



DAKABIN
STATE HIGH SCHOOL

The future lies within

Year 9 Curriculum Handbook

Commencing 2027



LEARNING | DISCIPLINE | COMMUNITY

Information within this handbook is subject to change





DAKABIN
STATE HIGH SCHOOL
The future lies within

At Dakabin State High School, our vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

Our Values – Junior Secondary

Our school offers a variety of learning opportunities to ensure that all students can excel. We have a strong academic and artistic focus, as well as an excellent reputation in our extra-curricular and sporting activities. In fact, our spacious land and Agricultural Farm are unique features of our school.

Our school has developed strategies that build on the core philosophy of **Learning, Discipline and Community** which provides each student the opportunities for success within Dakabin State High School through a variety of pathways.

Our Staff Community

We are an understanding and highly experienced organisation. We are committed to providing all students with quality learning experiences and opportunities.

Our teachers build strong relationships with students and families that foster success, improve performance and enhance wellbeing.

Our wide range of programs offer every student experiences in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association encourages and supports students and families to reinforce a sense of community at Dakabin State High School.



The Mission, Vision and Values of Dakabin State High School underpin all that happens across the school, including Junior Secondary.

At Dakabin SHS **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathway after school
- Utilise current research-based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin SHS **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century

At Dakabin SHS **Our Values** are:

- **Learning**
I am responsible and accountable for my learning
- **Discipline**
I am positive in my attitude and approach toward learning
- **Community**
I communicate and collaborate respectfully with others to enhance my learning



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Our Mission, Vision and Values are reflected in the Junior Secondary context at Dakabin State High School.

For all subjects, students move to specialist classrooms for their subjects. We maintain high expectations with respect towards students and staff, how students apply themselves to their learning, abiding by school rules, uniform and academic achievement. Teachers are able to collaboratively plan to best meet the needs of their students, ensuring learning opportunities are maximised. There is a common approach between teachers, providing clear, consistent routines for the students and the opportunity to work on the development of persistence, resilience and general social skills, all while meeting the needs of the learners.

Our staff have a clear understanding of the needs of the adolescent learner. This is reflected in the pedagogy they use within their classes, aiming to engage the students by making learning relevant, interactive and collaborative. Teachers set high expectations for their students and opportunities are provided to celebrate success.



Year 9 Curriculum Overview

Mainstream Timetable

Year 9	
Semester 1	Semester 2
English	
Mathematics	
Science	
History	HPE
Year 9 Elective	
Year 9 Elective	



Year 9

Year 9 somewhat changes focus, and provides students with the opportunity to begin to narrow their focus in preparation for the transition into the Senior Phase of learning. This is achieved through the selection of elective subjects that are studied for the entire year. The core subjects are taught by four different teachers. This model allows for increased independence in readiness for senior.

Year 7	Semester 1	Semester 2
Core Subjects	English	English
	Science	Science
	Mathematics	Mathematics
	Pathways	Pathways
Alternate Semesters	History or Health and Physical Education	History or Health and Physical Education



Year 9 Curriculum Overview

English

Subject Information

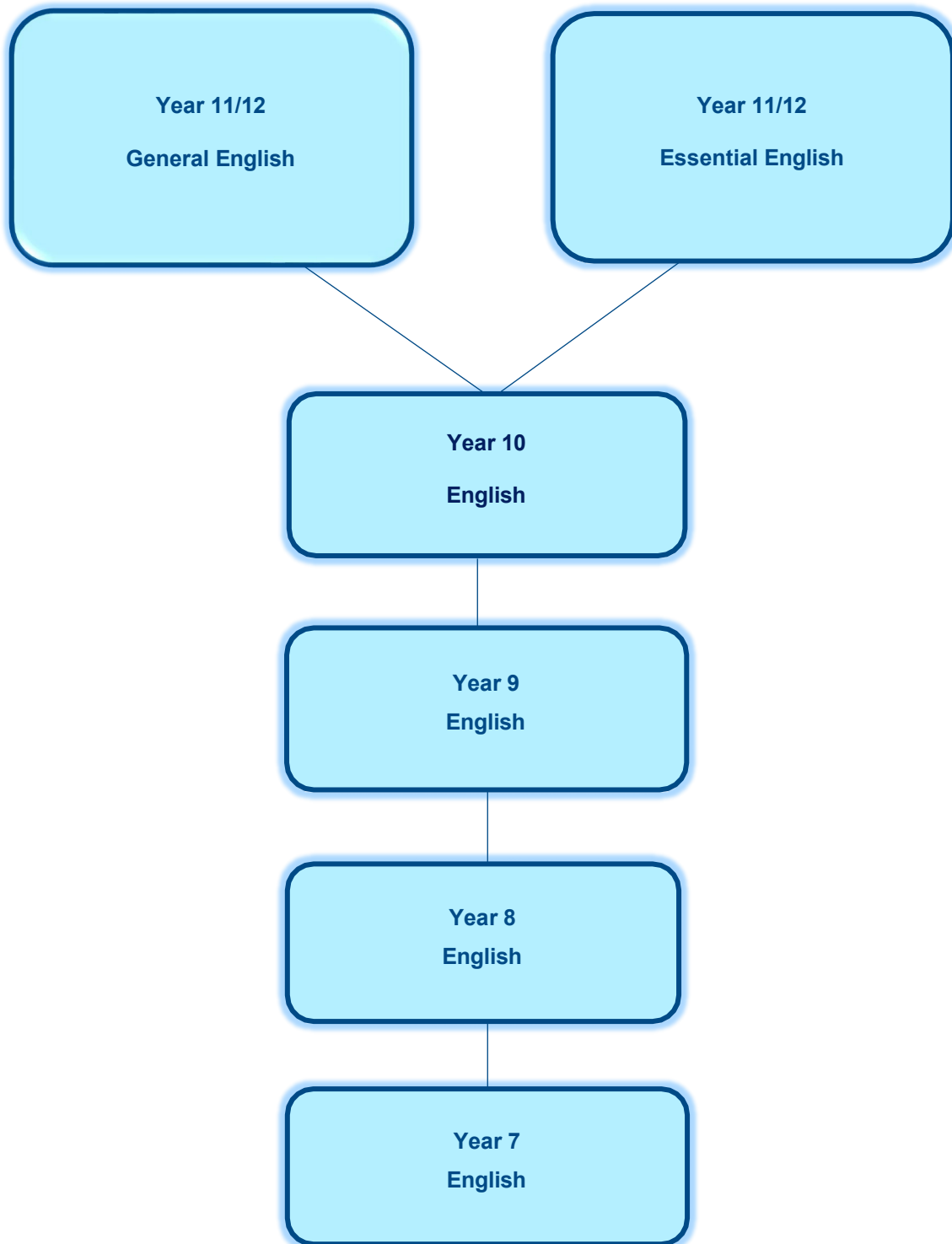
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning.

	Brief Description	Assessment Requirements
Unit 1	Ink and Imagination	Imaginative written 600 – 800
Unit 2	Stage and Screen	Analytical written 600 – 800 words
Unit 3	I, Object!	Persuasive Spoken 4-6 min
Unit 4	The Art of Influence	Written examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



English Pathways





Mathematics

Subject Information

Year 9 Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for success for Mathematics during their Junior Secondary years of education.

Students will take part in current units of work that include:

