on generating skills in using and applying information and computer technology. • Use of product design to enhance the realistic function of the completed tasks.	• Application of the implementation model through analysing and evaluating, evaluating own work and application in unfamiliar and complex situations.
• Developing skills to manage, plan and execute tasks effectively and efficiently.	• Presentation of tasks and folios with an appreciation of engineering design.

ASSESSMENT

Each semester, student's class work, assignments, homework, folios, minor tests and major tests are included in the accumulated assessment of student progress.

Mr J Tol
A/Head of Department
Technology
Phone: 3340 0449

DIGITAL TECHNOLOGIES (IT)

COURSE ORGANISATION

Digital Technologies is an exciting subject that explores the digital world and the technologies that shape our everyday lives. Students develop the knowledge and skills needed to create, innovate and solve real-world problems using technology.

In this course, students learn how to think like a designer, programmer and problem-solver. They will use industry-relevant programming languages to create digital solutions, including websites, games, apps and interactive projects.

Students develop computational thinking skills, which involve:

- Breaking complex problems into smaller, manageable parts
- Identifying patterns and trends
- Designing algorithms and step-by-step solutions
- Creating, testing and refining digital products
- Managing digital projects from planning to completion

Digital Technologies provides a strong foundation for future study pathways in senior school, vocational education, and careers in areas such as software development, cybersecurity, game design, web development, engineering and data science.

Areas of Study

Throughout the course, students investigate how digital systems, networks and data work, while developing practical skills in coding and digital design.

Students will learn:

- Plan, test and improve your own digital projects
- Design and build websites using HTML and CSS
- Use computational thinking to solve problems creatively
- Develop coding skills using Python and JavaScript

Students will create a range of exciting digital projects, including:

- Interactive websites and web applications
- Mobile applications (apps)
- Games and animations
- Simulations and digital models

ASSESSMENT

Students demonstrate their learning through a variety of assessment tasks, including:

- Practical coding projects
- Digital design challenges
- Portfolio and project work
- Research and written tasks

Throughout the year, students build a digital portfolio showcasing their work, skills and achievements. This portfolio provides valuable evidence of learning and can support future studies in Digital Technologies and related fields.

Students also have access to a range of online learning platforms and digital resources to support their learning both in and outside the classroom.

Mr P Monsour
Head of Department
BUSINESS & IT
Phone: 3340 0457

DRAMA

COURSE ORGANISATION

Year 9 Drama is a creative and practical subject where students explore how performance can communicate ideas, stories and perspectives. Students develop their skills as actors, directors and theatre-makers by creating, rehearsing, performing and responding to drama. They experiment with the elements of drama, dramatic conventions and a range of styles to develop characters, build tension and shape meaning for an audience. Through practical workshops, group-devised performances and scripted work, students build confidence, creativity, communication, collaboration and problem-solving skills.

PROJECT DRAMA	DRAMA NARRATIVES	DRAMA FOR SCREEN	THEME DEVELOPMENT
Students develop an understanding of the elements of Drama and how they can be utilised in different dramatic styles such as improvisation and role play. They will develop drama and life skills such as confidence, team work and creativity.	Students will use drama to develop a narrative. They might use published plays or texts to perform a play. Students will act out a section of the script using skills of characterisation, voice and movement to engage their audience.	This unit will expose students to scripted drama or devised drama and how it can be developed for screen. Students will film their scenes and manipulate them to create meaning for an audience.	Students will develop drama through play building around a stimulus within a group setting. They will create a performance piece for a audience

ASSESSMENT

Students are required to complete an assessment task for each unit studied. Assessment is usually in groups, but each student receives an individual rating. This may take the form of either: Responding Tasks (written), Presenting Tasks (practical) and Making Tasks (practical).

Ms E Hearn
Head of Department
The Arts
Phone: 3340 0454

ECONOMICS AND BUSINESS

COURSE ORGANISATION

The study of economics and business equips students to secure their financial futures, to contribute to the wellbeing and sustainability of the economy, and to develop business solutions to social and environmental issues. As students undertake economics and business, they will develop vital skills such as informed decision making, divergent thinking, effective collaboration, entrepreneurial enterprise and business analysis.

Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to:

- Effectively embrace change
- Seek innovation
- Work with others
- Show initiative, flexibility and leadership
- Use new technologies
- Plan, organise and manage risk
- Use resources efficiently.

Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future. Economics and Business is organised in two related strands: economics and business knowledge and understanding, and economics and business inquiry and skills.

YEAR 9
Introduction to Economics – Australia as a trading nation. How do participants in the global economy interact?
Business Innovation - How does creating a competitive advantage benefit business?
Entrepreneurship - is not just about starting a business or commercializing an idea. Instead, it is used as a vehicle or a practical means to build student agency—enabling young people to learn how to think like innovators, problem-solvers, and change-makers.
Personal Finance - What strategies can be used to manage financial risks and rewards?

ASSESSMENT

Assessment tools, such as assignments, short answer tests, response to stimulus, multimodal and extended writing tasks.

Mr P Monsour
Head of Department
Business & IT
Phone: 3340 0448

FILM AND MEDIA

COURSE ORGANISATION

Film and Media is a creative, hands-on subject that explores how digital media is designed, produced and shared. Students develop practical skills in media production while building the screen literacy needed to understand and evaluate the media that surrounds us every day.

Using industry-standard software and equipment, students create their own digital content and learn how technology is transforming the way stories, information and ideas are communicated. This subject encourages creativity, collaboration and innovation while developing valuable skills for future study and careers in the media industry.

AREAS FOR STUDY

Students will explore a range of media production and design areas, including:

- Photography, image editing and graphic design
- Video production and post-production editing
- Animation and motion graphics
- Film, television and digital media analysis

ASSESSMENT

Assessment is undertaken through a variety of practical and creative tasks, including digital productions, media projects, design folios and written responses.

Throughout the year, students will build a digital portfolio that showcases their creativity, technical skills and completed media projects. This portfolio becomes a valuable record of achievement and can support future studies in media, design and technology-related subjects.

Students have access to specialist software, equipment and computer facilities to support all aspects of their learning and assessment.

WHY CHOOSE FILM AND MEDIA?

If you enjoy being creative, telling stories, designing digital content or producing videos, Film and Media will help you develop the skills used by photographers, filmmakers, designers, content creators and media professionals.

Mr E HEARN
Head of Department
THE ARTS
Phone: 3340 0457

FOOD SPECIALISATION

COURSE ORGANISATION

Food Specialisations is a hands-on subject where students build confidence in the kitchen while developing practical cooking skills for life. Through engaging practical lessons, students prepare a variety of dishes, explore foods from different cultures, and investigate how nutrition, sustainability and technology influence the food we eat.

Students design, create and evaluate food products while working independently and collaboratively, developing valuable skills in communication, teamwork and problem-solving. The course encourages creativity, builds independence and inspires confidence in the kitchen while developing practical skills that students can use both at school and at home.

TOPICS COVERED IN THIS COURSE

- Back to Basics 101
- The Meal Kit Challenge: Design, Create and Cook
- Discover Native Australian Foods
- Fusion Cultural Foods: A world of Flavour

ASSESSMENT

Assessment may include:

- Practical food preparation tasks
- Observation of practical skills, teamwork and organisation in the kitchen
- Research investigations and design folios
- Written examinations

REQUIREMENTS

Students are only required to supply ingredients for assessment tasks. Ingredients for all other practical cookery lessons are provided by the school, allowing students to focus on developing their cooking skills and working collaboratively.

For safety, students must wear fully enclosed leather-upper shoes during practical lessons.

FUTURE PATHWAYS

Food Specialisations is an excellent pathway into Year 10 Hospitality and Certificate II in Hospitality. It also develops valuable life skills that can lead to careers in hospitality, tourism, nutrition, food science and the culinary industry.

Mr J Tol
A/Head of Department
Technology
Phone: 3340 0449

METAL TRADE SKILLS

COURSE ORGANISATION

This elective course of study allows students to gain an understanding of the metal trades industries through the completion of simulated real-life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass productions through the use of the design process to manufacture and produce various projects metal toolbox and collapsible shovel.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the metal trades industries including sheet metal, steel fabrication, fitting and machining.