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

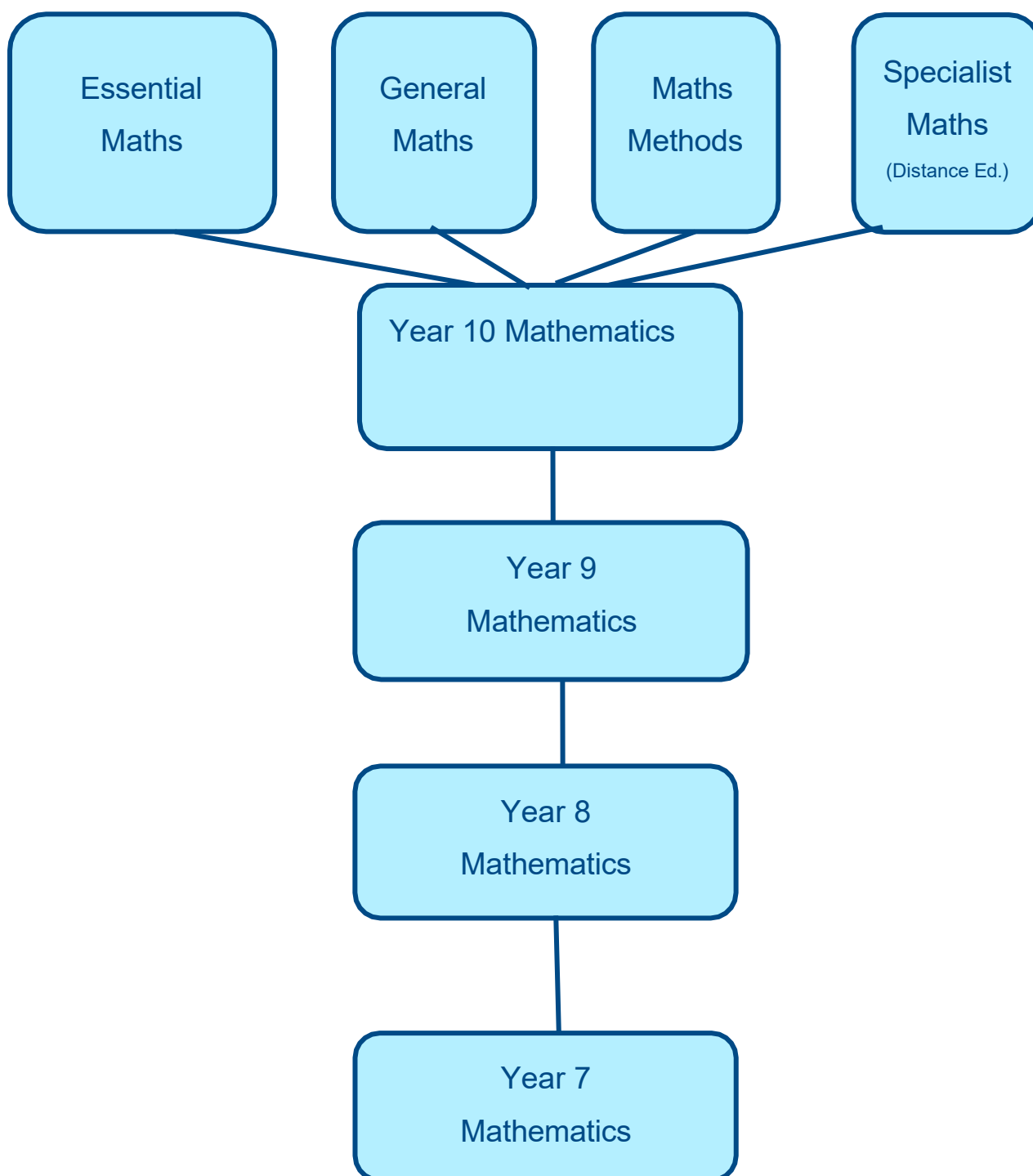
The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, Reasoning and Problem Solving. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

	Brief Description	Assessment Requirements
Unit 1	Measurement - Using Units of Measurement Geometric reasoning	Formative Assessment: What do you Know? Problem Mathematical Investigations Summative Assessment: Examination
Unit 2	Number, Algebra and Geometry - Money and Financial Mathematics, Real Numbers and Pythagoras	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 3	Number, Algebra and Geometry – Trigonometry and Linear and Non-Linear Relationships	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 4	Statistics - Data Representation and Interpretation, Calculate Probabilities in Two-step Experiments	Formative Assessment: What do you Know? Mathematical Investigations Summative Assessment: Examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Mathematics Pathways





Science

Subject Information

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

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. They 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 concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer.

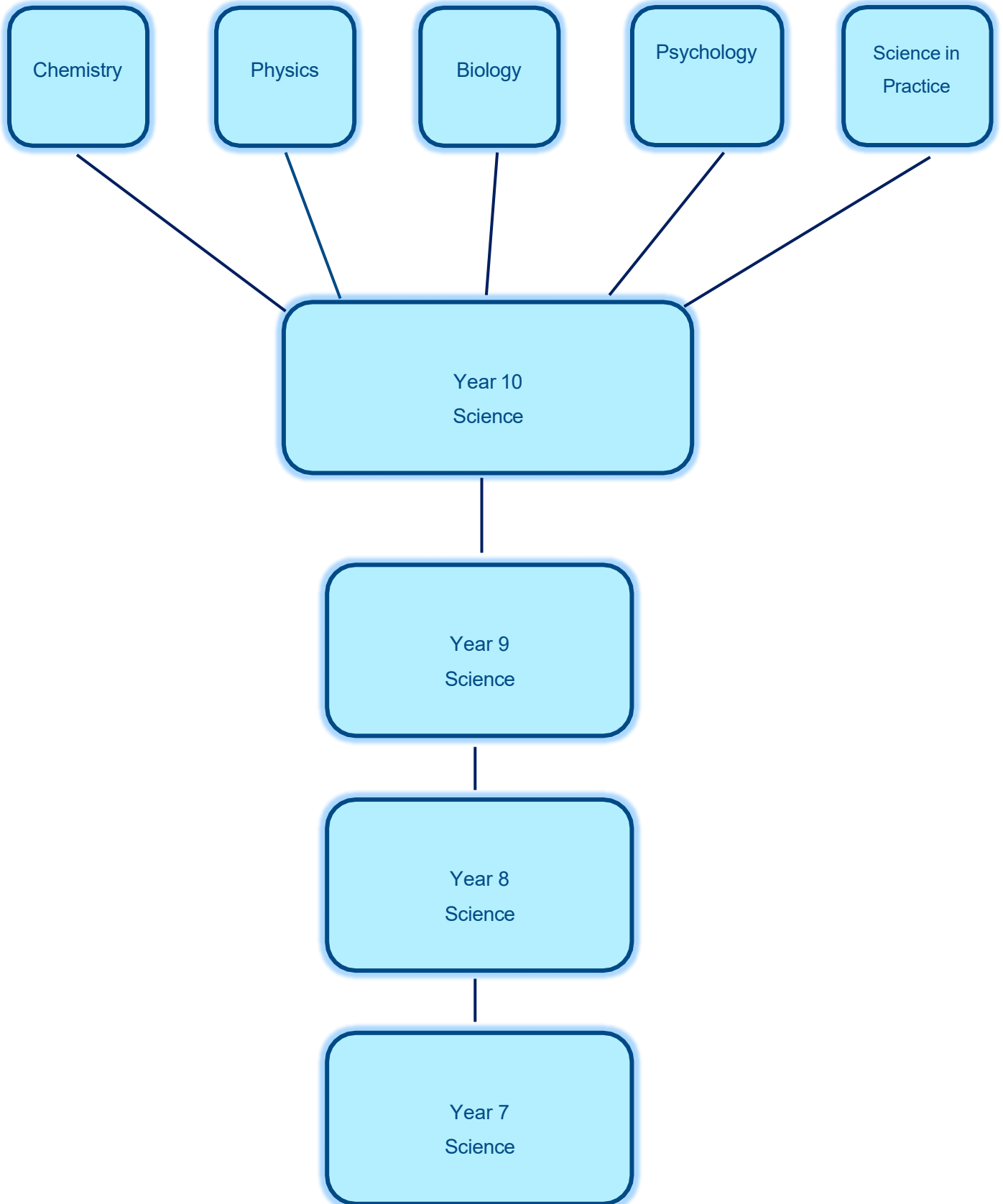
They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

	Brief Description	Assessment Requirements
Unit 1	Biological Sciences: Coordination and Reproduction	Research Assignment and Exam
Unit 2	Chemical Sciences: Atomic Model and Chemical Reactions	Student Experimental Report
Unit 3	Physical Sciences: Energy Transfers and Transformations	Exam
Unit 4	Earth and Spaces Sciences: The Carbon Cycle	Project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Science Pathways





Humanities: History

Subject Information

In year 9 History is compulsory for one semester- students work with Historical content and evidence that stimulates their curiosity and imagination. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

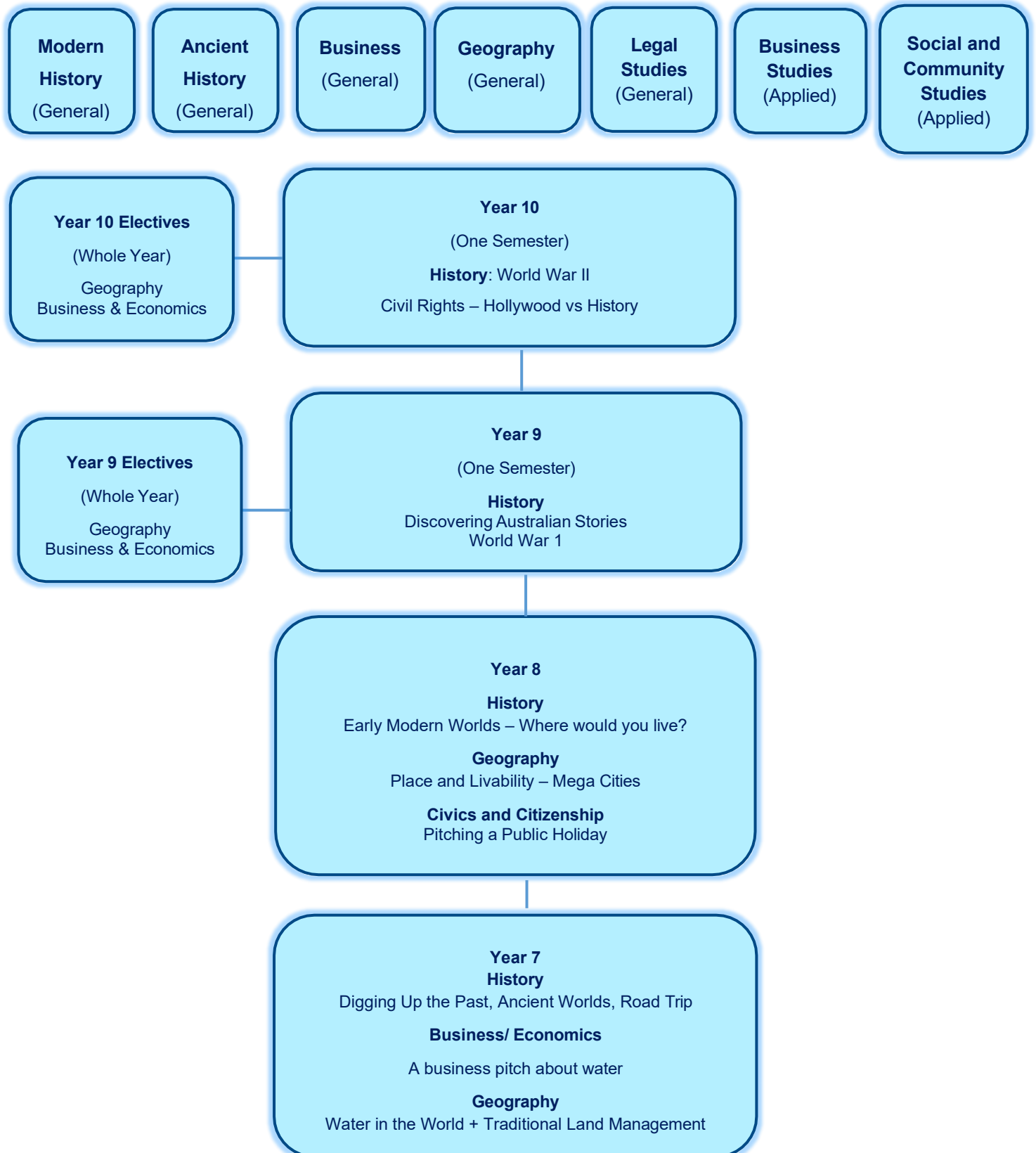
Historical knowledge is fundamental to understanding ourselves and others. In year 9 History, students examine, from a personal perspective of a service personnel, the causes, battles and changes that occurred as a result of World War One. Additionally, students embark on a project that allows them to select a significant event in Australian history (1750-1914) of their choice and research the impact and perspectives of those involved.

	Brief Description	Assessment Requirements
Unit 1	Discovering Australian Stories The World at War – World War I	Extended Response Independent Source Investigation: A Soldier's Story
Unit 2	The World at War – World War II	Project: Perspectives at War

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Humanities Pathways





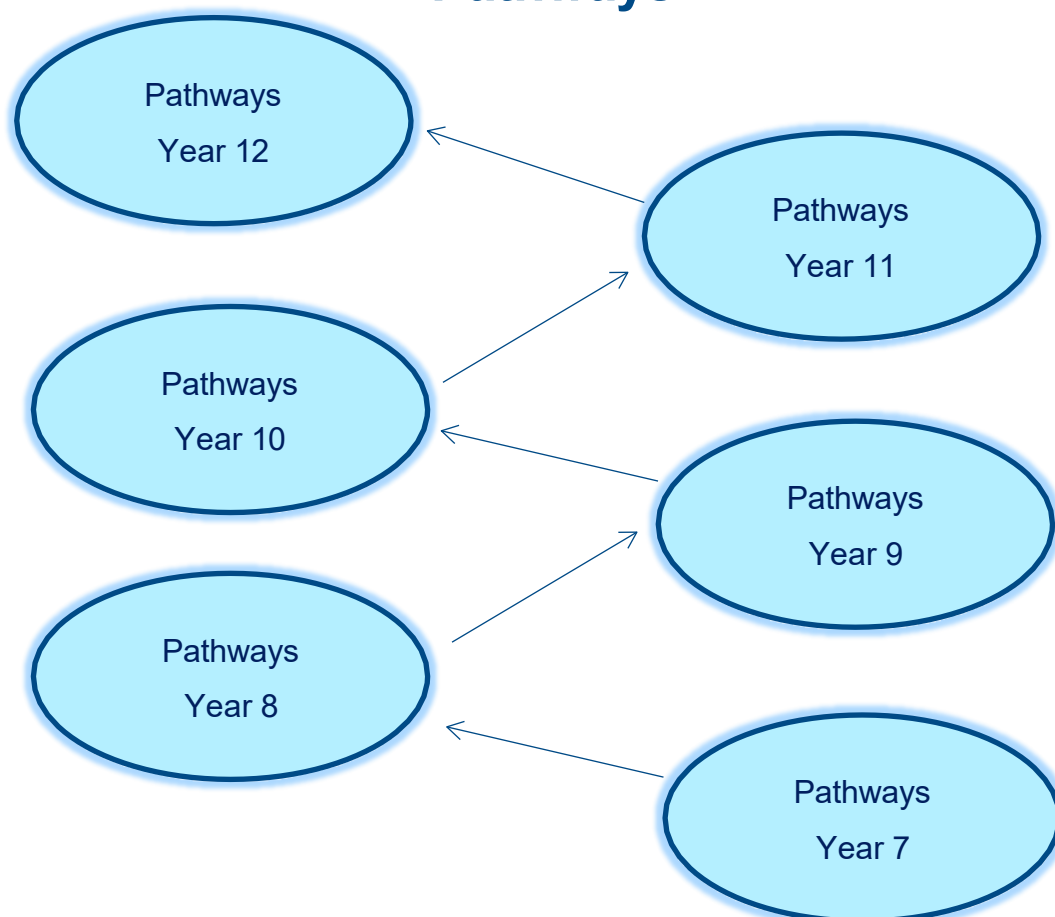
Pathways

Our students engage in a variety of learning experiences that incorporate developing their knowledge of topics that are relevant to them one day per week. This ranges from knowledge to keep students healthy, looking to the future and career pathways.

	Brief Description	Assessment* Requirements
Unit 1	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 2	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 3	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 4	Varies – Dependent on cohort needs	No Assessment Requirements
Additional details	*Students in pathways do not receive a level of achievement for the subject; however, students will receive a grade for their effort and behaviour.	

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.

Pathways





Health and Physical Education

Subject Information

The Year 9 Health and Physical Education curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

	Brief Description	Assessment Requirements
Unit 1	Respect & Reflect	Journal Article
Unit 2	Tactical Awareness	Performance
Unit 3	Moving More Matters	Investigation & Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Basketball Academy

Subject Information

Students study elements of basketball both on and off the court. The subject consists of two on-court training sessions per week and one classroom lesson. Topics cover basketball fundamentals, basketball nutrition, style of play and injury prevention.

The basketball program looks to improve overall student outcomes and health and fitness. Furthermore, the Academy will focus on the development of personal and social values such as commitment and perseverance whilst learning to compete.