Students selecting this subject will cover theoretical areas in Years 9 such as safety in the workshop, metal identification and selection, welding: including oxy welding, mig welding, metal cutting and joining techniques and finishing techniques. Year 10 will further advance students awareness as they create more intricate and advanced projects and the utilisation of workshop machines such as metal lathes and welding machines with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate II in Engineering Pathways in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer-controlled laser cutters, 3D prototyping routers and milling machines.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

REQUIREMENTS

Students' general requirements are set out in the Subject Requirements Sheet. In keeping with workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also, clear safety glasses will be provided for work in some sections of the workshop.

Mr J Tol
A/Head of Department
Technology
Phone: 3340 0449

MUSIC

COURSE ORGANISATION

The study of music fosters social interaction and the development of concentration and memory, physical coordination and self-discipline. Music can help students express themselves in a creative way, often when words fail. Students may develop musical skills for leisure, interest or career, but the development of confidence, teamwork and creativity will serve them in all aspects of their lives.

STOMP	IT'S INSTRUMENTAL
Students learn about the creation of sound and how it is used to create music. They will deepen their understanding of musical elements and explore simple and complex rhythmic patterns. Students will also develop practical performance skills through workshops, rehearsals and performances.	Students discover the world of music by exploring how instruments create and shape sound. Through hands-on performance, composition and musicology activities, they experiment with musical elements while developing musical skills. Students explore inspiring musicians and repertoire, applying music theory and organisation to bring their own musical ideas to life.
AUSSIE AUSSIE AUSSIE!	**GAME ON!**
Students explore contemporary Australian music, discovering its roots, influences and connections to Australia's cultural identity. They investigate how Indigenous Australian combine with contemporary Western practices. They develop performance, aural and analytical skills while exploring the musical elements across diverse cultures, times and places.	Students examine how sound is used, and musical elements are manipulated, to enhance visuals and storytelling in video games. Students play video game music on their chosen instrument and apply their knowledge of telling stories through sound by composing a soundtrack for a video game scene.

ASSESSMENT

Performance – Students will perform as soloists or in an ensemble on any instrument or voice.
Composition – Students will create their own musical ideas and learn how to notate them.
Responding – Students will study general music theory, through guided listening and analysis.

Aural perception will be developed. They will learn how to discuss, analyse and evaluate music they and others make and how it can communicate with an audience.

Ms E Hearn
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STEM - EXCELLENCE

COURSE ORGANISATION

Innovations and technological advancements in Science, Technology, Engineering and Mathematics (STEM) play a key role in our lives. Not only do they fuel gains in economic productivity, but they also drive improvements to our lives through new inventions and discoveries. The value of STEM to our future is now widely recognised across the globe.

STEM is addressed in the Australian Curriculum through the learning areas of Science, Technologies and Maths, and through 21st Century skills like Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.
Students will develop the following Knowledge, Understanding, Values, Attitudes and Skills.

1. Inquiry and project-based learning skills appropriate to STEM practice and using a cross disciplinary approach.
2. Knowledge and understanding of scientific and mechanical concepts through Investigations of Technology and Engineering.
3. Knowledge and understanding of STEM principles and processes.
4. Skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods.
5. Skills in communicating and critically evaluating.
6. Problem solving skills in a range of STEM contexts.
7. An appreciation of the role and potential of STEM in the world in which they live.
8. An understanding of the contribution of STEM disciplines to the economic well-being of nations.

Term 1 - Aerodynamics and Forces
Term 2 - Greenhouse and Environmental Sustainability
Term 3 - Electrical Engineering and Circuitry
Term 4 - Mechanical and Structural Engineering

ASSESSMENT

Each semester the students are assessed using Australian Curriculum Standards and Queensland Curriculum Assessment and Reporting Framework (QCAR) compiled from Science, Technology and Maths. Their projects are also assessed against competition specific regulations.