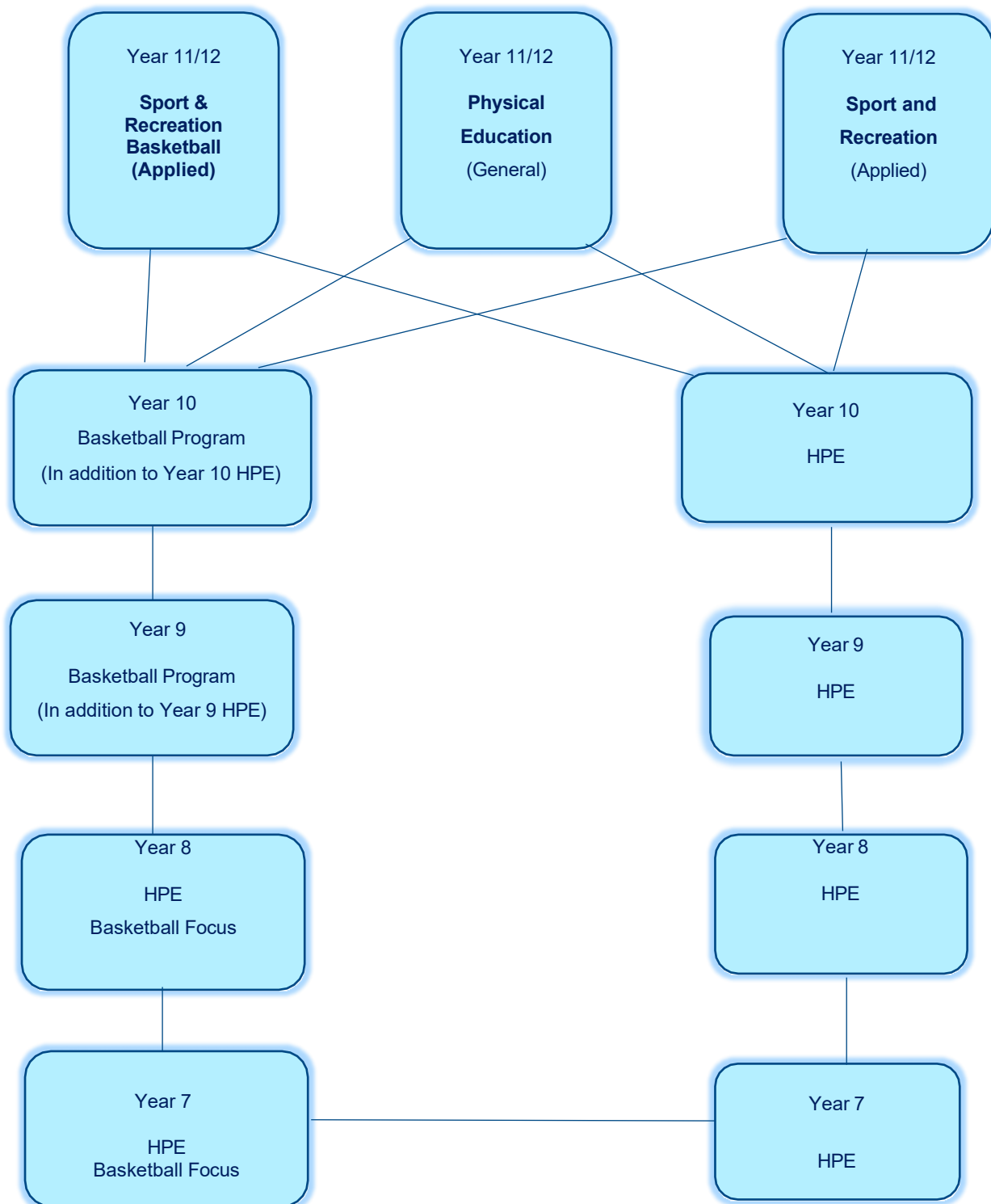
Students have access to external competitions and tournaments. These will incur extra cost. Individual training sessions are also available before and after school for Academy students at no extra charge.

	Brief Description	Assessment Requirements
Unit 1	Basketball Systems	Performance
Unit 2	Style of Play	Performance
Unit 3	Nutrition	Multimodal Project
Unit 4	3x3	Performance

Associated Costs	\$60 subject fee - reversible training singlet and water bottle provided
Required Materials	Please see SRS and stationery booklet for further details.
Prerequisites	Satisfactory for effort and behaviour in all subjects and nothing lower than a C academically



Health and Physical Education Pathways



Electives



Design and Technologies: Agricultural Science

Subject Information

Students can elect to study Agricultural Science for twelve months. Students will be studying animal and plant related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

	Brief Description	Assessment Requirements
Unit 1	Plant Production	Project: design and market a plant product
Unit 2	Poultry Production	Project: design a chicken growth trial and analyse the effects on production
Unit 3	Paddock to Plate	Investigation
Unit 4	Animal Welfare	Investigation

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their Dakabin hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Design and Technologies: Small Animal Studies

Subject Information

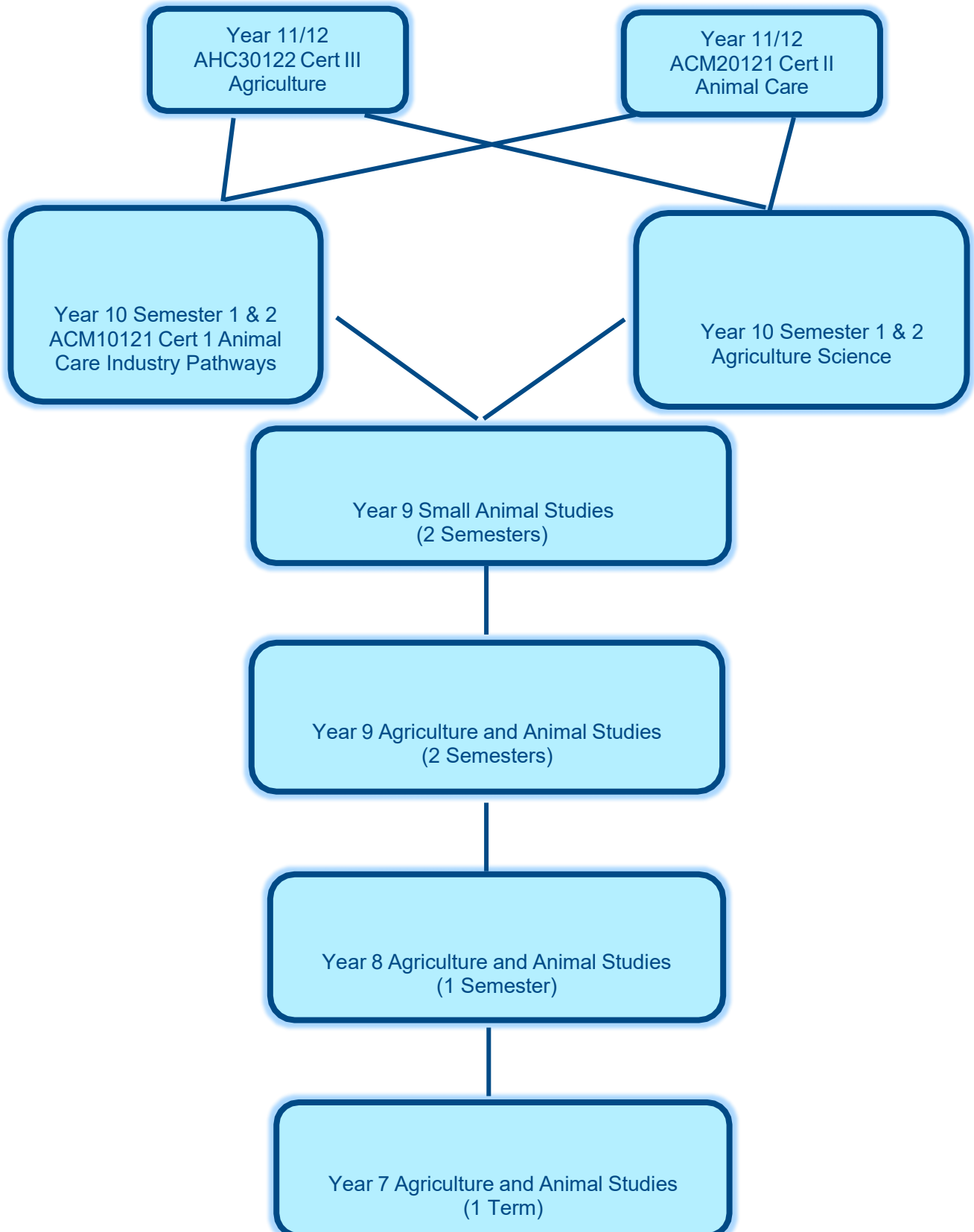
Students can elect to study Small Animal Studies for twelve months. Students will be studying companion and farm animals and related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

	Brief Description	Assessment Requirements
Unit 1	Raising Chickens	Project: design and create a brochure to increase hatch success
Unit 2	Guinea Pig Care	Project: design an animal care schedule and complete animal husbandry tasks
Unit 3	Showing Livestock	Investigation
Unit 4	Animal Welfare	Project: design and develop a schedule for animal health care and management

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their Dakabin hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Agricultural Science Pathways





Design and Technologies: Food Science

Subject Information

Year 9 Food Studies gives students the opportunity to develop knowledge of design and technologies occupations and their impact on design decisions. Students will evaluate the features of technologies, select and use appropriate safety, hygiene and cookery principles to create and produce designed solutions independently and/or collaboratively. Students will develop their own criteria for success to evaluate their ideas, solutions, production and management plans.

Introducing Hospitality provides students with the opportunity to create a digital presentation to demonstrate the correct and safe use of kitchen equipment when producing a product. Daka Eats explores take away food venues and the creation of a healthy home-cooked version of take away meals.

Restaurant Practices engages students in the process of designing and producing a food magazine feature page, incorporating sustainability, whilst they continue to develop their knowledge and application of hygiene, safety, and basic cookery principles.

	Brief Description	Assessment Requirements
Unit 1	Introducing Hospitality	Collection of Work
Unit 2	Daka Eats Takeaway	Designed Solution: Daka Eats Takeaway
Unit 3	Restaurant Practices	Designed Solution: In Season
		Designed Solution: Super Salad

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme, however students may be required to provide extra ingredients.
Required Materials	Please see SRS and stationery booklet for further details.



Design and Technologies: Fashion

Subject Information

Fashion for the Sun provides opportunities for students to develop an understanding of the dangers of over-exposure to the sun and to show their creative flair when choosing, designing or promoting cool sun-savvy clothes and accessories.

The resource includes a number of curriculum support materials that align with the Australian Curriculum. The materials include presentations on skin cancer and sun safety, design challenges, research tasks, assessment guides, fact files, guidelines and student response (activity) sheets.

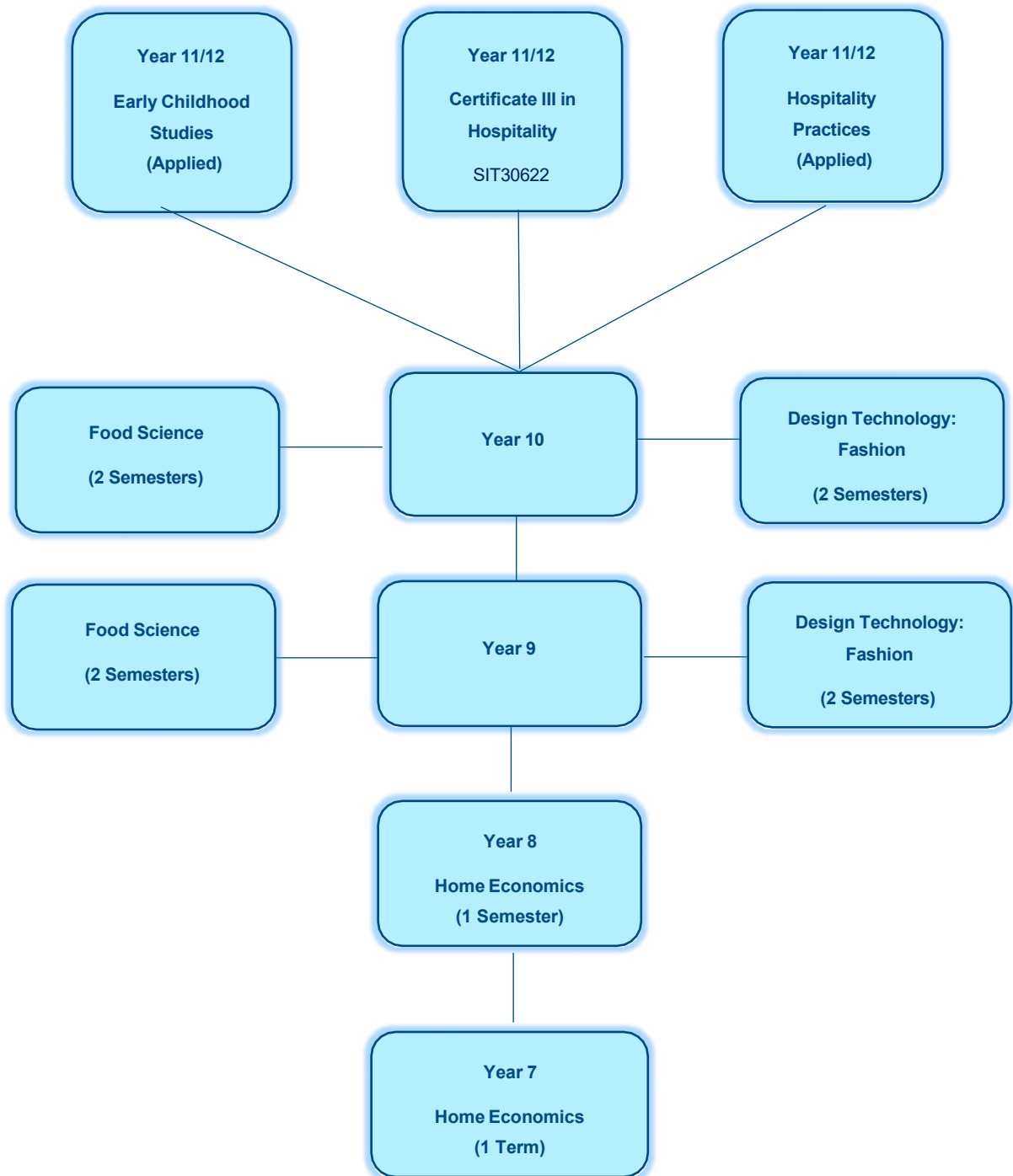
The research task aligns specifically with The Australian Curriculum in Design and Technologies Knowledge and Understanding (Technologies and society) and to the processes and production skills of investigating and defining (needs or opportunities for designing) and related aspects of the achievement standards for this curriculum area. The student activities and learning experiences offered within the subject curriculum allow students the opportunity to study design within a designated theory and practical context.

	Brief Description	Assessment Requirements
Unit 1	Fashion for the Sun	Holiday for the Sun
Unit 2	Fashion for the Sun	1: Dazzling Dyes 2: Denim – Do over
Unit 3	Indigenous Fashion	Powerful Prints Project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme, however students may be required to provide textile resources (e.g.: fabric or patterns)
Required Materials	Please see SRS and stationery booklet for further details.



Food Science / Hospitality / Design and Technology Pathways





Design and Technologies: Industrial Technology and Design – ITD Focus

Subject Information

This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
Unit 1	Timber n Tools 1 (carry all, child's toy)	Practical projects and workbooks
Unit 2	Timber n Tools 2 (Co2 car and storage)	Practical projects and workbooks

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Design and Technologies: Industrial Technology and Design – Design Focus

Subject Information

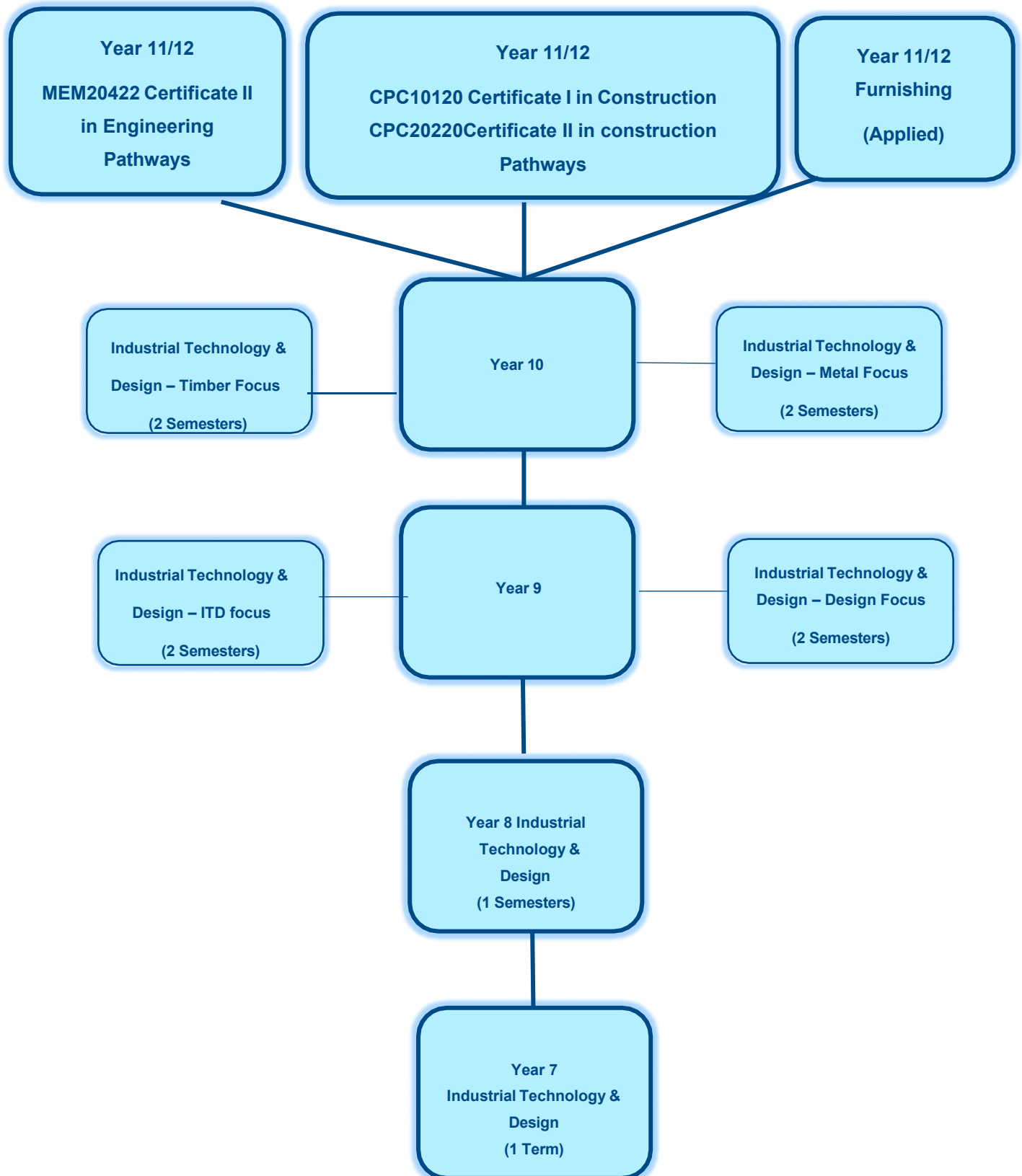
This course of study builds on elementary skills and learning from earlier years in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students further investigate design principles by creating and adapting design ideas, communicating and using appropriate terminology and drawing/sketching techniques. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
Unit 1	Redesign for Aesthetics	Completed project presentation and Response/Workbook
Unit 2	Redesign for Problem Solving	Completed responses to Design Projects/Workbooks