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TEXTILE STUDIES

COURSE ORGANISATION

Textile Studies is a practical, hands-on subject where students develop creativity and confidence by designing and creating exciting textile projects. Throughout the course, students learn practical sewing techniques, explore sustainable fashion practices, and apply the design process to investigate, produce and evaluate a range of textile products.

Students investigate how creativity, functionality and sustainability influence fashion design while developing skills in problem-solving, design thinking and project management. Students of all experience levels are supported to build their sewing skills and confidence throughout the course.

TOPICS COVERED IN THIS COURSE

- Thread to Bags– Carry Your Creativity
- Upcycle – Old to Bold
- Toys for Gifts or Charity – Made with Love

ASSESSMENT

Assessment may include:

- Practical textile design and production projects
- Observation of practical sewing and design skills
- Research investigations and design folios
- Written examinations

REQUIREMENTS

Students are required to supply fabric for each assessment project. The school provides all other sewing supplies and equipment required for practical lessons.

In accordance with the school Uniform Policy and Workplace Health and Safety requirements, students must wear fully enclosed leather-upper shoes during practical lessons.

FUTURE PATHWAYS

Fashion provides an excellent foundation for students interested in continuing into Senior Applied Fashion subject. Students develop practical sewing, design and creative thinking skills that can lead to careers in fashion, costume design, textiles, interior design, merchandising and other creative industries.

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TIMBER TRADE SKILLS

COURSE ORGANISATION

This elective course of study allows students to gain an understanding of the timber trades industries through the completion of simulated real-life tasks. The subject gives students a greater understanding of the requirements of design, control systems, assembly techniques, manufacturing and mass production through the use of the design process to manufacture and produce various projects including - toy trucks, coffee table, clocks, cabinets etc.

The course is structured over two years of study and covers a wide variety of material selection and uses, joining techniques and finishing requirements relating to the building and construction, cabinet making and furnishing industries.

Students selecting this subject will cover areas in Year 9 such as safety in the workshop, materials and their uses, timber joint selection and construction and furniture finishing techniques. Year 10 will further advance students' awareness as they create more intricate and advanced projects, with the focus aimed at allowing students to work towards the attainment of specific competencies required to obtain a Certificate I in Furnishing in the senior course.

Students will also gain the knowledge and understanding to program current and future technologies including computer-controlled laser cutters, 3D prototyping routers.

Workshop safety and safe working procedures are an integral part of this program and at all stages the importance of safety and safe working habits are reinforced.

ASSESSMENT

Students will be continually assessed throughout the course and a profile of their participation and skill will be kept. Students are required to develop a design folio for some of the projects.

Students are taught to research in a thorough and systematic way, and to identify the specific skills associated with research assignments. These assignments are prepared in class time and then completed for presentation at home.

WORKPLACE HEALTH& SAFETY REQUIREMENTS

In keeping with Workplace Health and Safety obligations, students must wear substantial foot protection at all times whilst in the workshop. Also, clear safety glasses will be provided for work in some sections of the workshop.

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VISUAL ARTS

COURSE ORGANISATION

Society has always made images and objects using materials available in the world around them. Visual Art works have the capacity to represent stories, to evoke ideas and feelings and to embellish our lives with decoration.

Through the study of Visual Arts in Year 9, students learn to represent ideas and feelings, drawing from their experience of the real and imaginary or constructed world.

Through describing, analysing, interpreting and making judgements about artworks from a range of past and present contexts, students recognise that art has the capacity to convey and communicate ideas and evoke responses. Students will study a variety of visual arts skills and techniques such as drawing, painting, sculpture and design.

Specifically, students undertake studies in:

Windows	All at Sea	Connections
Students explore the concept of physical and emotional interiors. They experiment with a variety of drawing media and techniques to produce a folio of work.	Students explore the techniques of drawing, painting and ceramics in contemporary art practices. They will explore artists who communicate a conservation message through ceramic works.	Students explore Aboriginal and Torres Strait Islander artworks to gain an understanding of how symbolism is used to create meaning. Students produce mixed media works to explore connections to people, place and memory.

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