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Industrial Technology and Design Pathways





Digital Technologies: Digital Innovation

Subject Information

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Innovation provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

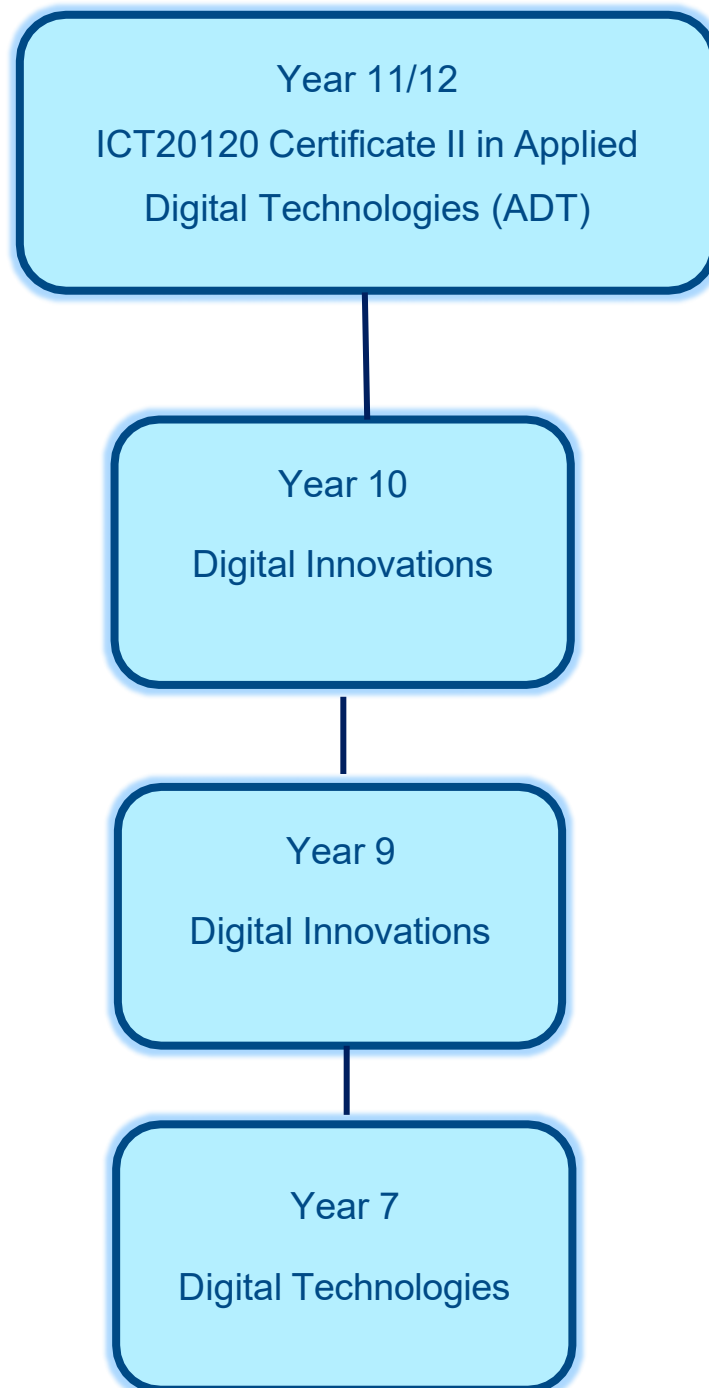
Digital Innovation provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Innovation helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

	Brief Description	Assessment Requirements
Unit 1	Programming	<ul style="list-style-type: none">Supervised ExamAssignments and presentationsProjects and product development
Unit 2	Modelling and Simulation	
Unit 3	Digital Design	
Unit 4	Data Analysis and Visualisation	

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Digital Technologies Pathways





Humanities: Business

Subject Information

Business activity affects the daily lives of everyone as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business education is important for students in their secondary schooling as they gain a level of financial independence and become active consumers. The course looks at aspects from both a personal and business perspective.

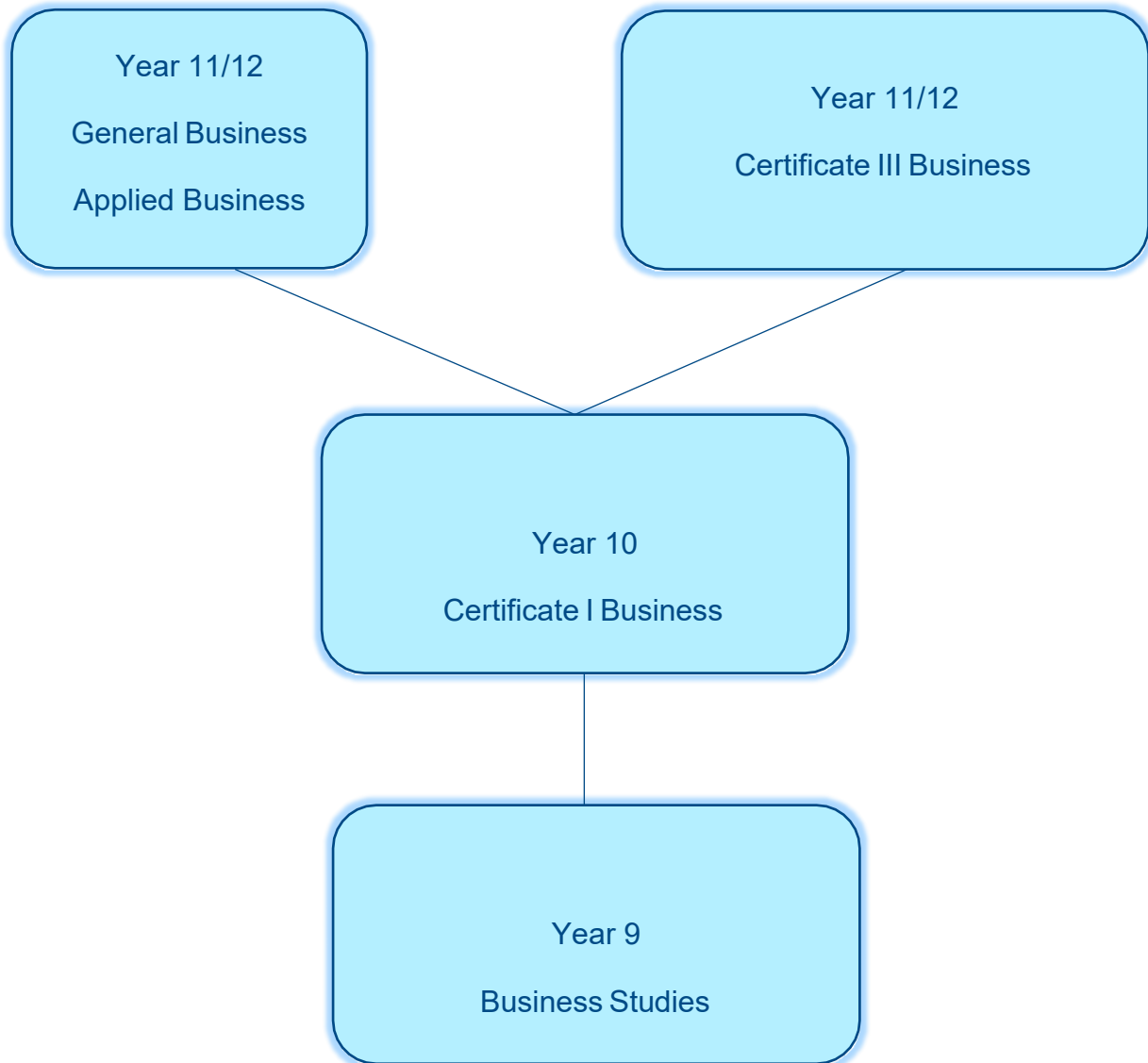
The skills and knowledge gained from studying business will give you an excellent foundation for everyday living, as well a generic skill set for senior courses and ultimately, a broad range of careers.

	Brief Description	Assessment Requirements
Unit 1	Seeding Business Ideas- Shark Tank – Retail and Service Industry	Project & Pitch
Unit 2	Innovations in Product Development – Retail and Service Industry	Investigation & Prototype
Unit 3	Working Sustainably- Wildlife Warriors	Investigation – Business feasibility/ Research Report.
Unit 4	Game of Life – Money Plan	Project (Written) – Creating a brochure

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Business Pathways





Humanities: Geography

Subject Information

Geography is the study of places and the relationships between people and their environments. Simply put, it will better prepare you to understand the world today and solutions for the future. Geographers examine places and the people who use them – students analyse, process and interpret data to draw conclusions via projects, field work, investigations and excursions. Geography students explore both the academic and hands-on research to explore the world we live in.

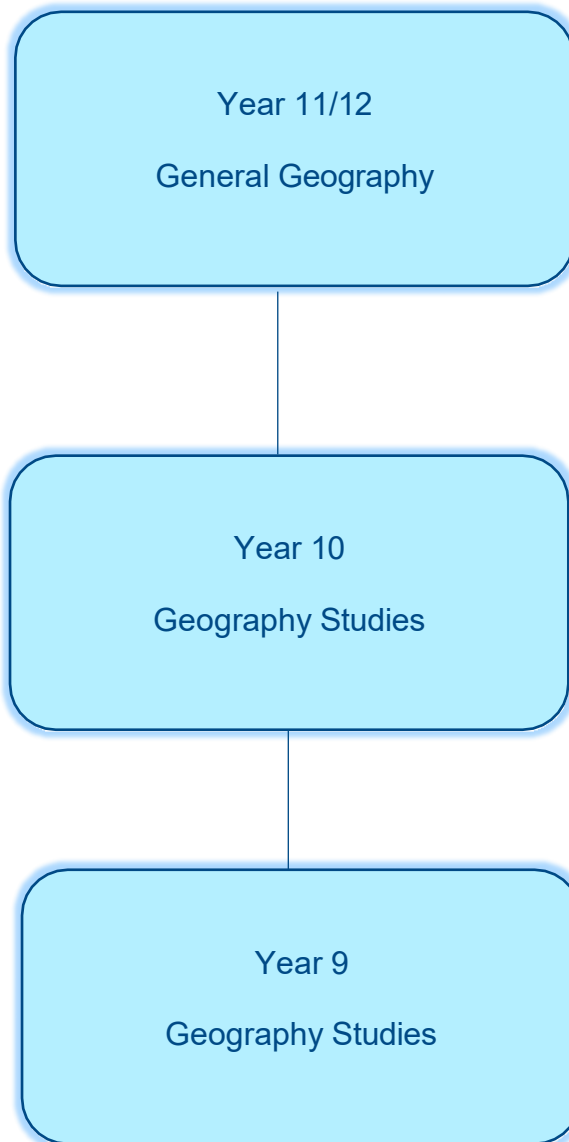
In year 9, students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Year 9 Geography explores sustainable biomes exploring food security, scarcity and challenges to food production as well as changing places that explores urbanisation, migration and Australia's urban future. Students will undertake geographical inquiry through the collection of different data, interacting with maps, data, photographs and other sources of information – while participating in relevant fieldwork to collect primary data to address a variety of issues.

	Brief Description	Assessment Requirements
Unit 1	Food Security- What if we run out of food?	Investigation: 600 words or 3-4 minutes
Unit 2	Challenges to Food Production – Food chains & Food foot prints. Drought, Fire, Trade	Project: 600 words or 3 -4 minutes
Unit 3	Changing Places - Migration	Examination: Short Response (50 – 100 words per response)
Unit 4	Urban Futures – What will urban Australia be like?	Project/Investigation:

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Geography Pathway





The Arts: Dance

Subject Information

Safe dance practices are a major focus for Year 9 Dance students as they become self-aware of these processes and moderate their learning pace according to their own physical ability. The focus in year 9 dance is to become familiar with safe dance practices, genres, routines and structures surrounding a practical dance class and the foundation of dance history through analysis, interpretation and evaluation. Students will perform, choreograph and respond to researched eras, genres and themes in class, utilising the elements of dance, choreographic devices and form.

	Brief Description – Students will study two of the following units in Year 9, and the other two in Year 10 on a rotation.	Assessment Requirements
Unit 1: Musical Theatre	Students will study how musical theatre contribute to entertaining and engaging an audience. In this unit, students will have the opportunity to demonstrate their knowledge via a performance task and choreographic task with a choice in a Broadway Musical. Students will also explore, respond to, analyse and interpret their own dance works after their making. Response will communicate the choreographer's use of Elements of dance, Form, Choreographic devices and production elements.	<ol style="list-style-type: none"> 1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Choreographic Reflection
Unit 2: Inspirational Choreographer	Students will study inspirational choreographer and their dance works. In this unit, students will have the opportunity to demonstrate their knowledge via a performance task and choreographic task with a choice in dance genre. Students will also explore, respond to, analyse and interpret dance works of a chosen inspirational choreographer after their making. Response will communicate the choreographer's use of Elements of dance, Form, Choreographic devices and production elements.	<ol style="list-style-type: none"> 1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Analysis Essay
Unit 3: Dance Through the Ages	Students will experience Dance Styles and Genres through the Ages from the 'Roaring Twenties' to the 'Naughty Noughties'. Students will learn about the environmental, social, political, economic and cultural factors, which influenced the Dance Styles of the day. In this unit, students will perform, choreograph and respond to different dance styles and eras in class utilising the elements of dance, choreographic devices and form.	<ol style="list-style-type: none"> 1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Choreographic Reflection
Unit 4: Theme Based Dance	This unit is focused on communicating intent and theme in creative endeavours. Encouraging students to find and analyse meaning in other's dance works, as well as create and communicate themes and intent in their own dance works. The students will develop this understanding through a focus on the genre of Contemporary dance. Throughout the start of the unit the students will also become familiarised with subject-specific terminology and become equipped to analyse intent in dance, as well as communicate their own ideas effectively.	<ol style="list-style-type: none"> 1. Performance – Teacher Devised Choreography 2. Choreography – Student Devised Choreography 3. Responding – Analysis Essay
Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.	
Required Materials	Please see SRS and stationery booklet for further details.	



The Arts: Drama

Subject Information

This year's Drama program is designed as a lead into Senior General and Applied Drama. We will undertake greater focus on cognitive skills and complex projects to explore students own voice in creating and performing drama. There will be an emphasis on written analytical and persuasive skills in order to be ready for in-depth exploration of themes and ideas and in proposing their own creative ideas for development. Students will be encouraged to research and explore concepts and issues they are passionate about in order to create their own performances on stage, as well as look at celebrated theatre creators and how they develop concepts for a stage.

	Brief Description	Assessment Requirements
Unit 1	Focusing on directing and creating plays for purpose. A genre will be selected (examples could be Musical Theatre, Children's theatre, Greek Theatre) and a target audience. Students will develop their own scenes and perform excerpts fit for purpose.	Take on role of director to create a script that is targeted towards an audience. Performance piece to an audience.
Unit 2	Class study of selected playscript and analysis of themes, impact on audience, intention. Performance of an excerpt from the selected script in groups or individually.	Analysis of a Live production and folio of work outlining understanding of text Performance of a section of Scripted Drama

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Media Arts

Subject Information

In Media Arts, students develop understanding and apply a variety of Media Arts concepts. These include: media technologies, representations, audiences, institutions, media languages and relationships. Students use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

	Brief Description	Assessment Requirements
Unit 1	From Disney to Death Note Students will extend on their prior understanding of animation techniques and technology, as well as explore the differences in animation styles across different cultures	<ol style="list-style-type: none">1. Analytical essay (300-400 words)2. Animation design (Treatment, character profiles and 30sec-1min animation)
Unit 2	The One Where... Students will be introduced to the television industry and television language with a focus on technical and symbolic codes and conventions with a focus on British and Australian television and the representations created.	<ol style="list-style-type: none">1. Short response exam (200-300 words)2. Short film (storyboard and 1 minute situation television scene)

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Music

Subject Information

In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music, including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

	Brief Description	Assessment Requirements
Unit 1	Country	Performance
Unit 2	Like a Version	Analysis Composition
Unit 3	Music in Film	Analysis Composition
Unit 4	Motown and RnB	Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Visual Arts

Subject Information

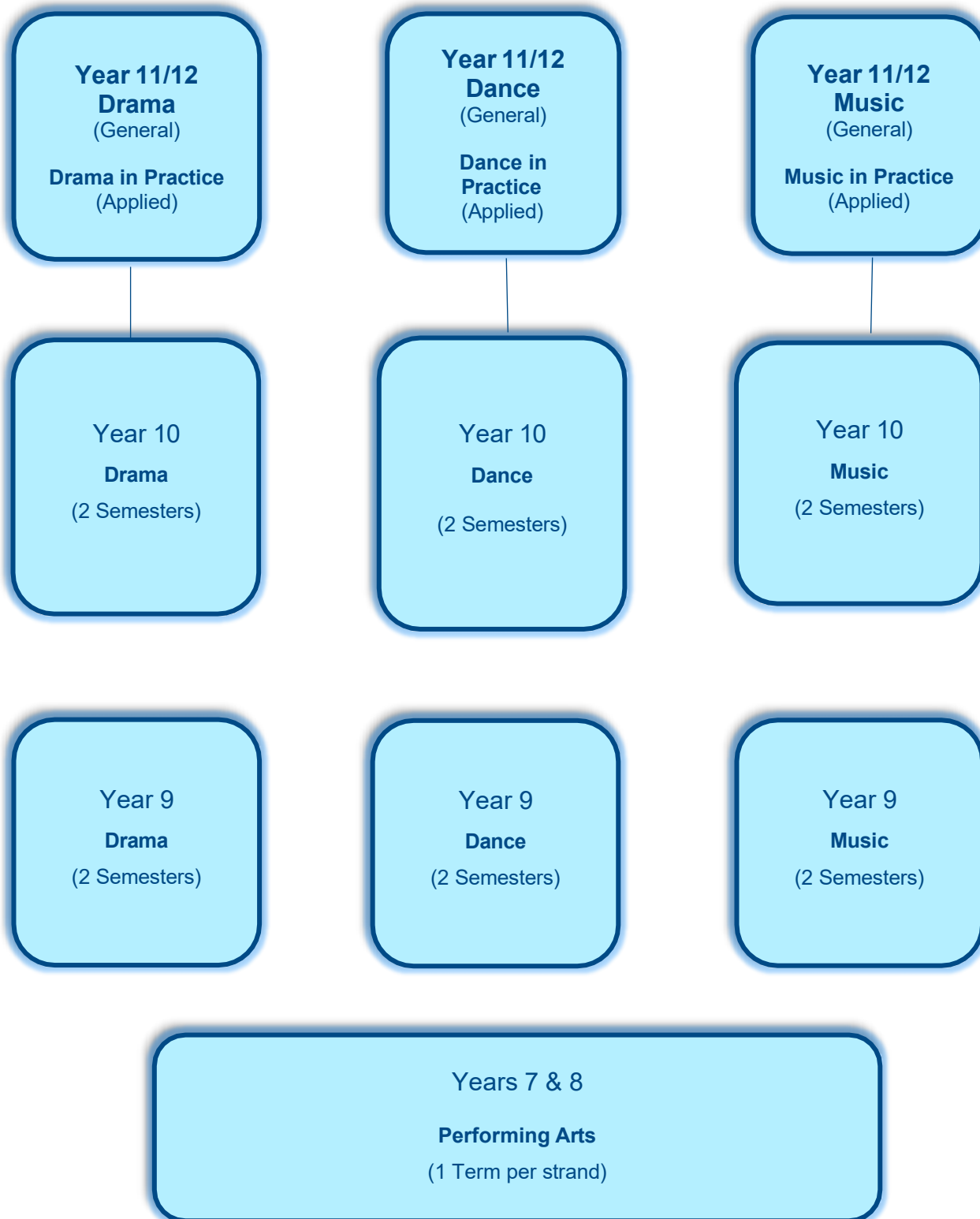
In visual arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes.

	Brief Description	Assessment Requirements
Unit 1	Digital Art	Folio of Artworks and experimentation Booklet
Unit 2	Skate n' Surf Figures	Sculptural pieces-figures Booklet
Unit 3	It's All in the Face	Clay Sculpture Mask/drawing Booklet/ Written Test
Unit 4	Surrealism	Drawing/painting Booklet / Research task

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.

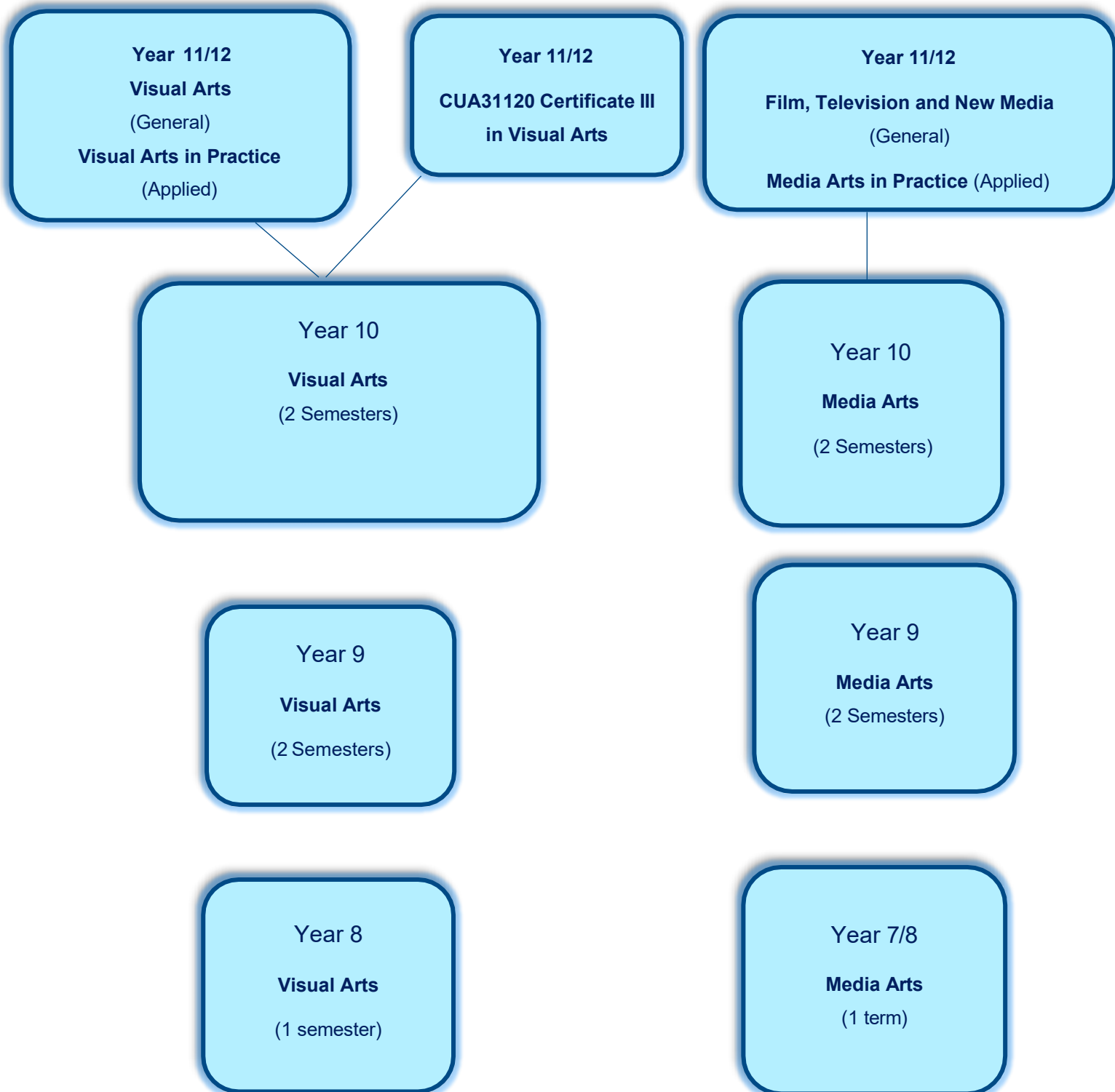


Performing Arts Pathways





Performing Arts Pathways



Note: Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered.